



FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

Salinas Union High School District

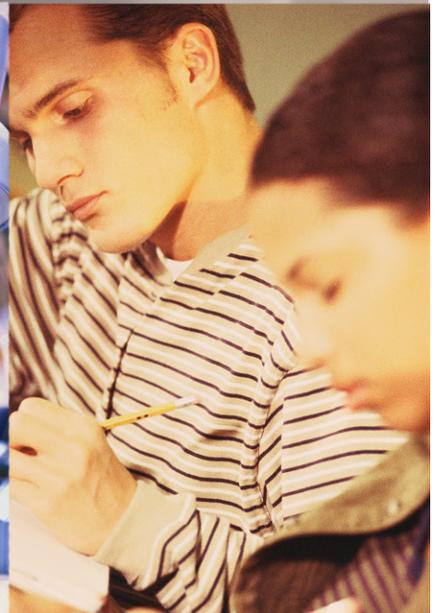
Technology Review

November 13, 2013



DRAFT

Joel D. Montero
Chief Executive Officer







CSIS California School Information Services

November 13, 2013

Timothy J. Vanoli, Superintendent
Salinas Union High School District
431 West Alisal Street
Salinas, CA 93901

Dear Superintendent Vanoli,

In June 2013 the Salinas Union High School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's technology support services. Specifically, the agreement states that FCMAT will perform the following:

1. Review the technology department job descriptions and staffing. This component will also include any site-level support and its impact on the technology department. Based on the staffing requirements of the district's technology department, provide staffing comparisons to districts of similar size and structure.
2. Review the project management methods used by the technology department, including how requests for services are received and prioritized. Review communication to and from all stakeholders, including how all parties are notified of priorities, progress, and possible delays. Based on these reviews and analyses, make recommendations for improvements.

This final report contains the study team's findings and recommendations in the above areas of review. FCMAT appreciates the opportunity to serve the Salinas Union High School District and extends thanks to all the staff for their cooperation and assistance during fieldwork.

Sincerely,

Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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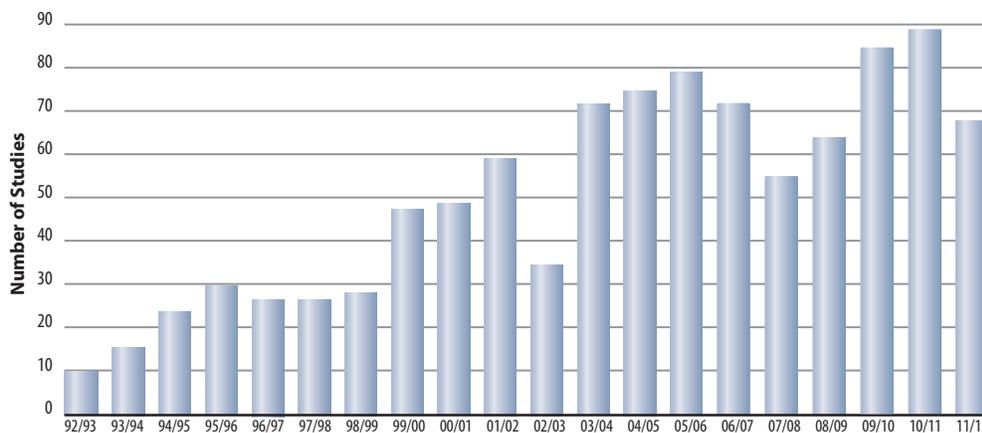
About FCMAT

FCMAT's primary mission is to assist California's local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

Studies by Fiscal Year



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county offices of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 850 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Introduction

Background

Located approximately one hour south of the San Francisco Bay Area, Salinas is in the center of one of California's richest farming regions and the birthplace of author John Steinbeck. Salinas has a population of more than 150,000 and is the county seat of Monterey County.

The Salinas Union High School District provides educational services to 13,879 students at four middle schools, four comprehensive high schools, one alternative school, one community day school, one continuation school, and a regional occupational center.

The superintendent has a strong interest in the academic success of all students and understands that students' and staff members' proper use of technology can be critical to success. To ensure that the district's investment in technology is being maximized, the district has asked FCMAT to evaluate certain elements of the technology department.

Study Guidelines

In June 2013 the Salinas Union High School District requested that FCMAT review the district's technology support services. FCMAT visited the district on July 17-18 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- Executive Summary
- Information Technology Staffing and Structure
- Wireless Network
- Job Description Review and Reorganization
- Appendices

Study Team

The study team was composed of the following members:

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Executive Summary

Information Technology Staffing and Structure

The Information Technology (IT) department is organized around a central support model that focuses mainly on providing network services and security. The district also lacks a position that has as its main responsibility ensuring the proper integration of instruction, learning, and technology. As a result, the department is unable to provide the school sites with meaningful and adequate technology support. This issue is compounded by a lack of oversight and organization of help desk and computer technicians supporting users.

The district should create three management positions to resolve these problems.

1. A chief technology officer position to provide the district with the proper vision and communications, and to align resources with the district's goals and objectives.
2. An educational technology coordinator to guide the proper integration of learning and technology throughout the district and to provide ongoing professional development to certificated staff.
3. A support services manager to oversee user support via network services, the help desk and computer technicians.

The IT department is understaffed in the help desk and in computer technicians to support technology at the school sites. The district should add one help desk position and three computer technicians. The existing accountant on assignment from the business office can be reassigned back to business services.

The district's organizational structure has aligned the IT department under the leadership of the business services division but it should be moved to the instructional services division to better align its services and responsibilities with the district's needs.

Wireless Network

Over the past few years the district has made a concerted effort to bring wireless network access to all of its sites. The IT department has installed equipment and configured the security of the wireless system. For a device to gain access to the network, the wireless system's configuration requires that a device be preapproved by the network computer communications technician and manually added to the network access control (NAC) network monitoring system. NAC is the process of preprogramming every network device (e.g., computer, printer, laptop) into the system to permit it to connect to the network. No device can join the network without first being programmed by the IT department.

The average time reported to get a device connected to the wireless network is several days. The result of this extra security is that most teachers and students have not gone through the required extra steps with their devices and do not have access to the wireless network. The district should reevaluate the current security settings and consider altering the settings to allow easier access to the network for students and staff.

Job Description Review and Reorganization

Most of the positions in the IT department are performing duties that are not aligned with their job descriptions. Many positions need to be reclassified or renamed to more accurately reflect the actual duties they are performing.

The department should be reorganized as described in this report, with an emphasis on improving services to the school sites.

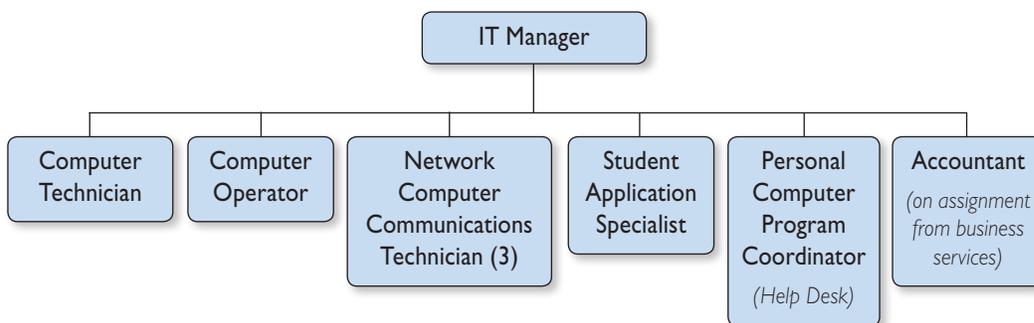
Findings and Recommendations

Information Technology Staffing and Structure

Organization and Structure

The information technology (IT) manager reports to the assistant superintendent of business services; previously, this position reported to the associate superintendent of instructional services. The IT department is organized around a centralized support model that focuses mainly on network services and security. As a result, school sites and classroom technologies have not received adequate support. As the district moves toward implementing various technologies to support the Common Core State Standards (CCSS) and the associated Smarter Balanced Assessment Consortium (SBAC) online testing, the need for site support will increase.

The following chart shows the district's existing IT department organizational structure.



The IT department lacks staff with the instructional knowledge required to make informed decisions about classroom technology needs, and the district lacks a position that is responsible for providing instructional technology support with the objective of integrating technology with instruction. This has resulted in the IT department focusing on network security over teachers' and students' access to technology.

The IT department's ability to effectively implement new technology is hampered by infrequent communications with other departments and school sites, which has led to confusion regarding department goals and objectives. The status of major projects, such as the wireless network installation, have not been clearly communicated to, or understood by, the school sites. Administrators and staff outside the IT department lack a clear understanding of IT projects and related issues. Although the IT department has created large detailed task lists, these lists are sometimes very technical in nature and are difficult for administrators to understand.

The district does not have a technology committee that meets regularly to address issues, discuss policy and procedures, or collaboratively establish a technology vision for the district. The month-to-month IT operational issues that affect projects, the district, and school sites are not being communicated. In addition, a lack of interdepartmental meetings restricts the IT department's ability to both convey the status of projects and to better understand the needs of other departments. The lack of face-to-face communication between the IT manager and the school

site staff has led to frustration and misunderstanding regarding the status of projects, which in turn has led to misunderstandings about the capabilities of newly installed technologies. For example, school site users stated that the wireless system was installed at their sites but they could not access it; however, the IT department stated that the wireless system was installed and ready to use.

The district's technology committee was formed several years ago to write the technology plan but has not met in the more than two years since that task was completed. In addition, the IT manager does not meet with the superintendent's cabinet. Re-establishing the technology committee meetings with site staff and regular meetings with cabinet-level personnel would help communicate project issues and successes. During these meetings it would also be beneficial for the IT department to hear the expectations of administrators and staff members. Discussing expectations with users regarding how technology projects will perform when completed can be of great help in setting achievable objectives. Administration and staff should have a chance to ask questions and express opinions about how they think or believe new technology will work and be of benefit to them. This exchange of information would also allow the IT department to dispel misunderstandings about how new technologies will perform once implemented.

The IT department does not have regular internal staff meetings at which projects, issues or planning are discussed with all staff members; the IT manager meets with IT staff individually to convey information or inquire about the status of a project. This approach has not been conducive to effective departmentwide project management and information sharing.

With the increasing use of technology in the classroom, a staff position that is responsible for ensuring that technology is used effectively for learning and teaching is increasingly important. Introducing large numbers of student devices that are capable of accessing the Internet requires teachers to adopt new pedagogy and classroom management strategies to be successful. A district-level position focused on integrating technology and education in the classroom would help temper the IT department's reluctance to grant instructional technology requests based on network security reasons. The district would benefit from having an educational technology coordinator position that is responsible for integrating technology into instruction and bridging the gap between the IT department and classroom instruction.

Technology must be reliable and readily available if it is to be truly integrated into daily instruction. When widespread technology problems occur, it is the IT department's responsibility to communicate clearly and concisely with all affected parties regarding service availability, status, and issue resolution. The department needs a strong operational management position to direct and manage critical operations daily, including the help desk and projects such as the wireless network installation and the Windows 7 upgrades. The district would benefit from creating and filling a support services manager position that is focused on daily management and operations of the IT department, specifically on providing a good customer service experience through the help desk, supporting the school sites, and supervising the increases in site support positions recommended later in this report.

There is also a need for a strategic technology leader to guide the vision and mission of the IT department in support of the district's implementation of CCSS and SBAC. This is generally the role of a chief technology officer (CTO), a position that the district lacks. A CTO ensures appropriate communication between the IT department and all users and strategically aligns the department's resources with the district's goals and objectives. It would benefit the district to replace the IT manager position with a CTO position that is responsible for engaging with

departments and school sites in providing improved IT services in support of teaching and learning.

The two new positions discussed above have distinct roles: a CTO provides strategic direction and district engagement; and a support services manager provides daily operational management.

Moving the IT department so that it functions in and reports to the instructional services division rather than the business office would emphasize the importance of technology in instruction and better support CCSS and SBAC. More than 90% of the IT department's users are directly associated with classrooms or school sites.

Recommendations

The district should:

1. Replace the IT manager position with a chief technology officer (CTO) position that reports to the associate superintendent of instruction.
2. Create and fill a support services manager position.
3. Create an educational technology coordinator position that is responsible for integrating technology with instruction districtwide.
4. Ensure that the CTO meets with principals monthly at their respective sites to review any technology issues. The CTO should also meet with their supervisor weekly to review technology projects, issues and concerns, and meet once a month with all IT staff to communicate issues, project status, and timelines.
5. Reassign the IT department to report to instructional services.
6. Re-establish the district technology committee, have the CTO chair it, and ensure that the committee meets regularly to review project timelines and objectives, set priorities, and communicate and share timely information.

School Site Support

The IT department has two computer support positions (computer technician and computer operator) assigned to support its 11 schools and various district departments. The department also has two student information systems support positions to assist the schools with the use of the district's student information system, eSchoolPLUS. The four middle schools each have a site-based part-time technology advisor position (paid with a stipend) that provides basic technology support. North Salinas High School, La Paz Middle School and Salinas Adult School each have a lab specialist position that provides computer lab support at their respective sites. This level of staffing is inadequate to support the district's technology needs, particularly at the comprehensive high schools. Instead of all technology services being provided by the IT department, many are performed by various school site staff.

School site staff disconnect computers that need repair and ship them to the district office for repair. Similarly, when computers are returned to the school sites, site personnel are responsible for reconnecting them. This process can take days or weeks. Several times during FCMAT's interviews, interviewees noted that staff did not want to send their computers to the district office because they did not know when they might be returned.

There is a possibility that the district may purchase as many as 5,000 Chromebooks for CCSS and SBAC testing before the end of the calendar year. An increase of this size in student mobile devices without addressing the staffing and security configuration needs discussed above will negatively affect the IT department's ability to provide timely support to other departments and school sites.

School site staff reported that technicians are seldom seen on school sites and that they do not check in with the site administration when arriving or departing. Users indicated that repairs were made but the technician often left without talking to them about the resolution of the issue. Technicians are not assigned to work at school sites on a set schedule; rather, all on-site work is initiated through a request for assistance, either via the help desk or by direct email to a technician. Individuals interviewed reported when IT staff visit sites they rarely wear an ID badge or identifiable uniform. Because IT personnel frequently visit sites, an ID badge and/or uniform would help site administrators and staff quickly identify IT staff.

The IT department has two student information support positions. These positions were physically separated from the rest of the IT department when they were assigned to report to an administrator on special assignment position that the district had for a short time in the past, and have remained that way since. Thus they are disconnected from day-to-day IT operations and help desk support staff. Moving these positions back into the IT department's physical space would allow for proper supervision and improved communication between student information system (SIS) support roles and the help desk.

The focus on network security over instructional practice is hampering learning in the classroom. To support CCSS and the SBAC assessments, the IT department needs to transform from a network security-driven department into a customer service-driven department with a focus on supporting instruction at the school sites.

An appropriate staffing model for effective site-level IT support is one technician for each comprehensive high school and one technician for every one or two middle schools depending on the schools' size and technology needs. With the increased number of devices required to support SBAC, the district will need these staffing ratios to provide adequate support.

It would benefit the district to add three computer support technicians and consider a modified centralized support model that allows triage and level one support items such as basic parts replacement to be performed on site. This would eliminate the minimum two-day round trip that equipment takes via district courier when sent for support or repairs under the current model and improve support response times. Additional site support staff would also give the department adequate capacity to deploy and support more student devices at the sites without negatively affecting existing support.

If the IT department gains additional support staff, it will need to reevaluate its processes and procedures related to the use of school site staff to provide technology site support.

Recommendations

The district should:

1. Add three computer support technician positions to address a significant shortage in support capacity and to prepare for CCSS and SBAC implementation. Re-evaluate current school site support processes and procedures.
2. Physically relocate the two student information support positions back into the IT department.
3. Provide shirts with the district logo and ID badges for IT technicians to wear, and ensure that they always wear them at work.
4. Ensure that all technicians check in with the school administration when visiting school sites.
5. Change the focus of the IT department from a network security-driven department into a more customer service-driven department.

Help Desk

There is one primary help desk position, and official help desk operating hours are from 8:30 a.m. to 4:30 p.m. Monday through Friday. During interviews, many staff commented that the help desk telephone is not regularly answered during business hours and that callbacks can take up to a day. Interviewees also noted that teachers and site staff begin working earlier than 8:30 a.m. and are not able to receive support until after classes have begun. There was also confusion about exactly when the help desk is available. In addition, the IT department has no clear plan for coverage of help desk calls in the event of sickness or vacation.

Because the help desk position is usually the primary point of contact for the IT department for other staff, customer service skills are important for this position. During the interviews, several employees noted that they had experienced less than satisfactory customer service from the help desk. “Frustration,” “gruff,” and “not friendly” were descriptions several individuals throughout FCMAT’s interviews used to describe their interaction with the help desk. The IT department needs to ensure that customer service is the primary role of this position.

The district uses Dell’s KACE system for its help desk ticket and inventory system. This system is not configured to email users when a ticket is completed. A quality help desk ticket management system can help an IT department effectively manage daily operations. A properly implemented ticket system will greatly improve the tracking and control of help desk requests, allow for greater organization and prioritizing of assignments, and assist in assessing the productivity of support teams. Many school districts use the KACE system, and it has the ability to email customers when their help desk ticket is completed and when there are updates to the status of an open ticket. It also has the ability to allow end users to enter tickets themselves, thus decreasing the number of calls directly to the help desk staff.

The IT department has been assigned an accounting position. The original intent of this position was to help perform IT accounting and order processing, and it was envisioned as a shared position split 50/50 with business services. In reality, the accountant is functioning as a second help desk position for the IT department and spends a significant portion of their time performing help desk support for applications, telephone system management, and technology order processing.

The help desk should be the first place users contact for support, and because of this it is critical that it be adequately covered and staffed. Expanding help desk hours to provide early morning and after-school coverage would increase support for teachers and site staff. Adding a second help desk position would allow for this, and ensure adequate staffing and coverage in case of vacation or sickness. It would also allow the help desk support duties now being performed by the accountant to be moved to the second help desk position. The accounting position could then be restored full time to business services department duties.

The staff who answer the help desk telephones are essential for the success of a help desk. These individuals must have a strong knowledge of login account creation, password resets, voice mail setup, wireless access, and many other everyday technical issues that users commonly call about. Although technical expertise is necessary for helping the user, a calm, professional and helpful personality is also necessary. Many IT departments err in focusing on their help desk staff members’ technical abilities without considering the customer service requirements of the position. Good help desk staff should be calm, professional, and be able to handle users who want to voice their frustrations. The help desk is the first point of communication between the

IT department and the users, and a calm voice on the phone can help defuse a potentially bad experience for users.

Recommendations

The district should:

1. Change the help desk hours to 7:30 a.m. to 5 p.m. Monday through Friday to allow staff to get support before and after school is in session. Communicate the new operating hours to all district staff.
2. Establish a procedure for providing backup support coverage for the help desk during operating hours. Ensure that at least one individual covers the help desk during operating hours and that it is never unattended.
3. Create a second help desk position, transfer to this position the IT responsibilities of the IT department's accountant, and restore the accountant position to full-time business services duties.
4. Invest in training for the help desk personnel to learn how to handle difficult situations and calm customers' frustrations.
5. Configure the Dell KACE system to email users with the status of their service request when the status of an open ticket changes and when the ticket is completed.
6. Ensure that all district staff are trained on how to enter help desk tickets into KACE themselves when the help desk is closed, such as after hours and on weekends and holidays.

Technology Procurement and Installation

New equipment installations are tracked via a slow manual process that begins with a request from a site for services or equipment. The IT accountant then processes the request and forwards it to the IT manager for review, after which it is returned to the site for the purchase order to be created.

Many users voiced frustration that they do not know how the IT purchasing system works, and that the IT department turns down purchase requests without apparent cause or changes previously approved requests to some other type of product. Users were also frustrated at the amount of time it takes to order an item and have it placed into service. It was not uncommon for users to indicate that it took three to six months or longer for equipment to be purchased and installed. The district's current process for ordering a personal computer (PC) is as follows:

1. Site requests PC for classroom from IT department.
2. IT department reviews request and determines if classroom has enough wiring, port space in the switching equipment, and power. If not, the IT department requests a quote for cabling and switching equipment and forwards the quote to the site for approval.
3. IT department gets a sales quote for the PC and sends it to the site for a purchase order to be generated.
4. The site then gets a purchase order issued for each quote.
5. Equipment is received by maintenance staff at the warehouse.
6. IT runs a report for the warehouse staff on items costing more than \$500 so that these items can be tagged for inventory purposes.
7. The warehouse staff tag items costing more than \$500.
8. The warehouse notifies the IT department that equipment has arrived and is tagged.
9. The IT department retrieves the equipment from the warehouse.
10. IT technicians set up the equipment.
11. Equipment is installed at site.

Between steps 9, 10, and 11 in this process there is a breakdown of communication and paperwork that is causing delays in the installation of the equipment. Often equipment sits for weeks or longer in the warehouse waiting to be installed.

Many IT departments have the final input on technology purchases, and many IT managers and directors review purchase requests before they become purchase orders. An IT department must be ready to handle the work load of technology purchase requests so users don't become frustrated at the amount of time it takes to order, receive and install items. Many IT departments create standard preapproved lists of commonly purchased items including computers, monitors, mouse, keyboards, switches, wireless access points, printers, smart boards, LCD projectors, replacement bulbs, and other items.

Because of the large amount of technology purchases, large to medium sized IT departments often designate one or more persons to coordinate the purchase and installation of technology equipment. These individuals are in charge of ordering standard equipment, making sure it is properly tracked and received, then notifying technicians of its arrival. After the equipment is received, the staff member can generate a help desk ticket for installation, thus allowing the end user to be informed of the status via email. It is best practice for IT departments to be customer service-driven. Many IT departments help users through related installation issues such as power, cabling and purchase orders, and manage equipment installation from beginning to end for the users. This helps create a customer-centered IT department.

Recommendations

The district should:

1. Assign help desk staff the responsibility of organizing and tracking the purchase and installation of technology equipment.
2. Document and publish the steps of a technology purchase to help end users better understand technology purchasing procedures.
3. Create a standard list of technology equipment and the cost of each item to help sites more easily budget their purchases.

Wireless Network

Over the past few years the district has made a concerted effort to bring wireless network access to all of its sites. The IT department has completed installation of wireless network equipment and configured the security of the system.

The configuration requires that a device be preapproved by the network computer communications technician and manually added to the network access control (NAC) network monitoring system before it can access the wireless network. NAC is the process of preprogramming every network device (computer, printer, laptop) into the system to permit it to connect to the network. No device can join the network without first being programmed by the IT department. The average time reported to get a device connected to the wireless network is several days. The result of this extra security is that most teachers and students have not gone through the steps required to connect their devices to the wireless network.

The wireless system as currently installed emphasizes security over ease of user access, and the decision to restrict the network to this degree has created a significant management burden for the IT department. Many districts have installed wireless access in a much more open and accessible manner while still providing for network security, integrity and Children's Internet Protection Act (CIPA) compliance.

A more instructional-friendly approach that many districts use is to create an open wireless guest network that requires either no password or a publicly known password and that is completely isolated from the district's local network and only provides filtered access to the Internet. For staff access, staff devices could be temporarily connected using a broadcast network service set identifier (SSID) and a shared wireless protected access 2 (WPA2) security password that end users could enter themselves. This temporary access would only be used until the devices were serviced in the field or brought in to IT to be configured so they would be automatically added to the wireless network without user intervention.

Recommendation

The district should:

1. Reevaluate the current policy of requiring all equipment to be registered in the NAC before access to the wireless network is permitted. Consider reconfiguring the wireless network security to provide students and staff with faster and easier access.

Job Description Review and Reorganization

Job Description Review

Information Technology Manager

The information technology manager reports to the assistant superintendent of business. The job description states that this position is responsible for the following:

. . . plan, organize, administer and manage the district's information services and educational technology department; supervises design, programming, computer operations, data control and data entry units; serves as a technical and administrative resource to operational and instructional users; development, implementation, and support of new or revised computer applications. Prepares budgets and project proposals, and allocates programming resources. Responsible for the recruiting, supervision, evaluation, and discipline of informational services staff. Accepts hands-on programming assignments as needed.

The minimum education and experience is indicated as follows:

A bachelor of arts/sciences degree, preferably with a major in business administration or computer science with courses in information systems, related fields, and five years increasingly responsible experiences in information systems work, including responsibility for developing procedures and applications, supervising information systems operations and personnel, writing computer programs and performing systems analysis work. It is recommended that at least two years of this experience be in an environment using computer hardware, either in a school district or by agencies under contract with a school district, and two to four years as project leader with supervisory responsibilities.

The actual duties of the position are very similar to those stated in the job description with the exception that very little programming occurs in the department.

Network Computer Communications Technician

There are three of these positions in the department.

The job description for this position states that it is responsible for the following:

Operating, Monitoring and maintaining mini and micro computer systems and related peripheral equipment; coordinating, scheduling and running reports, assisting users of on-line data processing equipment; installing, implementing and monitoring wide area networks for both mini and micro computer systems; and serving as a contact person for micro computer based hardware systems.

The minimum qualifications for this position include the following:

Three (3) years of progressively more responsible work experience in data processing on a medium scale with teleprocessing capability or completion of an Associate of Arts Degree, or equivalent, in Computer Science or related curriculum or any combination of experience and education that would likely provide the knowledge and abilities to qualify for the position.

The duties of the individuals in each of the district's three network computer communications technician positions differ, as described below.

Position 1

This position functions as the network administrator for the district. It is responsible for all network management, server administration, backups, wireless networking, firewall and web filtering support.

Although this position's daily responsibilities are within the broad scope of the current job description, this particular individual's position would be better reclassified as a network administrator to more accurately describe the duties being performed.

Position 2

This position is responsible for centralized desktop support and current projects such as the districtwide Windows operating system upgrade and consolidation of security camera servers.

The daily responsibilities are within the broad scope of the current job description. The individual in this position needs to be cross-trained in core support areas of position 1 above to ensure continuity in network operations.

The network computer communications technician job description needs to be updated to include more up-to-date, technology-agnostic terminology (that is, terminology that is general in nature rather than tied to specific systems). Data processing and mini- and microcomputers are largely obsolete terms and could be replaced with terms such as information technology and desktop and mobile technology, respectively.

The representative duties section of the job description refers to backup tapes; however, tape technology is giving way to disk-based and online backup solutions and therefore this language could be changed to refer to supporting the district's backup operations, including ensuring proper off-site storage and disaster recovery and operational continuity. It would also be more accurate and descriptive to rename the position as technology support specialist.

Position 3

This position provides database and server support for the student information system (SIS). The daily responsibilities are inconsistent with the job description. It would be more accurate to reclassify this position and give it the title of student information systems data specialist, with main responsibilities that align with supporting SIS system operations and maintaining data integrity.

Student Application Specialist

The student application specialist job description states that the position "provides to users all aspects of support for student application functions; provides information and training to assist sites in accomplishing data driven tasks; and serves as the point of contact in the district regarding all student application functions."

Representative duties listed in the job description include the following:

Assisting site personnel with all aspects of the master schedule; maintaining and providing information for CBEDS reporting; maintaining and providing information for state adopted testing systems; customizing reports based on student performance; maintaining database information; maintaining system manuals and documentation related to student applications; training site employees in the utilization of student applications; provide information to support providers; assist in resolving problems; coordinating access to all internal information systems resources; and serving as the librarian of the student information services documentation.

The minimum qualifications listed for this position include the following:

Five (5) years' experience with centralized databases such as Digitronics or other student information systems and successful experience in training others to use data systems with experience with public schools data processing systems being highly desirable.

This position is the district's California Longitudinal Pupil Achievement Data System (CALPADS) and SIS support specialist with responsibilities that include state reporting of CALPADS data, maintaining testing data, generating data files for testing, providing site support for the SIS system, ensuring data integrity, developing data entry processes, conducting SIS training, and district report writing. CALPADS data requirements continue to increase, making data entry processes, site trainings and data integrity checking more important than ever. The job description for this position needs to be updated to include the increased responsibilities of providing CALPADS support.

The position's title of student application specialist is misleading because this position primarily provides support for CALPADS and the SIS. Renaming this position as student information systems specialist would more accurately convey its focus on state reporting (CALPADS) and SIS support.

Computer Operator Support Technician

There are two of these positions in the IT department; however the two staff members in the positions are known by different titles: one is known as a computer technician and the other as a computer operator. Both positions perform similar functions.

The computer operator support technician is an entry level support position that has as its primary function providing site-level user support of desktops, laptops, networking and peripheral systems.

The job description indicates that this position's essential functions include the following:

Perform computer and peripheral equipment operation; prepare information and data for input to a computer base system; perform program search processes and retrieve requested data output reports; support and install new programs on PC software; provide office support and perform other related work as required.

The minimum qualifications listed for this position include the following:

A High School diploma or the equivalent supplemented by coursework or training in computer operations, data processing practices and other closely related fields and Two (2) years of experience operating a tape and disk oriented computer system, and related peripheral equipment, or experience in the Salinas Union High School District in which the incumbent has acquired the knowledge and abilities listed above.

The main duties that the two individuals who hold these positions are performing include computer and network support at sites, including equipment repair support, wireless deployment, and cabling and miscellaneous technology support.

Changing the title of this position to computer support technician would more accurately reflect its function. The job duties in the job description need to be updated to remove references to outdated technology and tasks.

Personal Computer Program Coordinator

The personal computer program coordinator provides telephone and remote support for users and manages the ticket queue.

The job description states that this position, under general supervision, is responsible for the following:

Select sources and purchase personal computer systems, software and peripherals; maintain spare equipment for the District; train, qualify and supervise on-site personnel in basic computer maintenance and repair procedures; perform complex or costly computer repairs and system upgrades; conduct and/or arrange in-service instruction for District computer users; and perform other related work as required.

The minimum qualifications listed for this position include the following:

A bachelor of arts degree or the equivalent with an emphasis in computer science or a closely related field and three (3) years experience in demonstrated teaching, training or technical customer support, or experience in the Salinas Union High School District in which the incumbent has acquired the knowledge and abilities listed above.

The current duties of the position are inconsistent with the job description. The duties being performed are more closely related to a help desk technician, and it would be more accurate to reclassify this position as such.

Recommendations

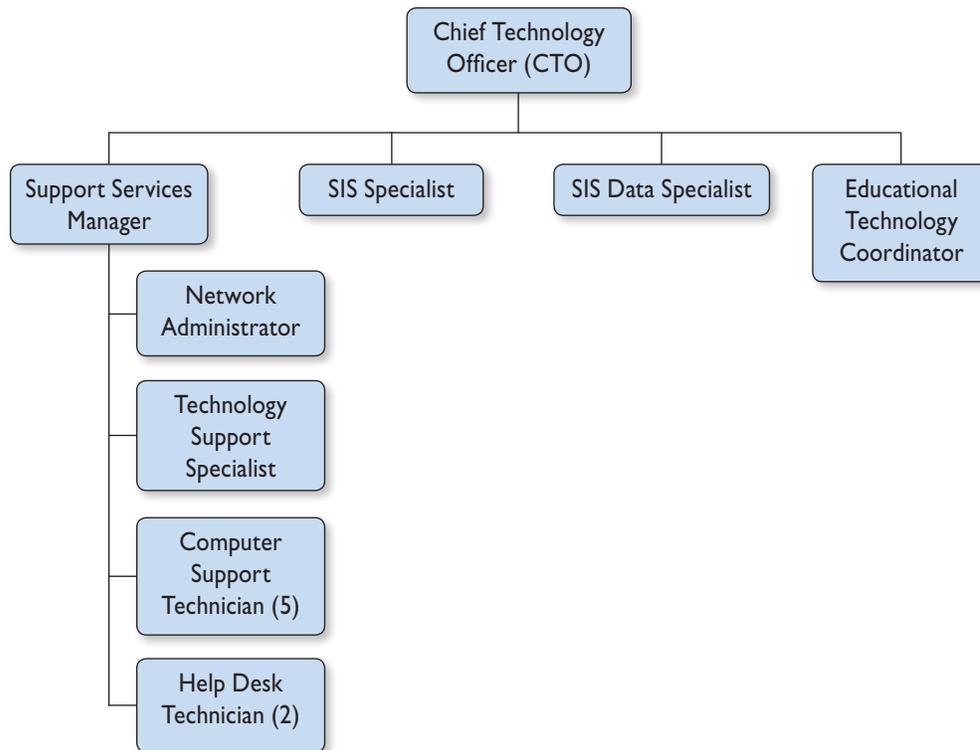
The district should:

1. Reclassify and change the title of one of the three network computer communications technician positions to a network administrator position.
2. Change the title of one of the three network computer communications technician positions to a technology support specialist.
3. Reclassify and change the title of one of the three network computer communications technicians to a student information systems data specialist.
4. Change the title of the position of student application specialist to student information systems specialist.
5. Change the title of the two computer operator support technician positions to computer support technician.
6. Reclassify and change the title of the personal computer program coordinator position to help desk technician.
7. Update all jobs descriptions to indicate actual duties, roles and responsibilities being performed.

Reorganization

Reorganizing the IT department to enable it to better support school sites and classroom technology would help the district address both site support issues and the organizational challenges facing the IT department.

The following diagram shows FCMAT’s proposed reorganization of the IT department.



The table below shows current titles and any proposed title changes for IT department positions.

Current Title	Proposed Title/Change
IT Manager	(Position Eliminated)
Computer Operator Support Technician (known as Computer Technician)	Computer Support Technician
Computer Operator Support Technician (known as Computer Operator)	Computer Support Technician
Network Computer Communications Technician #1	Network Administrator
Network Computer Communications Technician #2	Technology Support Specialist
Network Computer Communications Technician #3	Student Information Systems Data Specialist
Student Application Specialist	Student Information Systems Specialist
Personal Computer Program Coordinator (known as Help Desk Support Coordinator)	Help Desk Technician
Accountant	(Reassigned to Business Services)

The following table lists proposed additional IT department positions and the estimated salary for each. This does not include the costs for statutory and health and welfare benefits.

Additional Positions	Estimated Annual Salaries
Chief Technology Officer (1)*	\$111,869
Educational Technology Coordinator (1)*	\$95,659
Support Services Manager (1)*	\$64,772
Help Desk Technician (1)	\$50,772
Computer Support Technician (3)	\$35,064 each or \$105,192 total

* Indicates new position categories in the department

The transition to the proposed new organizational structure indicated above can be accomplished by a combination of attrition, reclassification, redefining roles and job descriptions, and/or other means. Changes in positions, titles and salaries may be subject to negotiation and collective bargaining. The proposed reorganized department contains several new position titles, and representative duties and responsibilities are briefly described below. Sample job descriptions for these positions are included in Appendix B.

New Position Descriptions

Chief Technology Officer

The chief technology officer (CTO) provides vision, oversight, and allocation of proper resources to support the district's strategic goals and objectives. This position collaborates with other district leaders to maximize the efficient and effective use of technology for academic and administrative purposes, works closely with district leaders to develop timelines and milestones for critical projects, and provides regular status updates to all stakeholders.

Educational Technology Coordinator

This position ensures effective use of technology in the classroom for improving learning by using research-based strategies and the delivery of appropriate professional development to certificated staff. This individual makes recommendations for software and hardware and helps define standards for instructional technology. This position also designs and delivers ongoing professional development that is aligned with the district's strategic plans for technology use.

Support Services Manager

This position coordinates services and is responsible for the network, desktop, and help desk support staff. This position also serves as a single point of contact for end-users to resolve technical support issues. Plans for upgrades and support of enterprise level computers and associated networking equipment. Coordinates with the educational technology coordinator to ensure that classrooms receive adequate support in a timely manner.

Staffing Comparisons

School districts statewide are recognizing the instructional benefits of integrating technology into the curriculum, as well as the fiscal impact associated with streamlining processes and collecting student and fiscal information. Many districts combine technology support and other services such as curriculum or fiscal responsibilities under one district-level team. School districts also use a centralized IT staffing and support structure to increase efficiency. As district budgets have declined over the past five years and the demand for technology continues to increase, districts have been required to evaluate the level of IT support and redefine the organizational structure.

To evaluate trends in IT staffing, FCMAT gathered department staffing data from four school districts similar to Salinas Union High School District in size and operations to provide sample staffing models. This data is summarized in the following table.

District	Students	Schools	Total IT Dept. FTE	Positions	FTE
Santa Rosa City School District	16,430	18	20.25	Chief Technology Officer	1
				Curriculum Resource Assistant	1
				Senior Secretary	2
				District Testing Supervisor	1
				Network Administrator	1
				Student Information Supervisor	1
				Report Writer	1
				District Assessment Data Specialist	1
				Programmer/Analyst	2
				Database Administrator	1
				Server Administrator	2
				Technology Assistant (7 at .75 FTE)	5.25
Santa Clara Unified	15,288	25	12	Director	1
				WAN/Intranet Administrator	1
				Local Area Network Administrator	1
				Database Administrator	1
				SIS/Data Processing Specialist	1
				Application Support Specialist	2
				Senior Technician	1
				Technician	3
PC/Network Support Specialist	1				
Salinas Union High School District	13,879	11	8	IT Manager	1
				Network Computer Communications Technicians	3
				Computer Technician	1
				Computer Operator	1
				Personal Computer Program Coordinator	1
				Student Application Specialist	1

District	Students	Schools	Total IT Dept. FTE	Positions	FTE
Fullerton School District (Elem)	13,656	20	10	Director	1
				Assistant Director	1
				Technical Support Specialist III	1
				Technical Support Specialist I	1
				Computer Repair	2
				Program Specialist	1
				Computer Repair Coordinator	1
				Technical Support Specialist IV	1
				Technical Support Specialist II	1
Monterey Peninsula Unified School District	10,956	22	11	Director II	1
				Administrative Assistant	1
				Systems Administrator	1
				Learning Community Technology Administrator	3
				LAN Tech II	5

The analysis of comparative data such as this can be difficult because of the variances in the types of services offered by each local educational agency. Staffing levels may be adequate in some agencies and inadequate in others due to the type, age and complexity of technology being used. Many times available funding, academic progress or mandates and the district's emphasis on the use of technology can account for staffing differences. Staffing models and comparisons can assist in streamlining or expanding the district's strategic direction. These types of staffing comparisons are also particularly important in ensuring the right balance between specialist and generalist positions, and provide the district with a general guideline regarding what types of positions are used by other districts of similar size and structure.

As referenced above in the comparative chart, there are variances in the number and type of staff employed in the peer districts. While position responsibilities are not available for all of the comparative districts, a few key trends can be identified from the information that is available. Not only do most of the comparative districts have a centralized leadership position (director), but most also have one or two network or systems administrator positions who provide technical support and system development, and one or two information technology specialists who support daily technology integration and activities.

Network administrators tend to provide more infrastructure and enterprise-level technical support, while specialists or site coordinators normally provide classroom-based support.

Further analysis of this data can be performed by the district, if desired, by contacting each agency and having detailed discussions with them regarding the types of technology being supported.

Recommendations

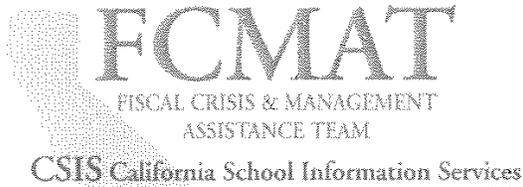
The district should:

1. Restructure the IT department to enable it to better provide site support and to address the department's operational and management issues.
2. Add the positions of chief technology officer, educational technology coordinator, support services manager, help desk technician, and three computer support technicians.

Appendices

Appendix A

Study Agreement



**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
June 14, 2013**

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Salinas Union High School District, hereinafter referred to as the district, mutually agree as follows:

1. BASIS OF AGREEMENT

The team provides a variety of services to school districts and county offices of education upon request. The district has requested that the team assign professionals to study specific aspects of the Salinas Union High School District's operations. These professionals may include staff of the team, county offices of education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this agreement.

In keeping with the provisions of Assembly Bill 1200, the county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to provide the district an analysis of the district's technology department organization and staffing, and project management. To meet these objectives, the team will do the following:

1. Review the technology department job descriptions and staffing. This component will also include any site-level support and its impact on the technology department. Based on the staffing requirements of the district's technology department, provide staffing comparisons to districts of similar size and structure.
2. Review the project management methods used by the technology department, including how requests for services are received and prioritized. Review communication to and from all stakeholders, including how all parties are

notified of priorities, progress, and possible delays. Based on these reviews and analyses, make recommendations for improvements.

B. Services and Products to be Provided

1. Orientation Meeting - The team will conduct an orientation session at the district to brief district management and supervisory personnel on the team's procedures and the purpose and schedule of the study.
2. On-site Review - The team will conduct an on-site review at the district office and at school sites if necessary.
3. Exit Report - The team will hold an exit meeting at the conclusion of the on-site review to inform the district of significant findings and recommendations to that point.
4. Exit Letter – Approximately 10 days after the exit meeting, the team will issue an exit letter briefly summarizing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
5. Draft Reports - Electronic copies of a preliminary draft report will be delivered to the district's administration for review and comment.
6. Final Report - Electronic copies of the final report will be delivered to the district's administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.
7. Follow-Up Support – If requested, FCMAT will return to the district at no cost six months after completion of the study to assess the district's progress in implementing the recommendations included in the report. Progress in implementing the recommendations will be documented to the district in a FCMAT management letter.

3. PROJECT PERSONNEL

The study team will be supervised by Anthony L. Bridges, CFE, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- | | |
|---------------------|--|
| A. Scott Sexsmith | FCMAT Fiscal Intervention Specialist, Project Leader |
| B. Andrea Alvarado | FCMAT Management Analyst |
| C. To be determined | FCMAT Consultant |
| D. To be determined | FCMAT Consultant |

Other equally qualified staff or consultants will be substituted in the event one of the above individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be as follows:

- A. \$500 per day for each staff member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings. The cost of independent consultants will be billed at their actual daily rate.
- B. All out-of-pocket expenses, including travel, meals and lodging.
- C. The district will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon the district's acceptance of the final report.

Based on the elements noted in section 2 A, the total estimated cost of the study will be \$12,000.

- D. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT's services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. RESPONSIBILITIES OF THE DISTRICT

- A. The district will provide office and conference room space during on-site reviews.
- B. The district will provide the following if requested:
 - 1. A map of the local area.
 - 2. Existing policies, regulations and prior reports that address the study scope.
 - 3. Current or proposed organizational charts.
 - 4. Current and two (2) prior years' audit reports.
 - 5. Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.
 - 6. Documents should be provided in advance of field work; any delay in the receipt of the requested documents may affect the start date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, where the district shall upload all requested documents.

- C. The district's administration will review a preliminary draft copy of the report resulting from the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

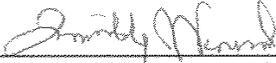
6. **PROJECT SCHEDULE**

The following schedule outlines the planned completion dates for different phases of the study:

Orientation:	August/September, 2013
Staff Interviews:	to be determined
Exit Meeting:	to be determined
Preliminary Report Submitted:	to be determined
Final Report Submitted:	to be determined
Board Presentation:	to be determined, if requested
Follow-Up Support:	if requested

7. **CONTACT PERSON**

Contact Name: Teresa A. Santamaria, Assistant Superintendent, Business
 Telephone: (831) 796-7015
 E-mail: teresa.santamaria@salinasuhdsd.org

	6/26/13
_____ Timothy Vanoli, Superintendent Salinas Union High School District	_____ Date
	June 14, 2013
_____ Anthony L. Bridges, CFE Deputy Executive Officer Fiscal Crisis and Management Assistance Team	_____ Date

Appendix B

Sample Job Descriptions

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

EXECUTIVE DIRECTOR, TECHNOLOGY & INFORMATION SERVICES

DEFINITION

Under direction of Business Services, plan, recommend, organize, direct district-wide information and computer operating systems; provide leadership and guidance in the implementation of technology. Develop and oversee a department budget; coordinate contract services; and general oversight responsibility for classroom/school site technology. Collaborate with sites and district departments on technology-related issues; manage professional and technical staff.

EXAMPLES OF DUTIES

- Provides leadership and direction in district-wide technology planning, computer acquisition, applications development, and computer operations to increase access to information and facilitate productivity.
- Consults with division managers to develop network and communication solutions and data services that integrate computer systems for information processing and data sharing.
- Directs development of information systems including database management, business, and financial applications to improve operations and delivery of instruction.
- Develops and implements departmental goals, priorities and procedures.
- Monitors data security to ensure the integrity and reliability of computerized information systems.
- Directs the continuous improvement of the information and technical system staff, equipment and systems to maintain pace with district needs.
- Oversees an annual budget and establish controls to stay within the limits of that budget.
- Prepares for and follows up on technology-related audits.
- Coordinates student and staff events, promoting the use of instructional technology.
- Oversees bid requests, proposals, and vendor contracts.
- Supervises and evaluate department certificated and classified management personnel.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

Current K-12 instructional practices; principles and techniques of educational technology; principles and techniques for project planning, scheduling and control; public sector business practices; emerging trends in instructional technology, and management of budget planning and oversight.

Ability to:

Supervise, coordinate, and direct managers, teachers, classified staff, advisory groups, and other stakeholders; communicate clearly and concisely, orally and in writing; develop sound strategies to accomplish objectives; incorporate new technology into future plans; facilitate and lead change; comply with the District's customer service standards, as outlined in Board Policy.

Experience:

Demonstrates strong management/leadership skills. A minimum of five years experience at site or district level coordinating technology integration into instruction or management of technology/information systems.

Education

Current California teaching credential.

Educational Administrative Services credential.

Masters degree in related area or postgraduate educational technology coursework preferred.

6/09; 11/09;8/11

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

DIRECTOR IV, EDUCATIONAL TECHNOLOGY

DEFINITION

Under direction of the Executive Director of Technology and Information Systems, provides leadership and guidance in the implementation of district wide educational technology; provides and directs technical assistance and support to schools in a variety of computer programs and functions; plans, organizes, recommends and directs district wide training, software adoptions and implementation; oversees application systems and websites.

EXAMPLES OF DUTIES

- Plans, organizes, schedules and supervises technology staff in developing detailed and definitive technology use plans for each school in the District.
- Acts as a liaison for the Education Division, attending instructional events and meetings with other district and site leaders.
- Contributes to the leadership and direction in technology planning, assessment programs, equipment acquisition, applications development, and establishment of standards for hardware and software.
- Coordinates the roles of site technology coordinators and teachers on assignment to implement goals and integrate technology into instruction.
- Participate in the development and implementation of the District's Technology Plan in support of student achievement
- Work with site administrators to help teachers adapt curriculum materials and lesson plans to utilize technology
- Coordinate professional development activities directly related to the integrated use of technology in all content areas, including student demonstration projects, classroom demonstrations, team teaching, and workshops.
- Reviews curriculum, develop training programs, identify best practices, and coordinate integration of technology into the learning process.
- Participates in development and implementation of departmental goals, objectives, policy priorities, standards and procedures.
- Provides leadership and direction in applications development, to increase access to information and facilitate productivity. Support the selection and training for cloud-based applications and adoption.
- Support the integration of technology associated to the Common Core State Standards.
- Support virtual schools and online programs and other digital curriculum projects.
- Consults with division managers to develop solutions that integrate computer systems and data sharing.
- Facilitates ongoing district wide needs assessment and software technology implementation.
- Manages and implement technology grants and related budgets.
- Coordinates and promote participation in organizations, events, and conferences concerning instructional technology.
- Prepares bid requests, evaluate proposals, and oversee vendor contracts.
- Work to set standards for technology use of students and instructional staff.
- Makes recommendations for employment and evaluate performance of assigned staff.
- Performs other duties as assigned.

DIRECTOR IV, EDUCATIONAL TECHNOLOGY

Page 2

QUALIFICATIONS**Knowledge of:**

Current K-12 instructional practices; principles and techniques of educational technology; project planning, scheduling and control; broad knowledge of public sector business practices; emerging trends in instructional technology and management of budgets.

Ability to:

Supervise, coordinate, and direct teachers, support staff, advisory groups and other stakeholder groups; communicate clearly and concisely, orally and in writing; define specific goals and develop sound strategies to accomplish objectives; incorporate new technology into future plans; use strong management and interpersonal skills to facilitate and lead change; comply with the District's customer service standards, as outlined in Board Policy.

Experience:

Minimum five years of teaching experience. Minimum two years of experience at a site or district level coordinating technology integration into instruction. A minimum of two years experience in a site administration position preferred.

Education

Current California teaching credential.

Educational Administrative Services credential.

Masters degree in related area or postgraduate educational technology coursework preferred or completion of CTO Mentor Project

11/98 Revised 7/03; 9/03; 3/04, 6/05; 2/06; 11/09; 3/13

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

DIRECTOR IV, TECHNICAL SERVICES

DEFINITION

Under direction of the Executive Director of Technology and Information Services acts as decision-maker related to the technology vision and information technology (IT) management of the district; ensures the smooth and effective operation of the extended IT infrastructure for all district facilities; works closely with department staff senior management to help IT deliver strategic benefits to the business side the district and educational benefits of the students; provides leadership and direction for network technology and technical services; coordinates work with user departments and other TIS units.

EXAMPLES OF DUTIES

- Provides leadership and direction in technology planning, equipment acquisition, assistance to schools and establishment of standards for hardware and software.
- Plans, schedules, coordinates and supervises personnel engaged in network design, installation, and maintenance.
- Participates in development and implementation of District and department technology goals, priorities, standards, and procedures.
- Coordinates work with user departments and other TIS units.
- Oversees the management of computer installation, repair, maintenance services, technical training, and customer support.
- Supervises and evaluates the computer and network support staff for performance review and advancement.
- Determines the level and nature of specialized training required to keep staff current with emerging technologies; implements training as appropriate.
- Makes recommendations for department level positions.
- Prepares bid requests, evaluates proposals, and oversee vendor contracts.
- Assists in the preparation and oversight of departmental budgets.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

Network server operating systems; workstation hardware and software; procedures and techniques for ongoing maintenance and support of computer users; wide area network technologies including routers, video monitoring, and telephone systems; local area network technologies including wiring, hubs, and switches; emerging trends in networking as it applies to educational technology.

Ability to:

Coordinate and direct network design, implementation, maintenance, and troubleshooting; communicate clearly and concisely, orally and in writing; incorporate new technology into future hardware and network service delivery plans; work with vendors and other third parties to coordinate installations, solve problems, and complete projects; communicate with multiple stakeholder groups; comply with the District's customer service standards, as outlined in Board Policy.

EXPERIENCE AND EDUCATION

Minimum of five years' progressively responsible experience in the areas of systems engineering, networking, communications, and operating systems. Experience equivalent to graduation from college with a Bachelor's Degree in information technology, business administration, computer science, or related field. Valid Driver License required.

Revised: 5/01; 6/06;10/08;11/09

Help Desk Technician III

EL DORADO COUNTY OFFICE OF EDUCATION

CLASS SPECIFICATION

CLASS TITLE: Help Desk Technician - III

Job Purpose Statement: Under General supervision of the Director of Information Services, position is responsible for meeting the expectation of both internal and external customers in a call center environment. Primary responsibility is user support and customer service. Be present and visible in the Help Desk area and available to users requiring technical assistance. Operates audio-visual and related equipment; assists school personnel in setting up and operating such equipment. Guides the customer regarding the use of a broad range of products, offerings, and services. Provides identification, prioritization, and resolution of problems following well-defined guidelines and procedures. Performs backup of critical data files. Prepares progress reports for work performed.

Distinguishing Characteristics:

Help Desk Technician III – Demonstrates a mastery of knowledge and skill set. Requires only follow up on most tasks.

Essential Job Functions:

- Respond to questions from callers and walk-ins; remotely assist staff with technology problems in offices and classrooms for the purpose of resolving and/or clarifying problems.
- Learn fundamental operations of commonly used software, hardware, and other equipment for the purpose of assisting customers.
- Follow standard Help Desk operating procedures; accurately log all Help Desk contacts using call tracking software for the purpose of timely and efficient resolution of problems.
- Accept general responsibility for the computer data center and ensure that it is ready for use, systems up and available, stock paper and toner in printers for the purpose of efficient use of facilities.
- Become familiar with available help resources; stay updated on technology changes or problems for the purpose of assisting customers.
- Operate computer to produce, print, and sign vendor and payroll checks, prepare/print check registers for the purpose of ensuring distribution of funds and payroll.
- Analyzes comparable equipment for the purpose of recommending equipment purchases.

Help Desk Technician III

- Assists EDCOE staff and outside agencies with video-taping for off-air, live events, and copying for the purpose of supporting them in the completion of their work activities.
- Sets up and runs sound systems for special events for the purpose of providing delivery of media.
- Makes masters and distribution copies of educational programs for the purpose of maintaining a film and video library.
- Become familiar with EDCOE policies, services, and staff for the purpose of effective communication.
- Direct calls to appropriate EDCOE staff as necessary for the purpose of resolving problems.
- Setup of VOIP phones.

Job requirements - Qualifications

Education: High school diploma or equivalent. Education at a level to demonstrate the ability to perform the duties and responsibilities as described.

Experience: One year of increasingly responsible computer applications and systems analysis experience in a help desk environment. Experience in assisting an Audio Visual/Computer Technician to carry out the duties and responsibilities of the class or experience maintaining and repairing audio visual and computer components. Demonstrated competency in systems documentation. A-1 computer certification highly desirable.

Skills, Knowledge and/or Abilities:

Skills to Answer staff questions in person and via phone on all EDCOE supported applications; Troubleshoot computer problems; Determine source of computer problems (hardware, software, user access, etc.); Advise staff on appropriate action; Serve as liaison between staff and the technology department to resolve issues; Work one-on-one with staff on application projects; Document resolutions for future reference; Follow written directions to produce reports and print checks; Perform hardware and software installations; Provide on-the-job training to new department staff members; Provide computer orientation to new EDCOE staff.

Knowledge of Concepts of computer and network operating systems, scheduling and applications; Terminology and practice of financial and statistical work; Concepts of data storage and communications; Principles, practices, and techniques in the installation, maintenance and troubleshooting of hardware and software; operation of audio visual and computer components; tools, materials, equipment and procedures used in the

Help Desk Technician III

repair and maintenance of audio visual and computer components; safety practices; billing practices.

Abilities to Sit for prolonged periods, maintain and verify completeness of records, meet schedules and deadlines, orient others in equipment operations, establish and maintain effective working relationships, communicate with persons with varied cultural and educational backgrounds, and communicate in oral and written forms.

Licenses, Certifications, Bonding, and/or testing required: TB test clearance, Criminal Justice fingerprint clearance. Required to operate own vehicle during the course of employment, must possess a valid California Driver's license and evidence of insurability. Skills test may be administered during selection process.

Schedule D, Range 35

Approved by Personnel Commission 6/11, 12/12/12

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

CLASS SPECIFICATION

February 2013

NETWORK TECHNICIANDEFINITION

Under general supervision, and in accordance with district guidelines, performs complex technical duties related to the maintenance and support of distributed computer networks installing related hardware, software, and peripheral equipment at various school sites and other district locations; provides training and assistance to users on a variety of software and hardware; and performs related work as required.

CLASS CHARACTERISTICS

This position is expected to keep current on developments and advancements in computer technology, equipment, and software. The incumbent is expected to work with considerable independence. Experience in both PC and Macintosh in a network environment will be expected.

LICENSE REQUIRED

Some positions may require possession of a valid and appropriate California driver's license.

EXAMPLES OF DUTIES

According to district standards, troubleshoots and maintains local area network equipment including file servers, work stations, hard disks, media drives, storage area networks, network attached storage, backup systems, printers, wireless access points, applications and systems software, wiring, cables; and works with site and district staff in system problem detection and correction. *E*

Provides technical assistance for standard software applications and/or web-based and training to users; assists computer/program users to assure that software and hardware operate in a manner consistent with the intended use. *E*

Consults with site and District administrators regarding training needs; plans, develops, and conducts orientation and training for users in new and existing computer program applications, network operations, operating systems, utilities, and peripheral equipment; assists in computer labs. *E*

Maintains, installs or replaces wiring, cables, and connections whenever necessary for additions and changes to site area networks using appropriate industry standard techniques and according to District standards. *E*

Repairs and services a variety of computer, mechanical, electrical, and electronic equipment; performs semi-skilled work in the installation, maintenance and repair of a variety of electronic and audio visual equipment; refers problems which cannot be handled at site to the appropriate District departments, such as ETS or Information Services. *E*

Network Technician - Continued**Page 2**EXAMPLES OF DUTIES (cont.)

Keeps current on developments and advancements in computer technology and equipment; tests and analyzes new software and/or web-based applications. *E*

Works with supervisors and users to establish priorities and schedule repair work. *E*

Trains and supervises student workers and other part-time staff. *E*

Prepares a variety of reports. *E*

Provides support to other areas such as library, textbook distribution, receiving, and clerical offices. *E*

Works with other district technical staff to maintain and keep informed of district procedures and standards. *E*

MINIMUM QUALIFICATIONSKnowledge of:

1. Computer practices, procedures, and terminology at a level sufficient to explain applications, systems, and hardware to supervisor, users, and administration;
2. Procedures and basic principles of current computer network technology and personal computer operating systems;
3. Network operating systems;
4. General principles of supervision and training;
5. Proper methods for storing equipment, materials, and supplies;
6. Cable requirements and interface technology;
7. Fundamentals of time management;
8. Proper use of test equipment applicable to maintenance of electronic and media equipment; and
9. Computer operating systems including latest version of Windows Mac OS and/or other operating systems (ChromeOS, Linux, other distributions) used in school environment.

Ability to:

1. Plan, organize, and develop training programs for users on microcomputer systems using appropriate network hardware, software, and peripheral equipment;
2. Effectively communicate, using good public speaking skills when explaining technical issues, information processing procedures, and requirements to users and groups;
3. Read and understand complex instructions; interpret diagrams, parts lists, and manufacturer's specifications for electronic and media equipment;
4. Operate computer terminal keyboard;
5. Work independently using sound judgment and prioritizing skills;
6. Install and operate a variety of computer network equipment/devices;
7. Analyze and solve complex problems in installing, maintaining, and troubleshooting network hardware, software, operating systems, and media equipment;
8. Implement systems to protect data security;

Network Technician - Continued**Page 3**

9. Meet schedules, timelines, and maintain work pace appropriate to given work load;

Ability to: (cont.)

10. Supervise the work of others;
11. Converse on the telephone or in person using tact, patience, and courtesy;
12. Perform complex or varied tasks and quickly learn new procedures;
13. Operate a vehicle, observing legal and defensive driving practices;
14. Understand and carry out oral and written instructions; and
15. Establish and maintain effective relationships with those contacted in the course of work.

EDUCATION

Equivalent to an Associate of Arts degree in computer technology, management information system, computer science, or related field.

EXPERIENCE

Recent experience in installation of software and hardware for microcomputers including experience in training users. Experience with all Windows desktop versions including 8 and Windows Server versions 2003, 2008, 2012. MacOS and above, ChromeOS, CiscoIOS, various mobile/tablet operating systems, and web-based applications experience is desirable.

WORKING CONDITIONS**Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Indoor work environment; subject to constant interruptions; subject to driving a vehicle to conduct work.

Physical Activities:

Dexterity of hands and fingers to operate computer keyboard and hand tools; sitting for extended periods of time; lifting, pushing, pulling, and carrying objects; bending at the waist; kneeling and crouching to work on peripherals and microcomputers; seeing to configure and install hardware and software; lifting heavy objects weighing up to 40 pounds; hearing and speaking to exchange information.

Hazards:

Extended viewing of computer monitor.

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5/11

7/11