

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • (805) 385-1501



THE PERSONNEL COMMISSION SUPPORTING EDUCATION THROUGH MERIT

PERSONNEL COMMISSION MEMBERS

Mr. Ernest Morrison, Chair
Mr. Denis O'Leary, Vice Chair
Mr. Paul Robinson, Member

AGENDA REGULAR MEETING Thursday, February 12, 2026

3:30 p.m. Regular Meeting
Board Room of the ESC
1051 South A Street, Oxnard, CA 93030

REGULAR MEETING

Note: In accordance with the requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Personnel Commission before the meeting date. Any materials relating to an agenda item that are distributed less than 72 hours prior to a meeting are available at the Personnel Commission Office located at 1051 South "A" Street, Oxnard, California 93030

Section A: ORDER OF BUSINESS

A.1 Call Meeting To Order

A.2 Roll Call

A.3 Adoption of the Agenda

A.4 Approval of Minutes for January 15th, 2026 meeting (Pages 4-11)

Section B: COMMENTS BY THE PUBLIC

Public Comment provides the public an opportunity to address the Personnel Commission (“Commission”) on non-agenda items. Speakers are requested to limit their remarks to three (3) minutes. The Commission shall limit the total time for Public Comment on each subject to fifteen (15) minutes. The Commission may not deliberate or take any action on items raised during this portion of the meeting.

Section C: ACTION ITEMS

C.1 Advanced Step Placement for Sara Martinez, Paraeducator General Education (Page 12)
The Personnel Commission will ratify the advanced step placement for Sara Martinez, Paraeducator General Education

C.2 Advanced Step Placement for John Maldonado, Paraeducator General Education (Page 13)
The Personnel Commission will ratify the advanced step placement for John Maldonado, Paraeducator General Education

C.3 Advanced Step Placement for Esteffany Gonzalez, Paraeducator General Education (Page 14)
The Personnel Commission will ratify the advanced step placement for Esteffany Gonzalez, Paraeducator General Education

C.4 Advanced Step Placement for Maria Bravo, Paraeducator General Education (Page 15)
The Personnel Commission will ratify the advanced step placement for Maria Bravo, Paraeducator General Education

C.5 Advanced Step Placement for Ashley Laking, Speech Language Pathology Assistant (Page 16)
The Personnel Commission will ratify the advanced step placement for Ashley Laking, Speech Language Pathology Assistant

C.6 Eligibility Lists (Pages 17-19)
The Personnel Commission will review certification of eligibility lists.

Section D: REPORTS/OTHER INFORMATION/DISCUSSION ITEMS

These items are presented for information or study only, no action will be taken.

D.1 Personnel Commission Rules Revisions for Chapter 10 (First Reading) (Page 20-22)

The Personnel Commission will review the Personnel Commission Rules Revisions for Chapter 10 (First Reading)

D.2 Reclassification Report - District Translators (Page 23-77)

The Personnel Commission will review the Reclassification Report.

D.3 Personnel Actions (Page 78-81)

The Personnel Commission will receive a list of various personnel actions that relate to the transfer, retirement, or other action affecting classified personnel.

D.4 Report by CSEA

CSEA may report on Human Resources issues of interest to the Personnel Commission.

D.5 Report by Assistant Superintendent, Human Resources

The Assistant Superintendent, Human Resources, may report on Human Resources issues of interest to the Personnel Commission.

D.6 Director's Report

The Director of Classified Human Resources will report on staff management, current recruitments, and other matters.

D.7 Report by Commissioners

The Commissioners will report on issues concerning Commission administration.

Section E: CLOSED SESSION PUBLIC PARTICIPATION/COMMENTS

Persons wishing to address the Personnel Commission on an agenda item identified in the Closed Session agenda may address the Personnel Commission

Section F: CLOSED SESSION

The Personnel Commission will convene to closed session for the following items:

F.1 Pursuant to Section 54957 of the Government Code, the Commission will consider a personnel matter concerning:

- Public Employee Evaluation: Director, Classified Human Resources.

F.2 Reconvene to open session and report out of closed session.

The Commission will report on any action taken in closed session.

Section G: ADJOURNMENT

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



THE PERSONNEL COMMISSION
SUPPORTING EDUCATION THROUGH MERIT

PERSONNEL COMMISSION MEMBERS

Mr. Ernest Morrison, Chair
Mr. Denis O'Leary, Vice Chair
Mr. Paul Robinson, Member

MINUTES
REGULAR MEETING
Thursday, January 15, 2026

3:30 p.m. Regular Meeting
Oxnard Room of the ESC
1051 South A Street, Oxnard, CA 93030

REGULAR MEETING

Note: In accordance with the requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Personnel Commission before the meeting date. Any materials relating to an agenda item that are distributed less than 72 hours prior to a meeting are available at the Personnel Commission Office located at 1051 South "A" Street, Oxnard, California 93030

Section A: ORDER OF BUSINESS

A.1 Call Meeting To Order

The Personnel Commission of the Oxnard School District met for a regular meeting on Thursday, January 15, 2026 in the Oxnard Room of the ESC, 1051 South A Street, Oxnard, CA. The meeting was called to order by Chairman Morrison at 3:30 p.m.

A.2 Roll Call

Commissioners: Ernest Morrison, Chairman of the Personnel Commission; Denis O'Leary, Vice Chair of the Personnel Commission; Paul Robinson, Member of the Personnel Commission
Staff: Dr. Adalberto Fuentes, Director, Classified Human Resources; Tanya Ventura, Human Resources Analyst; Jenna Becker, Human Resources Analyst; Mireya Rosales, Administrative Assistant

Guests: Dr. Scott Carroll, Assistant Superintendent of Human Resources; Victor Centeno, CSEA President; Lisa Towery, Labor Relations Representative; Brandon Arevalo, Special Education Manager; Adaptipe Technology Technicians, Tulsa Madrid, Karen Contreras Giron; Marcos Lopez, Senior Manager of Maintenance and Operations; Ben Tirado, Custodial Service Manager; Marco Gutierrez, Maintenance Manager; Esmeralda Hernandez, Human Resources Technician

A.3 Adoption of the Agenda

The agenda of Thursday January 15, 2026 was adopted as presented with the exception of item D.1 which was tabled for a future meeting

Mover: Paul Robinson

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

A.4 Approval of Minutes for December 11th, 2025 meeting (Pages 5-12)

The minutes of December 11, 2025 were approved as presented.

Mover: Paul Robinson

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

Section B: COMMENTS BY THE PUBLIC

Section C: ACTION ITEMS

C.1 Salary Reallocation - Adaptive Technology Specialist & Paraeducator Hearing Impaired (Sign Language) (Pages 13-17)

The Personnel Commission took action to approve the Salary Reallocation - Adaptive Technology Specialist & Paraeducator Hearing Impaired classifications, with the salary schedules section being stricken and the item to be moved forward to the next step in the approval process.

Mover: Denis O'Leary

Seconder: Paul Robinson

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

C.2 Job Description and Title Revisions for Maintenance and Operations (Pages 18-48)

The Personnel Commission took action to approve the Job Description and Title Revisions for Maintenance and Operations.

Mover: Paul Robinson

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

C.3 New Classification - Painter (Pages 49- 52)

The Personnel Commission took action to approve the New Classification - Painter position.

Mover: Paul Robinson

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

C.4 Advanced Step Placement for Brittany Herrera, After School Program Site Coordinator (Page 53)

The Personnel Commission took action to approve the advanced step placement for Brittany Herrera, After School Program Site Coordinator at Step D of After School Program Site Coordinator classification on the CSEA Classified Salary Schedule.

Mover: Denis O'Leary
Seconder: Paul Robinson
Moved To: Approve
Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary
Motion Result: Passed

C.5 Advanced Step Placement for Hilda Abonce Ortega, Campus Assistant (Page 54)

The Personnel Commission took action to approve the advanced step placement for Hilda Abonce Ortega, Campus Assistant at Step E of Campus Assistant classification on the CSEA Classified Salary Schedule.

Mover: Denis O'Leary
Seconder: Paul Robinson
Moved To: Approve
Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary
Motion Result: Passed

C.6 Advanced Step Placement for Sandra Godina, Child Nutrition Worker (Page 55)

The Personnel Commission took action to approve the advanced step placement for Sandra Godina, Child Nutrition Worker at Step B of Child Nutrition Worker classification on the CSEA Classified Salary Schedule.

Mover: Denis O'Leary
Seconder: Paul Robinson
Moved To: Approve
Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary
Motion Result: Passed

C.7 Advanced Step Placement for Javier Espinosa, Child Nutrition Worker (Page 56)

The Personnel Commission took action to approve the advanced step placement for Javier Espinosa, Child Nutrition Worker at Step D of Child Nutrition Worker classification on the CSEA Classified Salary Schedule.

Mover: Paul Robinson
Seconder: Denis O'Leary
Moved To: Approve
Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary
Motion Result: Passed

C.8 Advanced Step Placement for Laura Ramirez, Paraeducator Hearing Impaired (Oral Speech) (Page 57)

The Personnel Commission took action to approve the advanced step placement for Laura Ramirez, Paraeducator Hearing Impaired (Oral Speech) at Step E of Paraeducator Hearing Impaired (Oral Speech) classification on the CSEA Classified Salary Schedule.

Mover: Denis O'Leary

Seconder: Paul Robinson

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

C.9 Advanced Step Placement for Emma Trottno, Paraeducator Special Education (Page 58)

The Personnel Commission took action to approve the advanced step placement for Emma Trottno, Paraeducator Special Education at Step B of Paraeducator Special Education classification on the CSEA Classified Salary Schedule.

Mover: Paul Robinson

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

C.10 Advanced Step Placement for Kaitlynn Sanchez, Paraeducator Special Education (Page 59)

The Personnel Commission took action to approve the advanced step placement for Kaitlynn Sanchez, Paraeducator Special Education at Step C of Paraeducator Special Education classification on the CSEA Classified Salary Schedule.

Mover: Denis O'Leary

Seconder: Paul Robinson

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

C.11 Advanced Step Placement for Evelyn Silva, Paraeducator Special Education (Page 60)

The Personnel Commission took action to approve the advanced step placement for Evelyn Silva, Paraeducator Special Education at Step E of Paraeducator Special Education classification on the CSEA Classified Salary Schedule.

Mover: Paul Robinson

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

C.12 Eligibility Lists (Pages 61-64)

The Eligibility list of Paraeducator General Education, Paraeducator Special Education, and Speech Language Pathology Assistant, were approved as presented.

Mover: Paul Robinson

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

Section D: REPORTS/OTHER INFORMATION/DISCUSSION ITEMS

D.1 Personnel Commission Rules Revisions for Chapter 20 (First Reading) (Page 65-91)

Upon approval of the agenda, item D.1 Personnel Commission Rules Revision for Chapter 20 was tabled for consideration at a later date.

D.2 Personnel Actions (Page 92-95)

The Personnel Commission reviewed the Personnel Actions of December 17, 2025.

D.3 Report by CSEA

Victor Centeno, CSEA President, reported the participation in a contract negotiation meeting and ongoing discussions with the District as part of the Budget Advisory Committee. As the District anticipates upcoming financial challenges, it is critical that we maintain a strong presence in budget planning and decision-making. He is pleased to be working collaboratively with the district to explore responsible solutions during this time.

D.4 Report by Assistant Superintendent, Human Resources

Dr. Scott Carroll, Assistant Superintendent of Human Resources, expressed kudos to the Classified team, noting that the Personnel Actions reflect increased recruiting over resignations. He also reported on a productive and collaborative negotiation meeting with CSEA. Lastly he shared that the Budget Advisory Committee will review the community feedback with the goal of identifying unique ideas that have the least possible impact.

D.5 Director's Report

Dr. Adalberto Fuentes, Director of Classified reported on the ongoing active recruitments. He also mentioned the training he and the classified team participated in; the DISC training focuses on identifying communication styles and reinforcing service to all classified employees. Lastly, he provided an overview of the new law SB848, which took effect on January 1, 2026.

D.6 Report by Commissioners

Commissioner O'Leary reported that he was invited to Rose Avenue School, where he met with

employees and received a tour of the new campus. He also shared that he visited Cesar Chavez School and toured the campus in preparation of the annual Cesar Chavez March scheduled for March 22nd. He also wished everyone a Happy New Year!

Commissioner Robinson reported he had a nice time off, was renewed, refreshed, and wished everyone a Happy New Year.

Commissioner Morrison, wished everyone a Happy New Year.

Section E: CLOSED SESSION PUBLIC PARTICIPATION/COMMENTS

Section F: CLOSED SESSION

F.1 Pursuant to Section 54957 of the Government Code, the Commission will consider a personnel matter concerning:

The Commission Convened into closed session at 4:34 p.m.

F.2 Reconvene to open session and report out of closed session.

The Commission reconvened at 6:28 p.m. into open session and reported no action was taken in closed session.

Section G: ADJOURNMENT

There being no further business, the Commission adjourned at 6:29 pm.

Mover: Paul Robinson

Secunder: Denis O'Leary

Moved To: Approve

Ayes: 3 - Ernest Morrison, Paul Robinson, Denis O'Leary

Motion Result: Passed

Dr. Adalberto Fuentes
Director, Classified Human Resources and
Secretary to the Personnel Commission

By our signature below, given on this _____ day of _____, 20____, the Personnel Commission of the Oxnard School District approves the Minutes of the Regular Meeting of January 15, 2026.

Signed:

Chair of the Personnel Commission

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor: Dr. Adalberto Fuentes

Date of Meeting: February 12, 2026

Agenda Section: Section C: Action Items

Advanced Step Placement for Sara Martinez, Paraeducator General Education

Pursuant to Personnel Commission Rules & Regulations 70.200.1: "...a new employee may be granted advanced step placement upon recommendation of the appointing authority and approval by the Director of Classified Human Resources, subject to ratification by the Personnel Commission."

Personnel Commission staff recently filled a vacancy for a Paraeducator General Education position. Sara Martinez was selected for the position by the hiring authority and is being recommended to start at Step B on the classified salary schedule based on the following:

- Experience: Over 2 years working as a preschool teacher at child development resources.
- Education: Associates in Child Development

The minimum qualifications for the Paraeducator General Education classification are:

- Experience: Some experience working with school-age children in an organized educational, health, childcare, or other structured setting is highly desirable.
- Education: Graduation from high school or equivalent and one of the following:
 - Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; or
 - Attainment of an Associate of Arts degree or higher degree; or
 - Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to ratify the advanced step placement at Step B of the Paraeducator General Education classification on the Classified Salary Schedule.

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor: Dr. Adalberto Fuentes

Date of Meeting: February 12, 2026

Agenda Section: Section C: Action Items

Advanced Step Placement for John Maldonado, Paraeducator General Education

Pursuant to Personnel Commission Rules & Regulations 70.200.1: "...a new employee may be granted advanced step placement upon recommendation of the appointing authority and approval by the Director of Classified Human Resources, subject to ratification by the Personnel Commission."

Personnel Commission staff recently filled a vacancy for a Paraeducator General Education position. John Maldonado was selected for the position by the hiring authority and is being recommended to start at Step C on the classified salary schedule based on the following:

- Experience: Over 2 years working in enrichment services with students.
- Education: Bachelor's in Kinesiology.

The minimum qualifications for the Paraeducator General Education classification are:

- Experience: Some experience working with school-age children in an organized educational, health, childcare, or other structured setting is highly desirable.
- Education: Graduation from high school or equivalent and one of the following:
 - Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; or
 - Attainment of an Associate of Arts degree or higher degree; or
 - Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to ratify the advanced step placement at Step C of the Paraeducator General Education classification on the Classified Salary Schedule.

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor: Dr. Adalberto Fuentes

Date of Meeting: February 12, 2026

Agenda Section: Section C: Action Items

Advanced Step Placement for Esteffany Gonzalez, Paraeducator General Education

Pursuant to Personnel Commission Rules & Regulations 70.200.1: "...a new employee may be granted advanced step placement upon recommendation of the appointing authority and approval by the Director of Classified Human Resources, subject to ratification by the Personnel Commission."

Personnel Commission staff recently filled a vacancy for a Paraeducator General Education position. Esteffany Gonzalez was selected for the position by the hiring authority and is being recommended to start at Step C on the classified salary schedule based on the following:

- Experience: Over 2 years related experience.
- Education: AA in Child & Adolescent Development/Elementary Education.

The minimum qualifications for the Paraeducator General Education classification are:

- Experience: Some experience working with school-age children in an organized educational, health, childcare, or other structured setting is highly desirable.
- Education: Graduation from high school or equivalent and one of the following:
 - Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; or
 - Attainment of an Associate of Arts degree or higher degree; or
 - Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to ratify the advanced step placement at Step C of the Paraeducator General Education classification on the Classified Salary Schedule.

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor: Dr. Adalberto Fuentes

Date of Meeting: February 12, 2026

Agenda Section: Section C: Action Items

Advanced Step Placement for Maria Bravo, Paraeducator General Education

Pursuant to Personnel Commission Rules & Regulations 70.200.1: "...a new employee may be granted advanced step placement upon recommendation of the appointing authority and approval by the Director of Classified Human Resources, subject to ratification by the Personnel Commission."

Personnel Commission staff recently filled a vacancy for a Paraeducator General Education position. Maria Bravo was selected for the position by the hiring authority and is being recommended to start at Step E on the classified salary schedule based on the following:

- Experience: Over 10 years as a paraeducator.
- Education: High School Diploma.

The minimum qualifications for the Paraeducator General Education classification are:

- Experience: Some experience working with school-age children in an organized educational, health, childcare, or other structured setting is highly desirable.
- Education: Graduation from high school or equivalent and one of the following:
 - Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; or
 - Attainment of an Associate of Arts degree or higher degree; or
 - Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to ratify the advanced step placement at Step E of the Paraeducator General Education classification on the Classified Salary Schedule.

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor: Dr. Adalberto Fuentes

Date of Meeting: February 12, 2026

Agenda Section: Section C: Action Items

Advanced Step Placement for Ashley Laking, Speech Language Pathology Assistant

Pursuant to Personnel Commission Rules & Regulations 70.200.1: "...a new employee may be granted advanced step placement upon recommendation of the appointing authority and approval by the Director of Classified Human Resources, subject to ratification by the Personnel Commission."

Personnel Commission staff recently filled a vacancy of Speech Language Pathology Assistant in the Special Education department. Ashley Lakin was selected for the position by the hiring authority and is being recommended to start at Step B on the classified salary schedule based on the following:

- Experience: Over 1 years of experience working as a SLPA.
- Education: SLPA License and a Bachelor's in Psychology.
- This would be considered a hard to fill recruitment.

The minimum qualifications for the classification are:

- Education: Associate degree from a SLPA program
- Experience: Six months of experience working with individuals with speech and language disabilities in a structured environment is desired.
- License and Certificates: Speech-Language Pathology Assistant License through the Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board of the California Department of Consumer Affairs.

RECOMMENDATION:

Staff recommends that the Personnel Commission take action to ratify the advanced step placement at Step B of the Speech Language Pathology Assistant classification on the Classified Salary Schedule.

Recruitment Type: Promotional/Open

Eligibility List No. 25-26:55

Director's Certification:

Established: 1/26/2026



District Chef

Rank	Candidate ID	Expiration Date
Promotional		
1	47183968	1/26/2027
Open		
1	1867877	1/26/2027
2	60652291	1/26/2027
3	32171346	1/26/2027
4	19659638	1/26/2027

Eligibility lists are in effect for one year from the date on which they are established unless they are exhausted. Lists may be created for six months with approval of the Personnel Commission.

Recruitment Type: Dual Certification

Director's Certification:



Eligibility List No. 24-25:11;

25-26:63

Established: 1/23/2026

Accounting Specialist III

Rank	Candidate ID	Expiration Date
1	58861119	1/23/2027
2	58623138	1/23/2027
3	23678506	1/23/2027
4	52151035	5/29/2026
5	50546358	1/23/2027
5	65553779	1/23/2027
5	44592211	1/23/2027
6	65380081	1/23/2027
7	32954125	1/23/2027

Eligibility lists are in effect for one year from the date on which they are established unless they are exhausted. Lists may be created for six months with approval of the Personnel Commission.

Recruitment Type: Dual Certification

Eligibility List No. 25-26:59

Director's Certification:

Established: 1/22/2026



Speech Language Pathology Assistant

Rank	Candidate ID	Expiration Date
1	42420418	1/22/2027
2	21415147	12/23/2026

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor: Dr. Adalberto Fuentes

Date of Meeting: February 12, 2026

Agenda Section: Section D: Reports/Other Information/Discussion Items

Personnel Commission Rules Revisions for Chapter 10 (First Reading)

This item presents proposed revisions to Chapter 10 of the Personnel Commission Rules and Regulations for first reading. The revisions are intended to modernize language, improve clarity and internal consistency, and ensure alignment with current California School Personnel Commission Association (CSPCA) Model Rules.

The proposed updates do not introduce substantive changes to the intent of the rules. Rather, they reflect best practices, updated terminology, and formatting consistent with CSPCA guidance to support clear interpretation and consistent application of the merit system.

Following the first reading, the proposed revisions will be brought forward for further review and consideration prior to final adoption.

RECOMMENDATION:

Staff recommends that the Personnel Commission review the Personnel Commission Rules revisions for Chapter 10

ADDITIONAL MATERIALS:

Attached: [PC Rules - Section 10 Track Changes.pdf](#)

PERSONNEL COMMISSION RULES & REGULATIONS

10.200 Preliminary Statement

10.200.1 Statutory Authority ~~of These Rules~~

These ~~R~~rules ~~and Regulations are adopted~~ ~~contained herein are established~~ pursuant to the authority of the Personnel Commission under Education Code 45260, 45261, and other applicable provisions governing the of the Merit System Act contained in the Education Code.

It is recognized that certain provisions of these ~~R~~rules address ~~venture into substantive~~ matters within the prerogative authority of the Governing Board. ~~For that reason~~ Accordingly, the ~~initially adopted set of~~ ~~R~~rules and ~~R~~regulations were submitted to the Governing Board for ~~its~~ approval upon initial adoption.

10.200.2 Interpretation and Application ~~of Rules~~

The Personnel Commission recognizes that no set of rules can anticipate every ~~contemplate all possible combinations of~~ circumstance that may arise in individuals affecting a particular cases. ~~These Rrules shall be interpreted and are to be applied consistent with consideration of their intent and purpose.~~

~~H~~however, specific and applicable provisions of the ~~R~~rules shall not be waived, ignored, or superseded ~~because of the due to~~ special circumstances of particular individual cases.

The Commission ~~is open to responsible suggestions to~~ welcomes recommendations for amendment of these ~~R~~rules with prospective application only; ~~however, No~~ rule amendment or newly adopted rule shall ~~have~~ be applied retroactively applicability.

10.200.3 ~~Printing and Distribution Availability~~ of Rules

The ~~R~~rules ~~and Regulations~~ of the Personnel Commission, ~~and together with the~~ copies of Part 25, Chapter 5, Article 6 of the *Education Code* (commencing with Section 45240), shall be ~~printed and~~ made available for inspection in the offices of the Superintendent, ~~each~~ Assistant Superintendents, ~~each~~ department heads, ~~each~~ supervisors, ~~each~~ principals, and at ~~the Educational Media Center for loan to~~ designated District locations for use by employees and ~~to~~ recognized employee organizations. (*Education Code 45262*)

10.200.4 ~~Judicial Review~~ Severability

If any provisions of these Rules is determined to be ~~judicial review or a change in law~~ invalid ates by ~~judicial review or rendered ineffective by a change in law, such determination any portion of these rules, such finding, or amendment~~ shall not affect the validity or enforcement of the remaining ~~other rules or~~ provisions.

OXNARD SCHOOL DISTRICT

Personnel Commission Rules & Regulations

Adopted: October 23, 1968

10.200.1 Revised: September 5, 1991

10.200.3 Revised: May 5, 1980

10.200.4 Revised: December 17, 1998

PERSONNEL COMMISSION RULES & REGULATIONS

10.300 Scrapbook

10.300.1

~~The Director of Classified Personnel shall establish, maintain and make available in the Personnel Office a scrapbook containing letters and items of interest concerning the history of the Personnel Commission.~~

OXNARD SCHOOL DISTRICT

Personnel Commission Rules & Regulations

Adopted: October 23, 1968; Revised: September 5, 1991

PERSONNEL COMMISSION AGENDA ITEM

Name of Contributor: Dr. Adalberto Fuentes

Date of Meeting: February 12, 2026

Agenda Section: Section D: Reports/Other Information/Discussion Items

Reclassification Report - District Translators

The District Translator Team submitted a reclassification request and stated in bold and underlined:

“By way of this letter, we are formally requesting on behalf of all team members both a salary adjustment and a reclassification of the position different from Clerical Support for all team members”.

The term reclassification is used incorrectly in this statement, a reclassification process as prescribed by law, determines whether a position’s permanent and regularly assigned duties have materially changed in scope, such that they no longer align with the adopted classification.

The reclassification process does not address salary concerns.

The District Translators were referring to the grouping of classifications. This grouping into classification family’s is part of establishing a Classification Plan and structure to organize types of work. Finance, Information Technology, Instructional Support, Community Relations, are all different families.

The grouping of a classification into a certain family does not imply comparable compensation to other classifications within that family. Classification compensation is determined by the work performed and the labor market value for that occupation.

The District Translators were moved from the group Clerical Support to Community Relations by official action of the Personnel Commission on October 9, 2025, addressing the second part of their request.

The supporting documentation provided by the District Translators was reviewed and analyzed following the reclassification criteria, which is prescribed by law, and determines whether a position’s permanent and regularly assigned duties have materially changed in scope, such that they no longer align with the adopted classification.

The duties submitted by the District Translator did not deviate from the essential functions and characteristics outlined in the adopted classification (please reference Appendix A in the report). In addition, the duties of comparable Translator classifications of other districts were also reviewed and analyzed and the scope of duties accurately represented the essential functions and distinguishing characteristics of classification across districts.

To clarify questions brought up about the process as it relates to observations or desk audits, observations are appropriate when duties submitted deviate significantly from the adopted classification.

A desk audit is performed to verify duties that should not be performed by incumbents in the classification.

Based on the information submitted, the adopted classification, the comparable Translator duties across districts that verify the essential functions of the classification, and the legal criteria established by PC Rules, Ed Code, and CBA, the reclassification criteria were not met.

The Superintendent reviewed the report and concurred that the District Translators are working within the scope of their current classification.

RECOMMENDATION:

These item is presented for information or study only, no action will be taken.

ADDITIONAL MATERIALS:

Attached: [Reclassification Request Report - District Translators.pdf](#)
[Dr. DeGenna's Response - Reclassification Request Report.pdf](#)



Personnel Commission – Reclassification Request Report

Classification: District Translator

Date: 12/15/2025

Employee(s): Group Request - District Translator Team

Request Concerns: Workload / Classification Group Placement / Salary Review

Reclassification Framework:

Reclassification is a narrowly defined process intended to address situations where a position's permanent and regularly assigned duties have materially changed such that they no longer align with the existing classification. It is the position, not the employee, that is evaluated.

Under Education Code 45285, Personnel Commission Rule 30.300, and the 2024-27 CSEA Agreement (Article 19.3-19.4), a position may be reclassified only when both of the following conditions are met:

- The duties have gradually evolved beyond the scope of the current classification, and
- The incumbent has performed those higher-level duties on a regular and ongoing basis for a minimum of two (2) years.

The reclassification process does not address concerns related to:

- Efficiency performing the duties within the classification
- Temporary assignments or short-term projects
- Out-of-class work (handled separately)
- Requests based on workload or volume of work
- Salary placement concerns

Typical indicators an employee is working outside of their classification include:

- Performing duties not within the scope of their classification
- Performing supervisory duties
- Performing duties of a higher classification
- Performing a majority of functions of another classification
- Being assigned duties not assigned to any other classification

Reclassification requests are evaluated objectively using established criteria and comparison to the current class specification, ensuring consistency across all classifications and requests.

Reclassification Request Overview

The District Translator Team submitted a group reclassification request seeking both a salary adjustment and reassignment to a different classification group. The supporting materials primarily emphasize workload volume, efficiency of service delivery, perceived value of the work, and external compensation comparisons, rather than identifying new, permanent duties that fall outside the scope of the current District Translator classification.

Workload: Workload demands were cited ten (10) times throughout the request. Specifically, high volume of work performed for interpretation and translation, complex IEP and medical/legal content, and community-facing events. These points are referenced throughout the submission and emphasized as justification for reclassification.

However, the current District Translator classification explicitly encompasses the translation of complex and sensitive materials, simultaneous and consecutive interpretation for various activities, the use of technical terminology, proofreading for accuracy, and related coordination tasks (see Appendix A). Therefore, the duties described represent the scope of work performed, not a change in the nature or level of the work itself.

While these concerns are meaningful from an operational and employee relations perspective, they do not, on their own, meet the threshold required under applicable rules and agreements to support a reclassification, specifically the performance of higher-level duties for the required two-year period.

Efficiency Performing the Job: The District Translator Team’s supporting materials include extensive references to performance quality and service effectiveness. These include statements describing the team as “dedicated professionals,” highlighting their specialized skills and expertise, emphasizing their ability to respond quickly and efficiently, and noting that staff highly value their contributions and view their role as increasingly important and essential to supporting families.

The materials also include survey feedback reflecting high levels of satisfaction with the interpretation services provided. These results speak to the professionalism, preparedness, and effectiveness with which the District Translator duties are carried out.

While these statements and survey results reflect strong performance and high-quality service delivery, reclassification determinations are not based on how well duties are performed or the degree to which services are valued. Reclassification is based solely on whether the regularly assigned duties themselves have changed in level, scope, or nature such that they align more closely with a different classification than the one currently allocated.

Classification Group Placement: The District Translators request to reassign the classification from Clerical Support to Community Relations has already been implemented effective October 9, 2025, through formal action of the Personnel Commission.

This structural update reflects the classification's community-facing nature, including facilitating communication and engagement, supporting families and students, and partnerships with staff and specialists. However, a classification group placement does not alter the classification's duties, level, or scope, nor does it constitute a reclassification. As such, this change does not affect the analysis of whether the position meets the criteria for reclassification.

Salary Concerns: The District Translator Team's submission included compensation comparisons with neighboring districts. Compensation concerns are evaluated through the Personnel Commission's established Salary Study process pursuant to Rule 70.100.2.

The Personnel Commission applies a consistent comparator group across all classifications to ensure equitable and reliable analysis. Comparator districts are selected based on similarity in size, region, and labor market, and classifications are carefully matched to ensure comparable duties and responsibilities.

Using this established methodology, the District Translator salary range was found to be modestly below market, approximately 5% below the midpoint of market averages and medians. This reflects a mild market variance, rather than a significant misalignment, and is consistent with findings across many District classifications currently under review.

The Personnel Commission is currently conducting a comprehensive Classification and Compensation Study encompassing all classified positions. Preliminary findings indicate that many classifications reviewed to date are averaging approximately 5% below market. This suggests a broader, districtwide trend rather than a condition unique to the District Translator classification.

The full study is anticipated to be presented to the Personnel Commission in mid-calendar year 2026 and will provide a comprehensive framework for addressing compensation alignment on a consistent, districtwide basis.

Summary

Based on a comprehensive review of the District Translator Team's reclassification request, supporting documentation, and applicable reclassification criteria, the information provided does not demonstrate that the position's permanent and regularly assigned duties have evolved beyond the scope of the current District Translator classification. The materials submitted primarily emphasize workload volume, service demand, efficiency of performance, quality of work, and compensation competitiveness, rather than identifying new or higher-level duties performed on a consistent basis for the required two-year period.

While the Personnel Commission acknowledges the importance of the work performed by the District Translator Team and recognizes the value of their skills, professionalism, and customer service, reclassification determinations are not based on how well duties are performed, or the volume of work assigned. A reclassification is based solely on whether the classification's documented duties no longer accurately reflect the position's ongoing responsibilities.

At this time, the duties described align with the current District Translator classification. Workload, staffing levels, and compensation competitiveness are more appropriately addressed through operational planning, staffing analysis, and the Personnel Commission's ongoing Classification and Compensation Study.

Accordingly, the criteria required to support a reclassification have not been met, and the request for reclassification is not supported under the applicable statutory, regulatory, and contractual framework.

Appendix A

The following analysis compares duties cited in the reclassification request to the adopted District Translator class specification. Class specifications describe the range of duties reasonably expected of the classification and are not limited to a finite list of tasks.

Duty Mapping – Proposed to Current Classification

Proposal Duty/Claim	Where covered in Current Class Specification
Translate IEPs, assessments, reports, presentations	<p>“Translates a wide variety of written materials including highly complex and sensitive documents with a high consequence of error such as board policies, bulletins, formal complaints, forms, Individual Education Plans (I.E.P.), instructional materials, letters, legislative bills, meeting agendas and minutes, memoranda, menus, newsletters, notices, press releases, police reports, and safety plans.”</p> <p>“Provides interpretation and translation of technical terminology used by psychologists, speech therapists, school nurses, lawyers, and other District personnel.”</p>
Simultaneous and consecutive interpretation for IEPs and meetings	<p>“Attends various meetings, conferences, hearings, in-services, interviews, and other work-related events to serve as an interpreter providing consecutive and/or simultaneous translation.”</p> <p>“May accompany District personnel on field trips and other school related activities as needed to interpret, explain procedures and programs, and assist in delivering and obtaining information in designated second language.”</p>
Specialist terminology (psych, speech, medical), research skills	<p>“Provides interpretation and translation of technical terminology used by psychologists, speech therapists, school nurses, lawyers, and other District personnel.”</p> <p>Knowledge of “Technical terminology used by psychologists, speech therapists, nurses, and other specialists.”</p>
Proofreading and accuracy review	“Proofreads documents in designated second language created by other District staff; ensures accuracy of documents intended for wide distribution.”
Assist with assessments	“Assists psychologists, speech therapists, and other District personnel in administering tests to non-English speaking students to ensure that accurate test results are obtained.”
Develop/revise forms, manage logs	<p>“Develops and revises forms and other communications for speakers of designated second language.”</p> <p>“Maintains and organizes a variety of hard copy and electronic logs, records, and files.”</p>

Evaluate bilingual proficiency	“Evaluates and scores bilingual assessment exams for classified positions.”
Public/parent contact and rapport	“Facilitates communication between District staff and non-English speaking students, parents, and other members of the community.” Ability to “Develop rapport with speakers of designated second language.” “Provide information and assistance to parents and the general public in a helpful, courteous, and timely manner.”
Technology use (Zoom, translation software tools)	Ability to “Operate a variety of office machines and equipment such as computers, printers, and applicable software.”
Workload, long meetings, last-minute requests	Work Environment “changing priorities and short deadlines.” Traits “Effectively manage one’s own time, priorities, and resources.” Ability to “Work effectively within established time schedules and with minimal direction.”
Knowledge of regional variations	“Read and comprehend various styles and forms of English and designated second language ranging from moderately difficult prose to highly colloquial writing.” Traits “Overcomes linguistic and cultural barriers.”
Training incoming and current team members	<i>Not explicitly listed; considered incidental to core duties.</i>
Calendar/coverage management	<i>Not explicitly listed; considered coordination incidental to interpretation tasks.</i>

The duties cited in the reclassification request align with the adopted District Translator class specification, including its summary of duties, distinguishing characteristics, essential functions, work environment, and required knowledge, abilities, and traits. While the volume and complexity of assignments may fluctuate, the nature, level, and scope of the work remain consistent with the current classification. Accordingly, the duty mapping does not support a finding that the position has evolved beyond its classified framework.

DISTRICT TRANSLATOR (B)

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

SUMMARY OF DUTIES

Under the direction of the Superintendent or other designated administrator, translates and interprets a wide variety of difficult and complex written and spoken District-wide communications in English and a designated second language including materials and matters of a highly sensitive nature and with a high consequence of error; facilitates communication between District staff and non-English speaking students, parents, and other members of the community; performs a variety of clerical functions; types documents, letters, and memoranda; provides information to the general public; and performs a variety of tasks relative to assigned area of responsibility.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The District Translator classification performs duties in the translating and interpreting of a wide variety of difficult and complex written and spoken communications in English and a designated second language including materials and matters of a highly sensitive nature including Individual Education Plans (I.E.P.s), legislative and legal documents and proceedings, and medical documents and communications, facilitates communication between staff and non-English speaking members of the public, and performs a variety of tasks relative to the assigned language and function.

The Translator classification performs duties in the translating and interpreting of a wide variety of written and spoken communications in English and a designated second language, facilitates communication between staff and non-English speaking members of the public, and performs a variety of clerical tasks relative to the assigned language and function.

SUPERVISION RECEIVED AND EXERCISED

- Receives supervision from the Superintendent or other designated administrator;
- Positions in this classification have no formal supervisory responsibilities.

ESSENTIAL DUTIES

- Translates a wide variety of written materials including highly complex and sensitive documents with a high consequence of error such as board policies, bulletins, formal complaints, forms, Individual Education Plans (I.E.P.), instructional materials, letters, legislative bills, meeting agendas and minutes, memoranda, menus, newsletters, notices, press releases, police reports, and safety plans from English to designated second language and from designated second language to English;
- Attends various meetings, conferences, hearings, in-services, interviews, and other work-related events to serve as an interpreter providing consecutive and/or simultaneous translation;
- Provides interpretation and translation of technical terminology used by psychologists, speech therapists, school nurses, lawyers, and other District personnel; provides explanations to facilitate communications, promote understanding, and develop rapport with speakers of designated second language;
- Proofreads documents in designated second language created by other District staff; ensures accuracy of documents intended for wide distribution;
- Communicates with a variety of District administrators, specialists, faculty, and other staff to provide interpretation and translation as needed;
- Evaluates and scores bilingual assessment exams for classified positions;
- Assists psychologists, speech therapists, and other District personnel in administering tests to non-English speaking students to ensure that accurate test results are obtained;
- Develops and revises forms and other communications for speakers of designated second language;
- Assists with clerical duties related to department activities; performs clerical duties for the assigned supervisor as directed including report generation, record keeping, and filing; maintains and organizes a variety of hard copy and electronic logs, records, and files; ensures the timely duplication and distribution of a variety of records, reports, and other materials as directed;

- Greets staff and the public at assigned department in English and designated second language; provides routine information and directs inquiries to the appropriate person or office; answers telephones in English and designated second language and provides information, take messages, and directs calls; makes phone calls in English and designated second language to request, obtain, relay, provide, and verify information as directed.

Other Related Duties

- May accompany District personnel on field trips and other school related activities as needed to interpret, explain procedures and programs, and assist in delivering and obtaining information in designated second language;
- Performs related duties and responsibilities as required.

KNOWLEDGE, ABILITIES, AND TRAITS

Knowledge of:

- English and designated second language usage including proper grammar, structure, spelling, pronunciation, punctuation, vocabulary, and comprehension;
- Technical terminology used by psychologists, speech therapists, nurses, and other specialists;
- Principles and procedures of record keeping;
- Telephone techniques and etiquette;
- Modern office procedures, methods, and equipment;
- District organization, operations, policies, regulations, procedures, and objectives related to conversations being interpreted and materials being translated;
- Pertinent Federal, State, and local laws, codes, and regulations;
- Interpersonal skills using tact, patience, and courtesy;
- Good public relations.

Ability to:

- Speak, read, write, and translate fluently and effectively in English and designated second language;
- Understand and participate in conversational English and designated second language with a high degree of precision of vocabulary and fluency;
- Read and comprehend various styles and forms of English and designated second language ranging from moderately difficult prose to highly colloquial writing;
- Develop rapport with native speakers of designated second language;
- Work effectively within established time schedules and with minimal direction;
- Operate a variety of office machines and equipment such as a personal computer and all applicable hardware and software, copiers, printers, scanners, typewriters, calculators, and fax machines;
- Accurately type/keyboard or perform data entry at a speed to complete assigned tasks;
- Provide information and assistance to parents, the general public and other staff members in a helpful, courteous, and timely manner;
- Maintain confidentiality of privileged information obtained in the course of work;
- Communicate effectively, both orally and in writing in English and designated second language;
- Understand and follow oral and written directions;
- Establish and maintain effective working relationships with those contacted in the course of work.

Traits:

- Appreciates and respects the differences among people;
- Diligently attends to details and quality;
- Easily adapts to situations and changes;
- Effectively manages one's own time, priorities, and resources.
- Is punctual and follows through;
- Is trustworthy and responsible for his/her actions;
- Overcomes linguistic and cultural barriers;
- Stays focused and has good work ethic;

- Strives to meet customers' needs.

EMPLOYMENT STANDARDS

Education: Graduation from high school or equivalency. Additional training or college coursework in interpretation and translation of the designated second language is desirable.

Experience: One of the following:

Two years of experience composing, editing, and translating materials in English and the designated second language and providing consecutive or simultaneous oral interpretations during group meetings and in one-to-one situations.

OR

Three years of experience in a position for which bilingualism in the designated second language is a requirement.

A Bachelor's degree or a Translation and Interpretation certificate in the designated second language may be substituted for one year of the required experience.

Special: Possession of a valid California Driver's License.

Ability to be insured, and continue to be insurable, by the District's liability insurance carrier.

All licenses, certificates, and other requirements listed above are required at the time of employment and must be maintained during the course of employment unless otherwise noted.

Physical Requirements: Employees in this classification stand, walk, sit, stoop/bend, reach overhead, lift and carry up to 20 lbs., use fingers repetitively, use both hands simultaneously, speak clearly, hear normal voice conversation, and see small details.

WORK ENVIRONMENT: Employees in this classification work primarily inside an office environment, with frequent interruptions, with changing priorities and short deadlines, drive an automobile to conduct work, and have direct contact with the students, other staff, and the public.

APPOINTMENT: In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance in order to attain permanent status in the classified service.

Salary Range: 20.0

Approved: 5/77

Revised: 9/16

July 16, 2025

Dear Dr. Danielle Jefferson,

We, the Oxnard Elementary School District (OSD) Special Education (SPED) District Translator/Interpreter Team, are writing to first express our pride and gratitude for the opportunity to serve both the district and the community we hold dear.

As dedicated professionals, we are privileged to contribute to the OSD's mission, and we are truly thankful for the positive work environment it provides.

By way of this letter, we are formally requesting on behalf of all team members **both a salary adjustment and a reclassification of the position different from Clerical Support** (the subcategory under which the position of District Translator falls) for all team members.

While we attempted to complete the questionnaire required to be submitted to the Personnel Commission, the form does not appear to be drafted in a way that can accurately and truly encompass or allow for explaining the duties and skills required to be a SPED District Translator/Interpreter.

As such, we respectfully request this Commission to refer and peruse this proposal which outlines in depth the tasks and specific skill set that all members of the SPED District Translator/Interpreter team currently perform and have.

Our SPED District Translator/Interpreter team consists of:

- Eliseo Tavera Charco (OSD – Special Education Department)
- Alma Limon (OSD – Special Education Department)
- Diana Huizar Amaro (OSD – Special Education Department)
- Sofia Camarena (OSD – Special Education Department)
- Claudia Perez (OSD – Special Education Department)
- Claudia Marcela Chavez (OSD – Special Education Department)
- Ana Sofia Rodriguez (OSD – Special Education Department)
- Arturo Batalla (OSD – Special Education Department)

All the above-listed team members are distinguished and competent linguistic specialists with language-related studies and/or several years of experience in the field, enabling us to provide not only accurate and linguistically appropriate translations tailored specifically for our community, but also meet and go beyond the OSD's translation and interpretation needs at breakneck speeds during various types of term-rich, formal, and informal education-related meetings.

While we take great pride in our work, we feel that the current pay scale of District Translators/Interpreters is not commensurate with the specific neurological and cultural skills, as well as experience, required for simultaneous/consecutive interpretation, sight translations, and complex translations.

Despite some salary range increases that have been approved in recent years for different positions across OSD, the salary range of District Translators/Interpreters has been overlooked and is stagnant.

Since March 2024 alone, the SPED District Translator/Interpreter team has successfully addressed **over 2,500 English<>Spanish interpretation requests** for a wide range of events and meetings, including, but not limited to:

- IEP meetings;
- 504 Plan meetings;
- Deaf and Hard of Hearing (DHH) Parent Nights;
- Auditory-Verbal Therapy parent training sessions;
- American Sign Language parent training sessions;
- Augmentative and Alternative Communication (AAC) staff and parent training sessions;
- In-home assessments (Infant Program);
- In-home assessments (Home Hospital students);
- School-based assessments;
- Parent interviews;
- Parent-Teacher Association Council (PTC) meetings;
- Parent-teacher conferences;
- DELAC meetings;
- Parent Advisory Committee meetings;
- Positive Parenting Program (Triple P.) parent nights;
- Mathematical Minds (Student competitions);
- Gang Awareness Parent Night;
- Early Literacy workshop;
- Potty Training workshop;
- Moderate to Severe Program Parent Night;
- Special Education Community Council;
- Applied Behavior Analysis (ABA) Training;
- Coffee and Donuts with Danielle;
- Social Emotional Health Parent Meetings;
- Functional Skills Training Night;
- Parent Appointment Calls;
- Student Assessments (Occupational Therapy Eval.);
- Behavior Assessment System for Children Parent Questionnaire completion;
- Autism Parent Training;
- Parent Reading Workshop;
- School-Based Mental Health Consent Meetings;
- School Site Council (SSC) training.

The foregoing showcases our capacity to meet growing demand and facilitate clear communication across various educational settings. It is important to note that the events and meetings listed above exclude the many impromptu interpretations provided by interpreters throughout the school year, which often go unlogged, but are essential for day-to-day communication.

Additionally, since March 2024, the District Translator/Interpreter team has handled **a volume of translations amounting to approximately 7,185,000 words /23,950 pages**. The work performed

involves the translation, editing, and proofreading of several different types of documents, including, but not limited to:

- IEPs;
- Multidisciplinary Psychoeducational assessments;
- Speech and Language assessments;
- Occupational Therapy assessments;
- AAC assessments;
- Medical reports;
- Parent psychoeducational questionnaires;
- SPED-related correspondence and messages;
- General Education and Special Education informative presentations, including PPTs, and flyers;
- School <> Home Communication Logs;
- Incident Reports;
- Student Enrollment Cover Sheets;
- Report Cards;
- 3-Date Letters;
- Prior Written Notice letters;
- Surveys for Parents;
- Parent's Discussion Points for meetings;
- Manuals and booklets;
- Strengths and Difficulties Questionnaires.

This surge in demand highlights the crucial role our team plays in ensuring **language justice and access** to information for Spanish-speaking families, underscoring the need for compensation that aligns with the increased responsibility and specialized skills required to handle such high-pressure, high-volume situations.

Furthermore, the team is preparing for a large upcoming project involving the translation of a comprehensive Special Education (SPED) manual, which will significantly add to the workload and require careful attention to detail.

The importance of investing in and retaining qualified in-house translators is further highlighted by OSD's experience in 2022, when over \$200,000 was spent on an external translation project with ALS (American Language Services) to clear a backlog of untranslated documents. Despite this investment, the outsourced project delivered inconsistent results, with many translations lacking clarity and containing basic errors, ultimately requiring extensive revision by OSD SPED translators to meet the necessary standards.

Request for Salary Adjustment

Rationale

As any seasoned translator and/or interpreter knows, interpreting and translation are widely recognized as separate professions that therefore require different skill sets.

A mastery of the source and target languages does not automatically endow a person with the skills of an accomplished and effective translator or interpreter. Proficiency in two languages is just the beginning of the skills needed. Broadly speaking, translation may provide a good foundation for interpreting, but interpreting requires training different from that for written translation.

In the case of interpreting, in addition to the aforementioned skills, training in interpreting, as well as skills in listening and recall, are also necessary for mastery of the different modalities of interpreting. In interpreting scenarios, ethical behavior, and mastery of the code of ethics and professional conduct also remain critical.

As mentioned previously, the SPED District Translator/Interpreter team is currently fulfilling duties that either exceed the role set out in the job description or duties and functions that are simply not included therein.

By way of example, the following table shows some of the duties and/or skills, including physical requirements, that although are set out in the job description, **exceed** the original duties and functions required for the position.

Duty or skill EXCEEDING the original job description	Details
High-speed simultaneous interpretation	Even a standard IEP meeting requires a steep and unique skill set, comprising the ability to interpret at an incredibly fast pace for a long period of time, with perfect proficiency in both languages.
Technological and interpretation media, apps, and equipment	Handle different technological media and features, such as Zoom interpretation feature, interpretation hardware and equipment, as well as software and applications such as Trados, SIRAS, Google Drive, Outlook and Advanced Word, PowerPoint, Paint, Canva, and Excel.
Advanced knowledge of the <i>subject matter</i>	An in-depth knowledge of the subject matter of certain documents or meeting purpose is compulsory. The documents and meetings entail medical-, legal-, and education-term rich content that requires proficiency in all three fields.

On the other hand, the following table shows some of the duties and/or skills, including physical and cognitive requirements that are **not included** among those set out in the original job description.

Duty or skill NOT in original job description	Details
Knowledge of regional variations of the Spanish language	Knowledge of language-specific and cultural-specific idioms, jargon, and idiomatic expressions used across Ibero-America. Application of localization techniques.
<i>Writing</i> techniques and knowledge of different translation strategies, methods, and techniques	<ul style="list-style-type: none"> - Translation techniques including, but not limited to: <ul style="list-style-type: none"> ➤ Literal translation (borrowing, calque, word-for-word) ➤ Oblique translation (transposition, modulation, equivalence, adaptation) ➤ Compensation, Idiomatic, Faithful and Semantic translation ➤ Contextualization (understanding the cultural and situational context to provide accurate interpretations). - Detailed syntactic and semantic analysis - Knowledge of advanced grammatical concepts and functions.
Knowledge of <i>interpretation</i> techniques and strategies	<ul style="list-style-type: none"> - Anticipation (predicting the speaker's next words or ideas based on context and previous statements) - Chunking (breaking down information into manageable segments to facilitate easier translation) - Paraphrasing - Note-taking (using symbols, abbreviations, and structured notes to quickly capture and recall information) - Memory Techniques (use of mnemonic devices and visualization to retain and recall information) - Contextualization - Self-monitoring (continuously gauging the listener's comprehension and one's performance to ensure accuracy and coherence) - Capacity for immediate synthesis or reformulation - Knowledge of advanced grammatical concepts and functions
Flexibility with the interpretation format	<p>Interpreters must adapt to extremely challenging interpretation formats, with poor audio in some cases, and uncomfortable physical challenges, such as:</p> <ol style="list-style-type: none"> 1. IEP team members on Zoom, parent on the phone 2. IEP team members in person, parent on the phone

	3. IEP team members in person, on Zoom and/or phone, and parent on phone
Ability to respond quickly and efficiently	On occasions the team receives last-minute, urgent requests to translate documents or attend meetings without any knowledge of the content or time to properly prepare.
Manage calendar and translation/interpretation requests	Manage heavy translation and interpretation requests, assign team members to meetings/translation requests, and manage interpreters' calendar.
Intra-team training	Translation team members provide intra-team training to incoming and current team members.
Interpretation and Translation Training for OSD Staff	Team members have provided interpretation training to OSD school support staff, delivered either in person or via Zoom, and have prepared PowerPoint presentations to support these sessions.
Coping Skills	Ability to implement techniques to stay calm and focused under pressure.
Consultation and research skills. Identification of relevant research sources	<p>Translators are required to have keen research skills including, but not limited to:</p> <ul style="list-style-type: none"> - Use multiple sources - Gather information (i.e., ability to locate relevant information from various sources, including books, articles, databases, and online resources) - Critical Analysis (assess the credibility, relevance, and accuracy of the information collected) <p>Review and refine collected information to ensure accurate explanations of concepts or words that have no direct translation.</p>
Knowledge of OSD/SPED Department and processes	Team members are required to have in-depth knowledge of OSD's operations, programs, and processes.
Physical and cognitive stamina requirements	
Lengthy duration and number of meetings in a day	One single meeting can run from 30 minutes to 6 hours . ONE INTERPRETER can attend anywhere between 1 and 5 meetings in one day.
Physical and vocal resilience	Physical toll (sitting for hours, elbow strain due to holding a phone for up to two and a half hours). Vocal strain due to non-stop talking for hours. Working through mild illness (sore throat, coughing).
Mental agility and resilience	Intense mental processing for lengthy periods of time (hours) without pause. One person interpreting for various team members speaking at different speed rates, articulation variances, different volume, etc.
Psychological resilience	Psychological toll/component regarding some of the meetings' subject matters. Beyond the confidentiality of the subject matter, at

	times interpreters/translators are exposed to sensitive and emotionally taxing information.
Short- and long-term memory skills	Neurologists are conducting studies on interpreters with respect to the unique skill set they have of simultaneously actively listening, cognitively processing, and actively talking, while blocking out distracting noises (auditory and sound discrimination and processing). * It is not infrequent for IEP meetings to be conducted with younger student siblings present and playing in the same room, ventilation systems running loudly, alarms, other external noises, etc.). * M. Korenar, J. Treffers-Daller, C. Pliatsikas, <i>Brain structure adapts dynamically to highly demanding bilingual experiences: Insights from interpreters and translators</i> , Ampersand, Volume 11, 2023.
Active listening and participation	
Community Relations**	
Establish rapport with parents**	Relate to students and families in a nonjudgmental and caring manner.
Explaining Zoom and other technology to parents**	Explaining and troubleshooting with parents on how to activate the interpretation feature on Zoom on their respective devices, as well as other media and technological devices such as headsets and phones.
Interpretation training to school support staff**	Training provided to OSD employees not part of the District Translator/Interpreter team to provide them with the tools to interpret/translate in other informal settings individually (e.g., Infant Program).
Serve as an information and communication resource for students and families**	Serve as a resource for the purpose of communicating all necessary information to students and families.
Establish methods to communicate to stakeholders**	Establish methods to communicate to all stakeholders involved in assisting students and families for the purpose of ensuring involvement of stakeholders.
Family workshop guidance**	Guide families during workshops offered by SPED and Educational Services for the purpose of ensuring accurate translation and support services during different collaborative meetings.
Liaise between District and site staff, and families**	Establish and maintain partnerships between OSD and site staff for the purpose of facilitating and enhancing support services and resources for parents.
Home visits**	Team members have had to conduct home visits with SPED employees.

** Job duties commensurate with those required of employees classified under Community Relations.

Current Salary

Our current salary range is **\$25.43 - \$30.92 per hour (Range 14)**, with the maximum salary capped at \$30.92.

While this range is appreciated, it does not adequately reflect the increasing complexity of our roles and the essential responsibility each team member carries. The job requires not only advanced linguistic skills, but also in-depth knowledge of legal, educational, and medical terminology, cultural sensitivity, language justice, the ability to handle high-pressure documents and meetings, and apply certain skills that are more akin to community liaising work.

Furthermore, when compared to neighboring districts, whose salary ranges are notably higher for interpreters/translators, it becomes clear that this discrepancy needs to be addressed. Such districts oversee schools with a lower ratio of non-English speaking families and students who require interpretation and translation services, yet they still provide higher pay for these roles. As a team, we feel it is crucial to adjust our compensation to align with the demands of the role and the standards in our area. The team feels that OSD has overlooked it in the past several years.

By comparison, the table below illustrates the current rates paid in school districts adjacent to or near the OSD. Most of the school districts listed in this table have much smaller student populations than OSD and/or are in residential areas that have a lower cost of living.

School District	Min. Rate	Max. Rate
Santa Barbara Unified School District [†] (2025-2026 rates)	\$45.06	\$65.20
Los Angeles Unified* (2024-2025 rates)	\$39.67	\$48.61
Goleta Union School District* [†] (2025-2026 rates)	\$31.47	\$38.11
VCOE* (2025-2026 rates)	\$30.78	\$38.31
Santa Maria Joint Union High School District [†] (2024-2025 rates)	\$27.97	\$34.00
Santa Monica / Malibu School District [†] (2024-2025 rates)	\$26.23	\$33.47
Ventura Unified School District [†] (2024-2025 rates)	\$27.17	\$32.91
Santa Maria-Bonita School District [†] (2023-2024 rates)	\$24.51	\$31.25
Oxnard School District (2025-2026 rates)	\$25.43	\$30.92

[†]School Districts with a significantly lower student population than OSD's.

*School Districts/Office of Education that fully cover the cost of health insurance premiums and offer other

benefits for their employees.

Based on the table above, the average of the rates paid to translators/interpreters of the school districts in the vicinity of OSD is as follows:

	Minimum rate	Maximum rate
Overall average rate of other neighboring school districts	\$34.78	\$40.23
Oxnard School District	\$25.43	\$30.92

As illustrated in the table above, our district's compensation scale is the lowest compared to neighboring districts. While the team appreciates the recent 2% raise (minimum rate from \$24.94 to \$25.43 and maximum rate from \$30.31 to \$30.92) negotiated by the CSEA Union, as you can observe, **our rates are still significantly below** the average rate of other neighboring school districts.

This discrepancy highlights the need for a review and adjustment to ensure that our pay is aligned with industry standards and the level of expertise required for our roles. The salary ranges in these neighboring districts are significantly higher than ours, reflecting their acknowledgement of the complexity and value of translation and interpretation roles, particularly in the context of legal and educational documents, and have aligned their compensation packages accordingly.

Moreover, it is essential to consider the high cost of living in Southern California, which is 39% higher than the national average. Ventura remains one of the least affordable regions for homebuyers in the U.S., just ahead of Los Angeles. This, combined with high taxes and rental prices exacerbates the region's income-to-housing ratio. These factors make it increasingly difficult for many to make ends meet, further underscoring the need for salary adjustments.

The requested adjustment would not only acknowledge the increased complexity of our work, but also reflect the competitive landscape in which we operate, ensuring that OSD remains competitive in attracting and retaining top-tier talent for this vital role.

Historically, the District has faced formidable difficulties in the past five years in attracting and retaining highly qualified candidates for the Translator/Interpreter position, as many strong applicants have declined job offers due to the compensation offered. This has resulted in lengthy onboarding processes for new team members.

Community Relations - Reclassification

The current classification of a District Translator/Interpreter is under **Clerical Support**, a category whose positions, while requiring a minimal number of duties and skills that overlap with those required of a District Translator/Interpreter, poorly reflect the actual work, knowledge, and skillset that a professional translator and interpreter executes.

As indicated in the table further above, several of the current duties and skills executed by District Translators/Interpreters fall under those required of employees assigned to the category of **Community**

Relations. Certain positions under this category perform numerous duties and tasks that overlap with those of a District Translator/Interpreter and, in some cases, there are specific, similar tasks that a District Translator/Interpreter performs in excess of those that Community Relations positions perform.

Like any position under Community Relations, a District Translator/Interpreter is also consistently performing an essential service to the community, serving as an indispensable asset and liaison to cement community relations and bridge communication between OSD staff and families.

Despite the foregoing, there are several positions within the **Community Relations** category that are in salary ranges significantly higher than that of a District Translator/Interpreter.

OSD staff strongly lean on the District Translator/Interpreter team to facilitate meetings with parents and the community. As per the survey enclosed with this proposal, and the stellar feedback the results of this survey yielded, staff members across OSD – from teachers, psychologists, and therapists to specialists and pathologists – highly commend, acknowledge, and value the entire team for its exceptional work, professionalism, dedication, and grounding demeanor.

As reflected in the survey, OSD staff members highly rate the interpretation services rendered by the team.

Conclusion

Considering the aforementioned factors, we, as a team, believe a salary adjustment from Range 14 to Range 26 is necessary to bring our compensation in line with the industry standards of comparable districts and to align with the duties and skills currently executed by District Translators/Interpreters.

By adjusting our salaries to reflect the growing demands of our roles and the valuable contributions we make, OSD will most importantly help retain and extoll our talented team members, maintain high-quality services, and continue to ensure that all students and families receive the support and **language justice** they deserve in their preferred language.

Additionally, we believe that a **Reclassification** of our position from Clerical Support to **Community Relations** is also applicable and appropriate, given the duties and skills we execute that overlap with some of those required for employees designated under the category Community Relations.

The language justice and access we provide to the community is not only essential, but also the foundation on which OSD operates and constitutes a pillar of our mission and vision.

Moreover, District SPED Translator/Interpreter team members cannot readily and immediately be substituted in the event of unexpected illness or the absence of a team member. Team members must strive to cover all unexpected absences internally, and do not have the advantage of relying on immediate external help or have a standby roster from which we can pull additional support.

In conclusion, we respectfully request that the Oxnard School District consider the salary adjustment and position reclassification for the entire District Translator/Interpreter team. The dedication, expertise, and commitment of our team members are essential to the success of the services we provide to the district and the community.

We are confident that this proposal will help uphold the high standards of service we offer and recognize the value of our work.

Thank you for your time and consideration.

Sincerely,


The Oxnard School SPED District Translator/Interpreter Team



Eliseo Tavira Charco



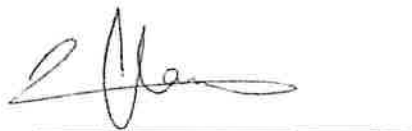
Alma Limon



Diana Huizar Amaro



Sofia Camarena



Claudia Perez



Claudia Marcela Chavez



Ana Sofia Rodriguez



Arturo Batalla



SPED DEPT. SPANISH INTERPRETATION SERVICES

SURVEY REPORT

SCHOOL YEAR 2024 - 2025

Overall Quality of the Service

Participants rated the overall quality of interpretation services, including effectiveness, clarity, and satisfaction with interpreter support during IEP meetings.

Request Form

Participants shared feedback on their experience using the Google Form to request interpretation services.

Training

Participants were asked to share their interest in attending workshops conducted by the Interpretation Team.

Communication + Timeliness

Participants provided feedback on the clarity and effectiveness of communication between interpreters, parents, and the IEP team.

Willingness to Recommend Services

Respondents were asked if they would recommend the district's interpretation services to their colleagues.

Interpreter Performance

Participants evaluated interpreter professionalism, knowledge of Special Education, and their ability to support parent understanding during IEP meetings.

Setup Preferences

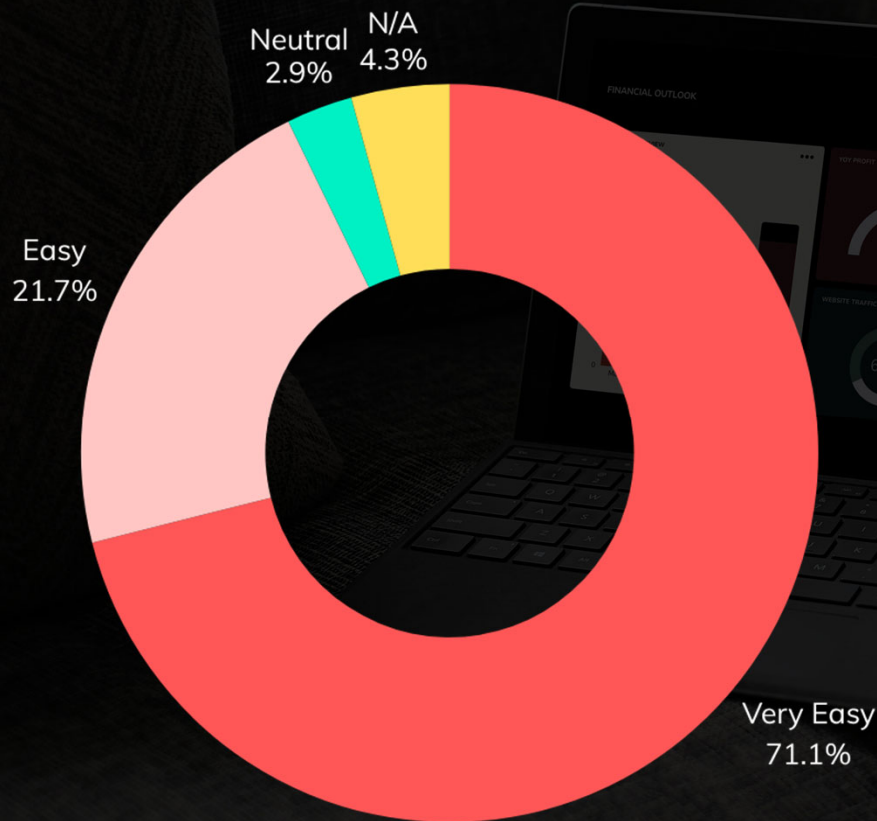
Participants shared their preferences for hybrid (phone) meetings.

In-Person / Virtual Meetings

This section highlights specific challenges or concerns raised by respondents regarding interpretation services.



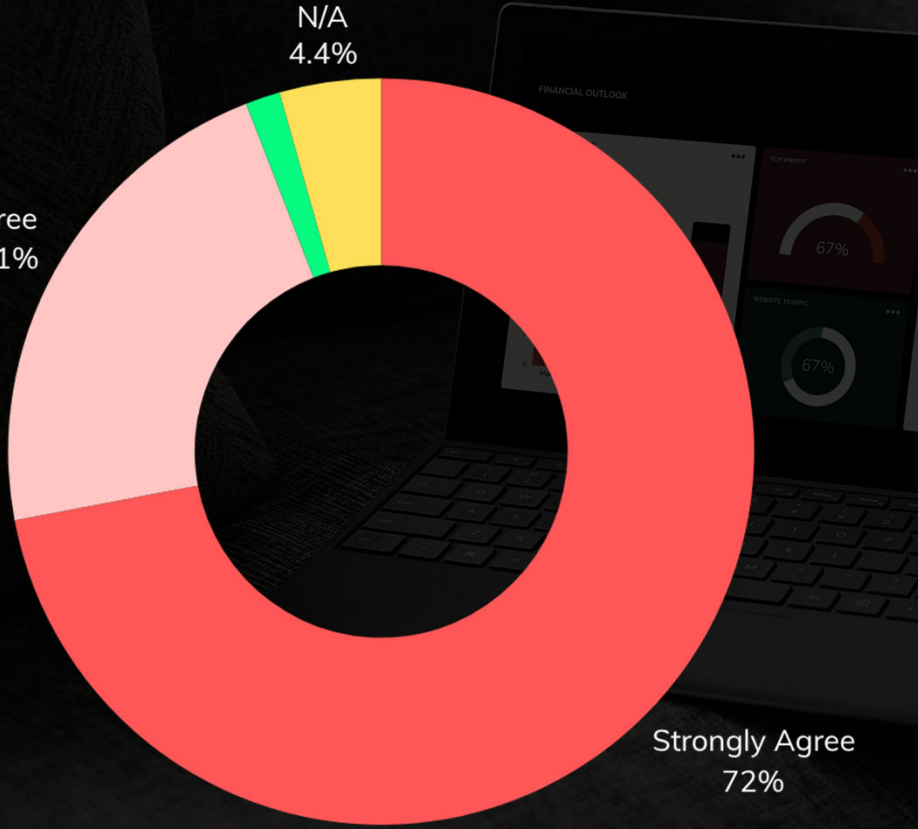
REQUESTING SERVICES VIA GOOGLE FORM



92.8%

The majority of respondents agreed that requesting an interpreter through the Google Form was an easy process.

FORM MEETS NEEDS WHEN SUBMITTING REQUEST

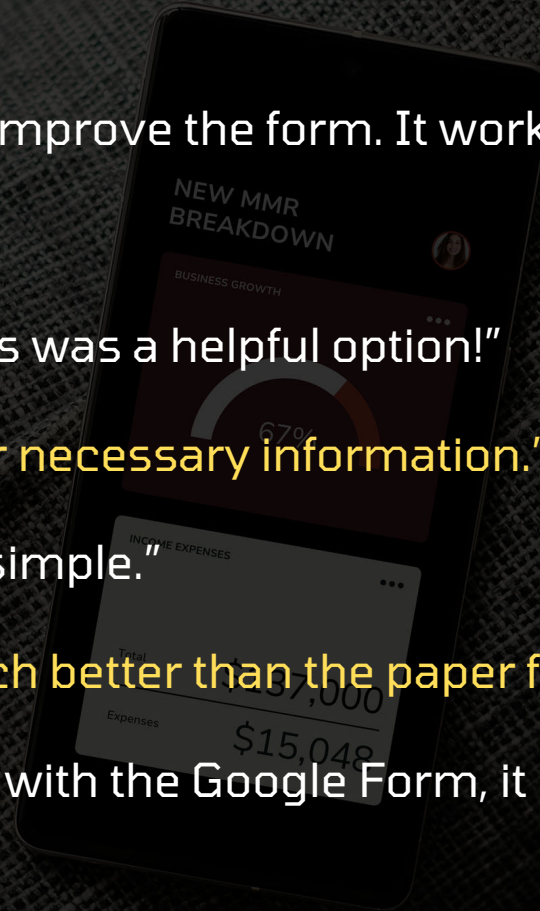


94.1%

The majority of respondents indicated that the form effectively meets their needs when submitting interpretation requests. The small percentage who selected 'Not applicable' may not be directly responsible for submitting these requests

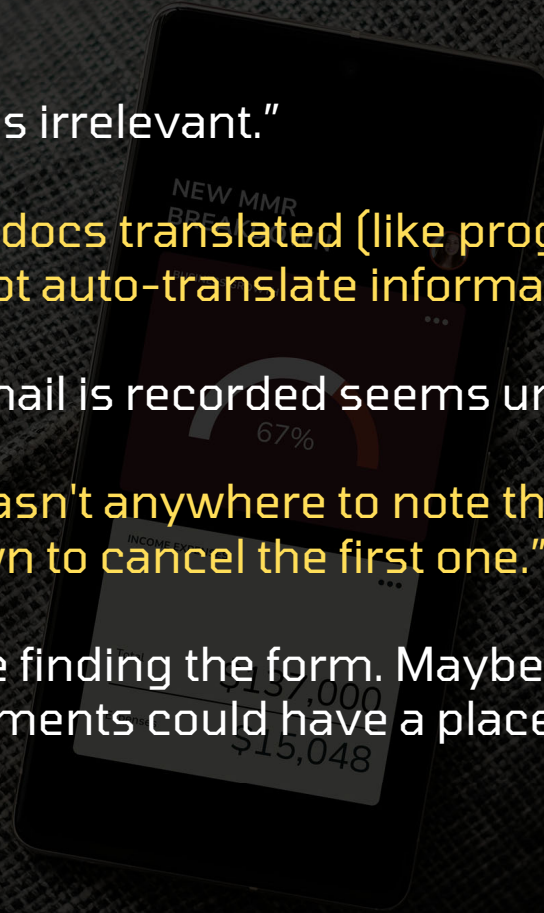
GOOGLE FORM - STRENGTHS

- "I have no suggestions to improve the form. It works fine."
- "It's great as is!"
- "Listing recurring meetings was a helpful option!"
- "It is thorough and asks for necessary information."
- "It's self-explanatory and simple."
- "It is a great addition - much better than the paper form!"
- "I have not had any issues with the Google Form, it has been very straightforward to use."

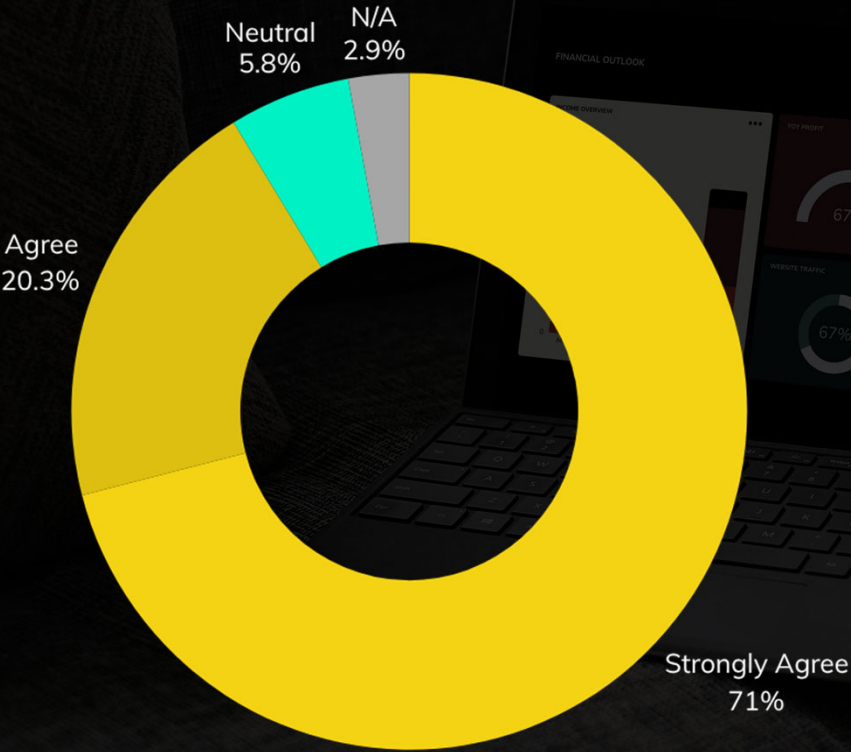


GOOGLE FORM - AREAS FOR GROWTH

- "Some of the information is irrelevant."
- "Is there a way to request docs translated (like progress reports) prior to the meeting since Siras cannot auto-translate information that we input?"
- "Retyping email when e-mail is recorded seems unnecessary."
- "I remember that there wasn't anywhere to note that it was a rescheduled IEP. That way it would be known to cancel the first one."
- "I always have a hard time finding the form. Maybe requests such as interpretation and assessments could have a place on the Sped Drive."



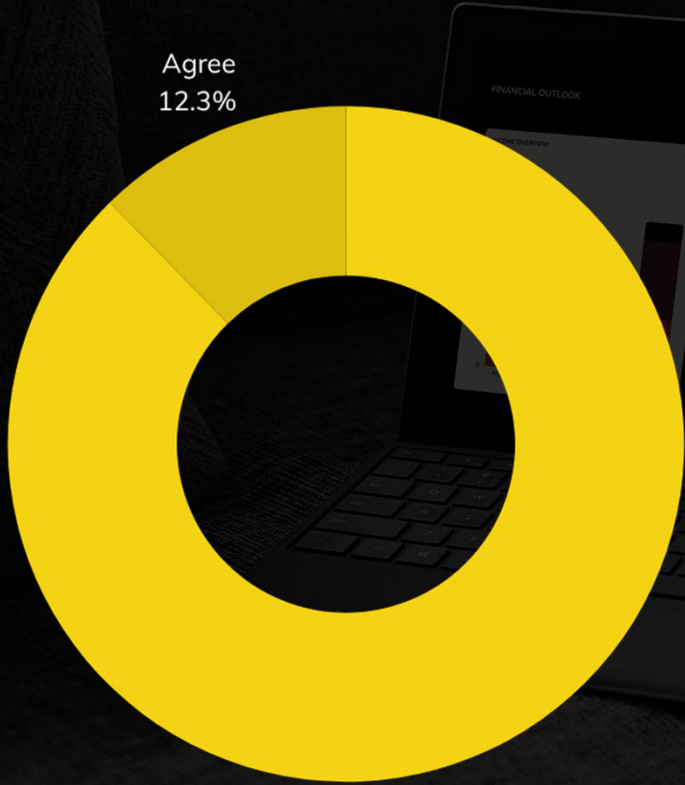
INTERPRETER CONFIRMATION BEFORE MEETINGS



91.3%

91% of respondents confirmed that interpreters communicated their attendance in a timely and clear manner.

INTERPRETER PUNCTUALITY AT IEP MEETINGS



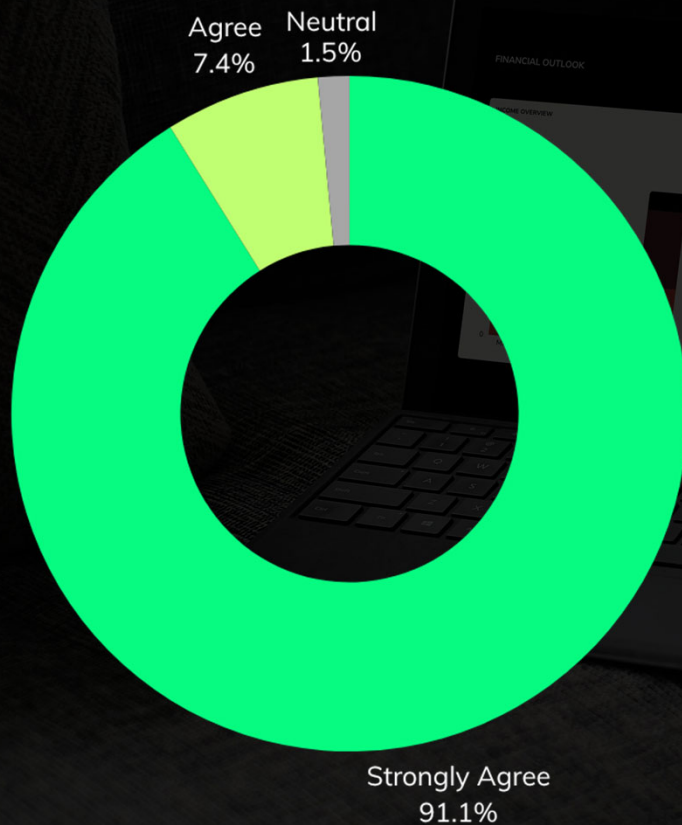
Agree
12.3%

Strongly Agree
87.7%

100%

Interpreter punctuality continues to be a strength, with 100% of respondents acknowledging timely arrival, reinforcing trust in the scheduling and coordination process.

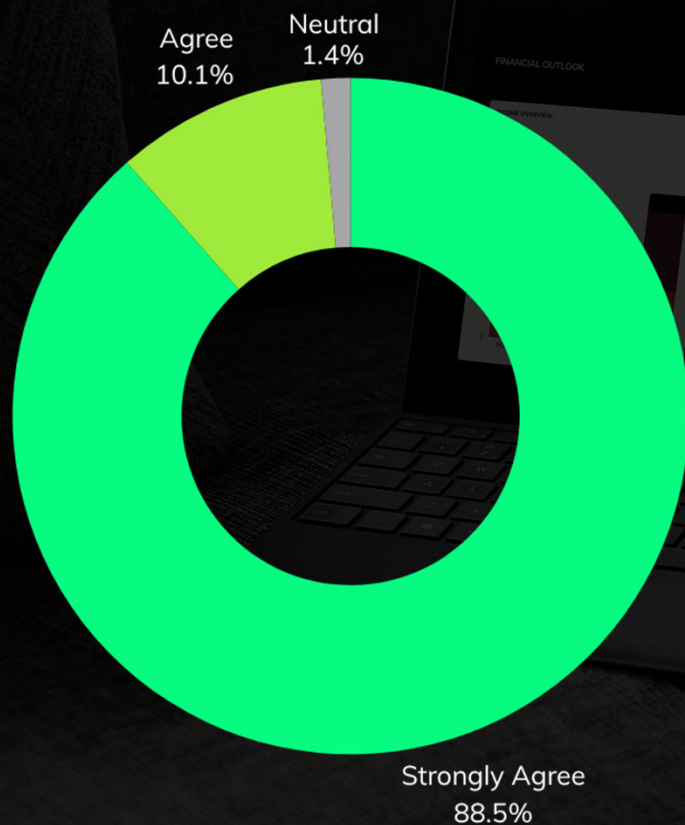
INTERPRETER PROFESSIONALISM, RESPECT, AND KNOWLEDGE



98.5%

These results reflect strong confidence in the interpreters' skills and conduct. This suggests that interpreters are not only well-trained in special education terminology but also foster a respectful and supportive environment for families and staff.

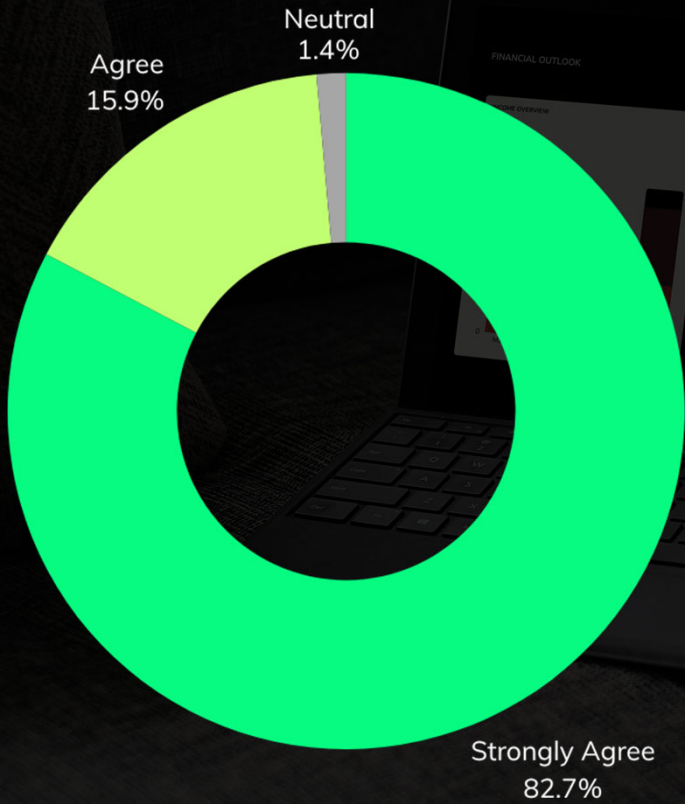
INTERPRETER HELPS PARENTS FULLY UNDERSTAND CONTENT



98.6%

The vast majority of staff believe interpreters are highly effective in helping parents and guardians understand IEP meeting content. This highlights the interpreters' essential role in ensuring equitable access to information and fostering meaningful family participation.

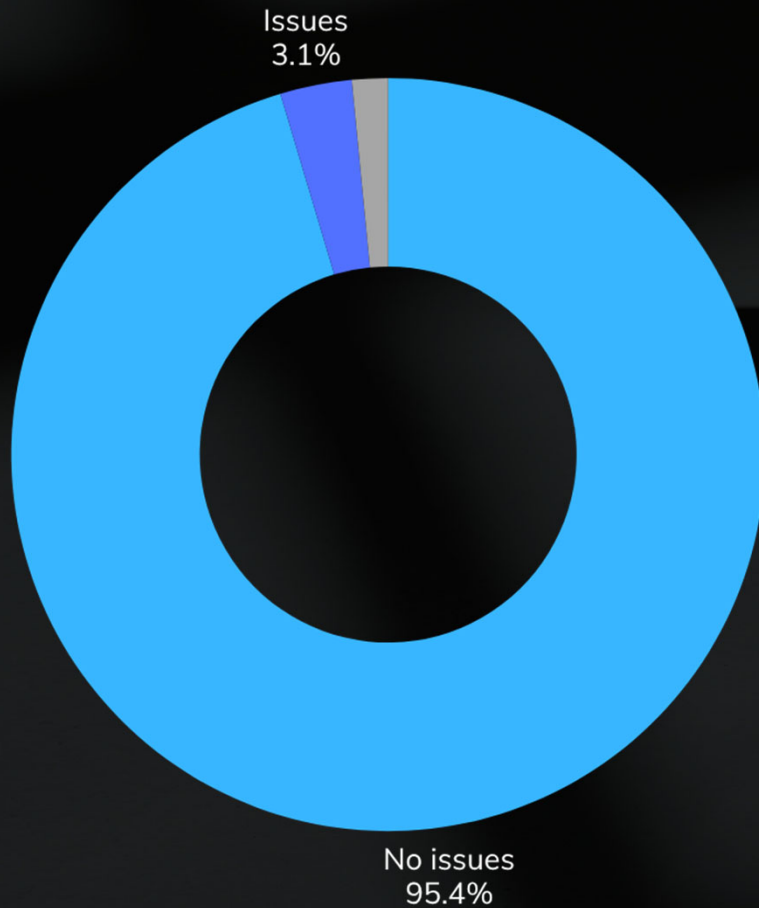
EFFECTIVE COMMUNICATION BETWEEN INTERPRETER AND IEP TEAM



98.6%

The high percentage of agreement reflects strong collaboration and smooth communication between interpreters and IEP teams, contributing to effective and cohesive meetings.

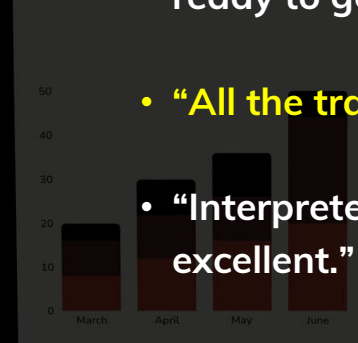
IN-PERSON MEETING MEETINGS



STRENGTHS

FINANCIAL OUTLOOK

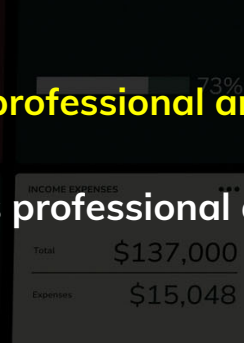
INCOME OVERVIEW



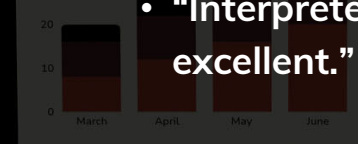
NET PROFIT



BUSINESS GROWTH

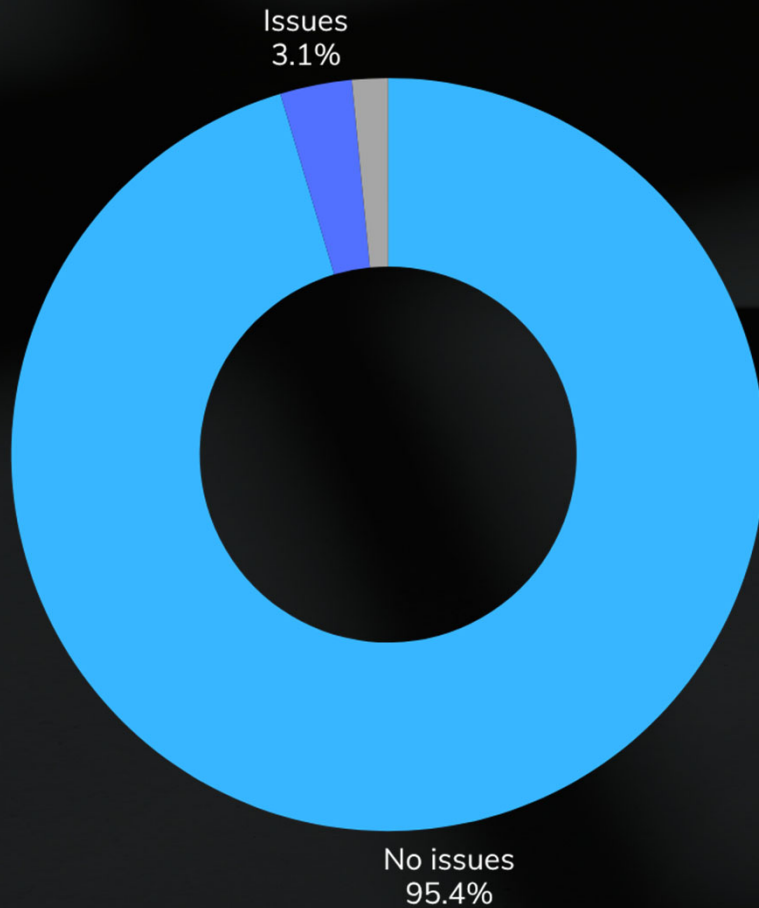


WEBSITE TRAFFIC



- “The interpreters were always well-prepared and ready to go.”
- “All the translators were professional and detailed.”
- “Interpreters were always professional and excellent.”
- “Interpreters were great.”
- “Everyone was great.”
- “They were fantastic.”
- “Perfection!”

IN-PERSON MEETINGS



AREAS FOR GROWTH

FINANCIAL OUTLOOK

INCOME OVERVIEW

YOY PROFIT

BUSINESS GROWTH

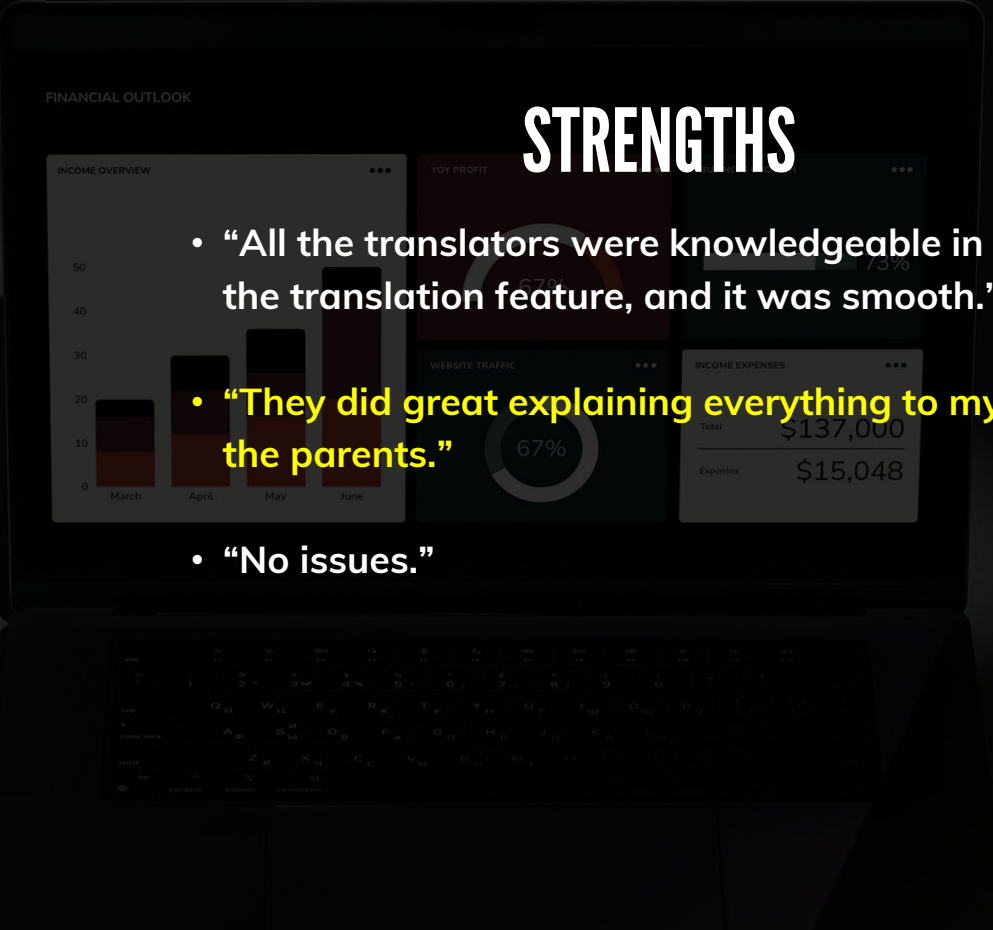
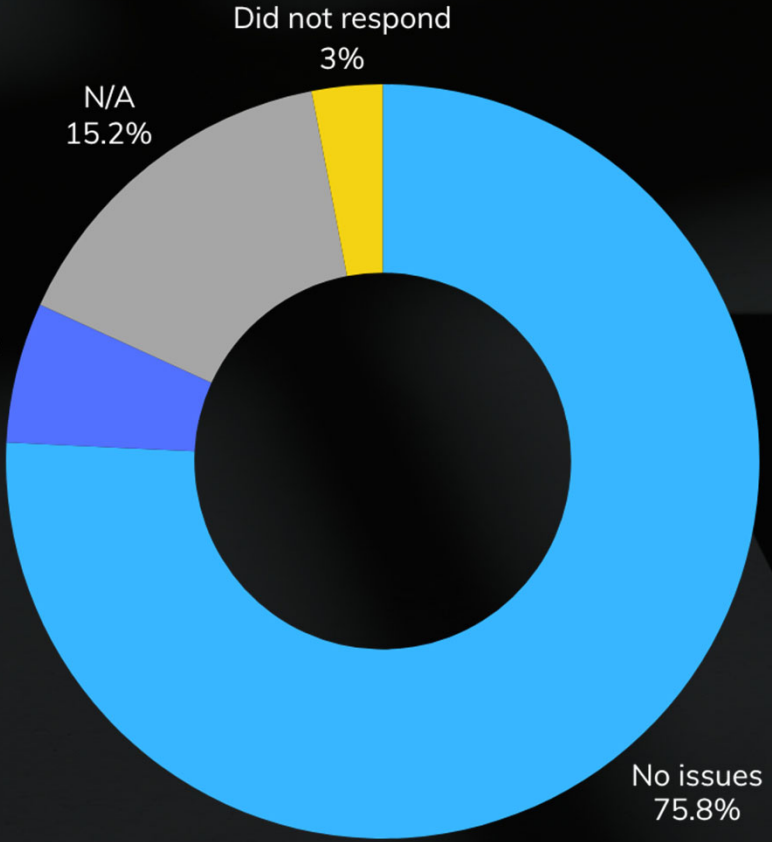
WEBSITE TRAFFIC

INCOME EXPENSES

- “I do not appreciate the interpreter telling us how special ed changes have been made in certain processes. That needs to come from the special ed dept.”
- **“Only once, an interpreter yelled in a loud voice for me to talk slower. Admittedly I did not realize I was talking too fast which is my fault, but I wish they would have calmly asked me to restate what I said slower instead of interrupting me with yelling in front of the team.”**

Category	Value
Total	\$137,000
Expenses	\$15,048

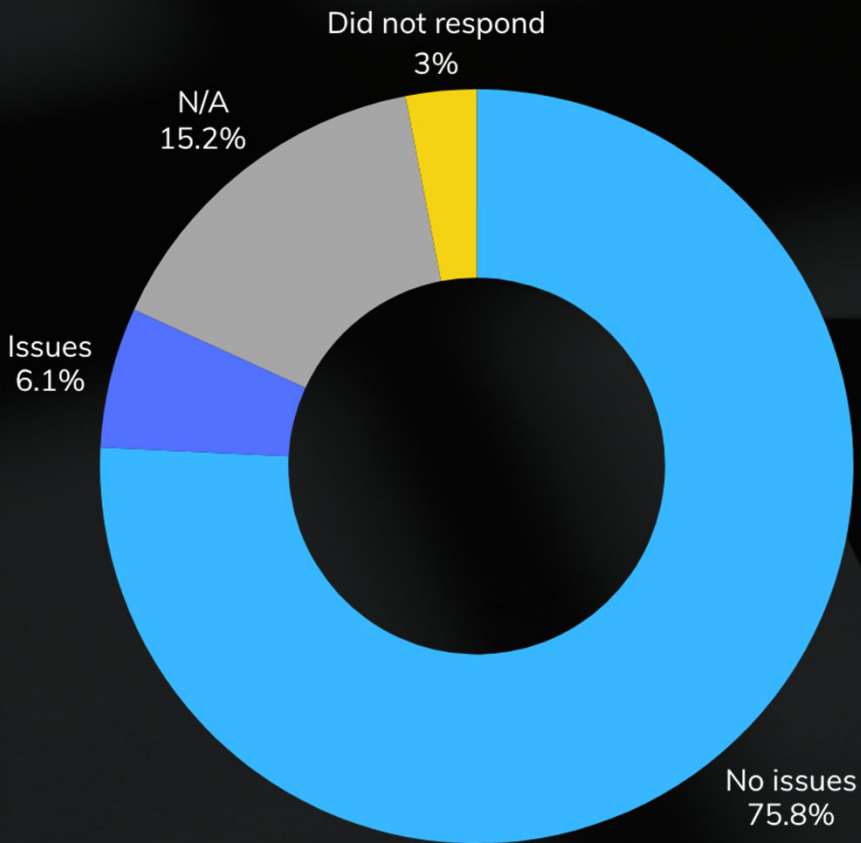
ZOOM MEETING ISSUES



STRENGTHS

- “All the translators were knowledgeable in setting up the translation feature, and it was smooth.”
- “They did great explaining everything to myself and the parents.”
- “No issues.”

ZOOM MEETING ISSUES



AREAS FOR GROWTH

- “At times setting up the interpretation feature has been an issue in the past, which is why I think interpreters now call parents on the phone when the rest of us are via zoom.”

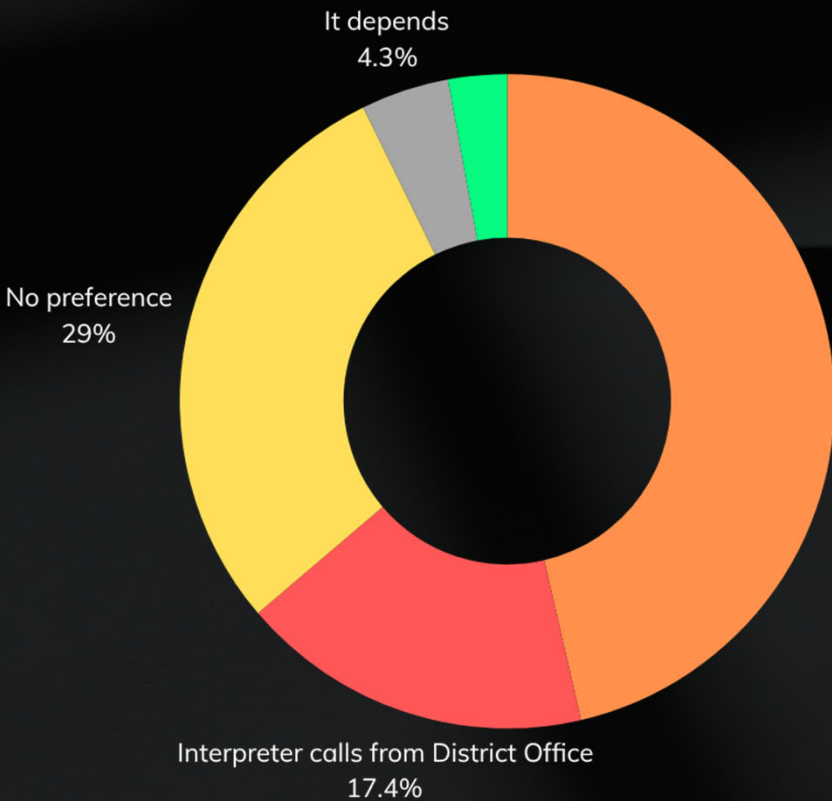
- “Only once when we needed captions for meeting participants that used ASL.”

- “Only once, but the meeting went on.”

- “Yes, audio.”

HYBRID MEETINGS PREFERENCE

For over-the-phone IEP meetings, which interpreter setup do you prefer?

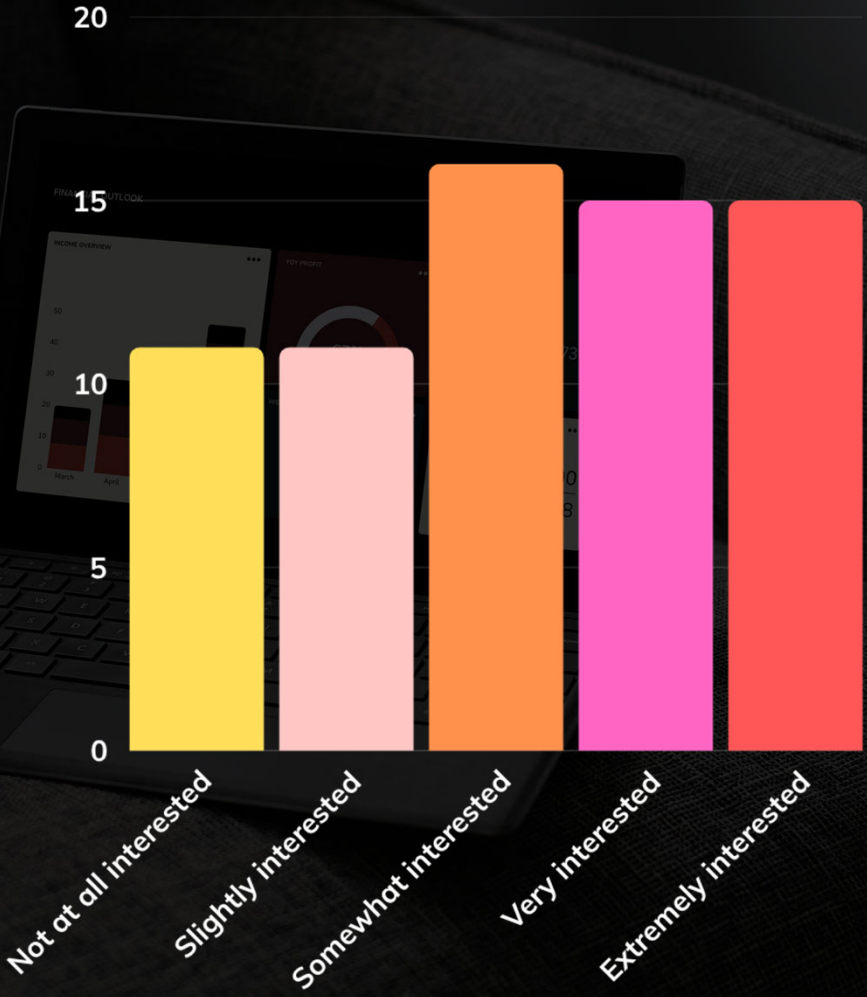


FEEDBACK

Interpreter at Site
46.4%

- “If the parent is in person, I think the interpreter should too. If it’s on the phone, they should also be on the phone. How you are running it now is perfect!”
- “If the caregiver needs in-person, remote access, or over the phone, it is okay.”
- “I let the case managers determine their preference.”

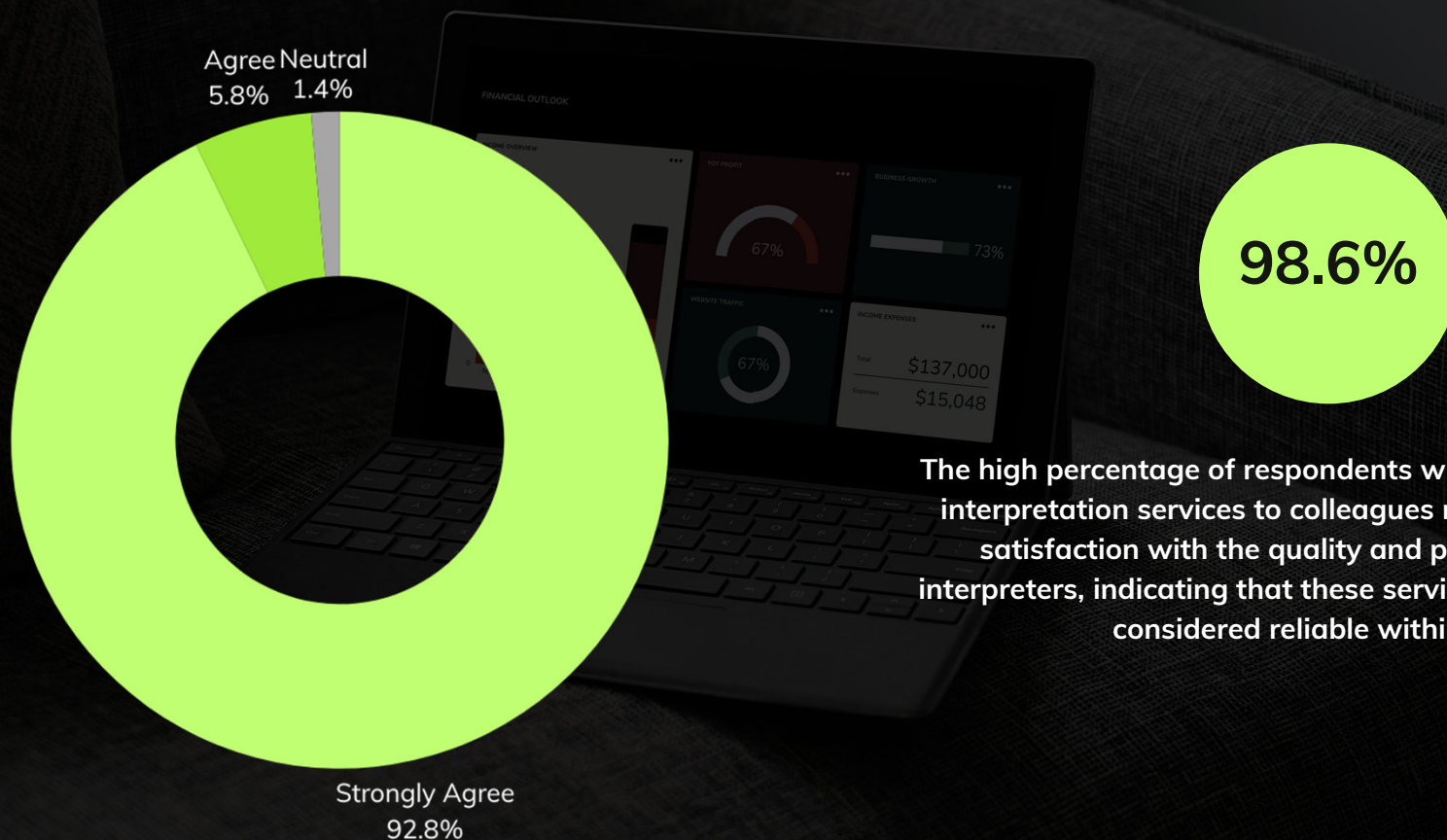
WORKSHOP INTEREST



TOPICS OF INTEREST

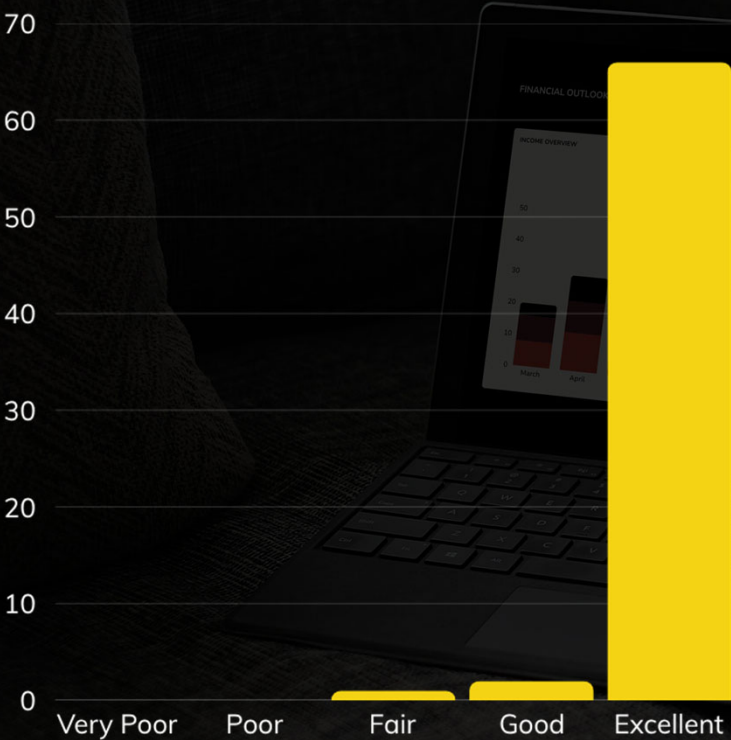
- “Best practices.”
- “Tips for supporting parent understanding.”
- “Zoom / Hybrid Meetings.”
- “Cultural considerations.”
- “I am a Spanish speaker as well, so sometimes I feel I overstep. I would like to know what not to do.”
- “Best set-up in the classroom to support parent and interpreter communication with the rest of the team.”
- “Communication for General education teachers is more needed. For example, when to speak English vs. Spanish.”
- “Maybe a topic on the importance of simplifying information so it is easier for the interpreters to translate. I feel like a lot of my colleagues use complex wording that can make the interpreters slower. If our colleagues were more aware of the importance of using simpler language to support proper interpretation, that would be helpful.”

WOULD RECOMMEND OUR SERVICES TO COLLEAGUES



The high percentage of respondents who would recommend the interpretation services to colleagues reflects strong trust and satisfaction with the quality and professionalism of the interpreters, indicating that these services are highly valued and considered reliable within the team.

OVERALL RATING OF INTERPRETATION SERVICE (SCALE 1 TO 5)



4.94%

This outstanding average score of 4.94 out of 5 indicates that respondents are highly satisfied with the quality of interpretation services provided, reflecting consistent excellence and reliability in meeting their needs during IEP meetings.



FINAL FEEDBACK

AREAS FOR GROWTH

- “The setting up or assisting in locating forms to request services.”
- Sometimes our meetings are last-minute or get moved to a different time, can you have an interpreter on standby for times like this?
- Notify the teacher-in-charge before-hand if/when an initial interpreter who was communicating with the teacher is swapped for another. Other than just seeing a different person at the meeting.

FINAL FEEDBACK

STRENGTHS

- “We are so appreciative for our interpreters!”
- “It has been amazing working with the interpreters and really helps me out. Interpreting IEPs is not easy, and all the interpreters do it so seamlessly. Thank you so much for always been available.”
- “The interpreters for my IEP meetings are so professional and friendly. I cannot speak too highly of the people who support my interpretation needs. Bravo!”
- “Translators were wonderful and very accommodating when last minute changes arose. Thank you translation team!”
- “Interpretation services have been great!”
- “Thank you for all your help!”
- “I am grateful for the interpreter team and all the support they give!”

FINAL FEEDBACK

STRENGTHS

- “You all have been wonderful to work with. Appreciate the support you provide to our district.”
- “Interpreters services were great this year look forward to working with the same team. They are well aware of the cases and interpretation is spot on.”
- “I so appreciate the amazing translators. You have all been so incredibly professional, kind, supportive and communicative. Thank you for being a grounding presence in our meetings.”
- “Thank you for providing this service. I especially appreciate your accommodating my last-minute requests.”
- “Nothing but positive experiences!”
- “Thank you for all your support!”
- “Excellent job from all interpreters!”

FINAL FEEDBACK

STRENGTHS

- “Interpretation services are always great.”
- “The team is highly knowledgeable and professional. Each member I have worked with has done a perfect job during my meetings. Please let them know they are greatly appreciated by me.”
- “I love when the interpreter contacts me soon after I fill out the google form. That way I know that an interpreter has been assigned for my meeting. In previous years, sometimes it would take awhile to hear back, but this year has been great. I also like the new technology the interpreters use to communicate with the parent (at the meeting).”
- “I'm very satisfied”
- “I appreciate all the help the interpreters have provided myself and the team throughout the meetings. They are very professional and helpful. I appreciate all of their availabilities especially when I've had to request last minute meetings. Thank you for all the support throughout the school year.”

FINAL FEEDBACK

STRENGTHS

- “Thank you so much for these services!”
- “Interpretation team has always been great! Everyone has been so kind, prompt to all the IEPs, and sooo wonderful at their jobs!”
- “Thank you! I truly appreciate you all, it takes a special skill to be an interpreter!”
- “The whole team is absolutely wonderful. I have not had one negative experience and am happy to work with each one of you.”
- “They have been great in my meetings.”
- “The interpretation team has been wonderful to work with and I'm excited to continue our collaboration as we move into the new school year!”
- “I like the format you all have right now, it was easy to navigate and your team was on it. Thanks for your support ;)”

FINAL FEEDBACK

STRENGTHS

- “Thank you for taking time to consider our feedback.”
- “All interpreters have been wonderful and a pleasure to work with. Effective, punctual, kind, and professional.”
- “My experience working with all interpreters was positive. They all do a great job and are friendly/professional.”
- “Thank you so much! This process is the best it has been since 2015.”
- “Thank you for all your great work!!!”
- “I really appreciate the commitment to making this process easy.”
- “Each and every interpreter arrives in a timely manner to IEP meetings, they are well prepared with their notes, and they always make the family feel welcome. We truly appreciate their bilingual skills. We have only had positive interactions. I can not think of one concern we had this year. When we had a last-minute interpretation need and the interpreter in charge got back to us within the hour.”

FINAL FEEDBACK

STRENGTHS

- “The interpreters do an amazing job.”
- “Everyone has been incredible!”
- “I’m very happy with the district interpretation services!”
- “Great job, interpretation team!”
- “I had such a great time working with Alma and Sofia this school year. They were very knowledgeable and professional, and our meetings always went really smooth. I learned so much just by listening to them.”
- “My interpreters were professional, efficient, friendly, and helpful.”
- “OSD interpreters are wonderful! They are professional and efficient”
- “You all are awesome and amazing! We appreciate all you do!”

FINAL FEEDBACK

STRENGTHS

- “I am beyond grateful for the support I received from our district interpreters!”
- “You're all doing a fantastic job, and your services are valued and appreciated!”
- “Great interpreters. They are always on time and very professional with families.”



NON-ANONYMOUSLY FINAL FEEDBACK

- I sat here trying to think of any areas of improvement, and honestly the interpretation team as a whole has been so wonderful. Each of you have been kind, on time, and professional. You guys do a great job with IEP prep; I always receive an email before my IEPs confirming the meeting date/time and requesting any necessary documents. Additionally, you have all been great at advocating for yourselves (e.g., asking a team member to speak slower). I asked the other SLP I work with how her experience has been with the interpreting team, and she only had wonderful things to say! - Sarah McGraw.”
- “I truly appreciate all your hard work; your role is not easy. I understand that you are often interpreting the emotions of others; sometimes those emotions are difficult, even hurtful, or deeply heartfelt and your ability to maintain clarity, compassion, and transparency throughout is truly amazing. Thank you for the work you do to support our families and my teams. - Heather =)”
- “I responded to the survey but I wanted to non-anonymously extend my gratitude to you and the rest of our district translators. I have only had good experiences with the district translators and furthermore, I appreciate their grounding/calming presence and professionalism at our IEP meetings. They all have a way of setting the parent at-ease and, by extension, the rest of the team members as well. And they always remember my name!? I’m always happy to see a translator! I am in awe of how much you all can hold in your brain and can only think you have super powers. 😊 Thank you so much for your support this year and in previous years. - Lauren Teoli”

CONCLUSSION

AREAS FOR GROWTH

Google Form

Remove repetitive fields (e.g., re-entering email).

Make the form easier to access (some users struggle to locate it).

Interpreter Professionalism

Encourage gentle pacing reminders during meetings.

Effective Communication

Notify teams when interpreter assignments change.

Tech issues

Address occasional Zoom tech issues.

CONCLUSION

STRENGTHS

Google Form

Most respondents found the Google Form simple to navigate and effective for requesting interpretation services, with minimal suggestions for improvement.

Interpreter Professionalism

Interpreters were consistently described as professional, respectful, and knowledgeable. Many comments highlighted their ability to make families feel comfortable and well-informed.

Effective Communication

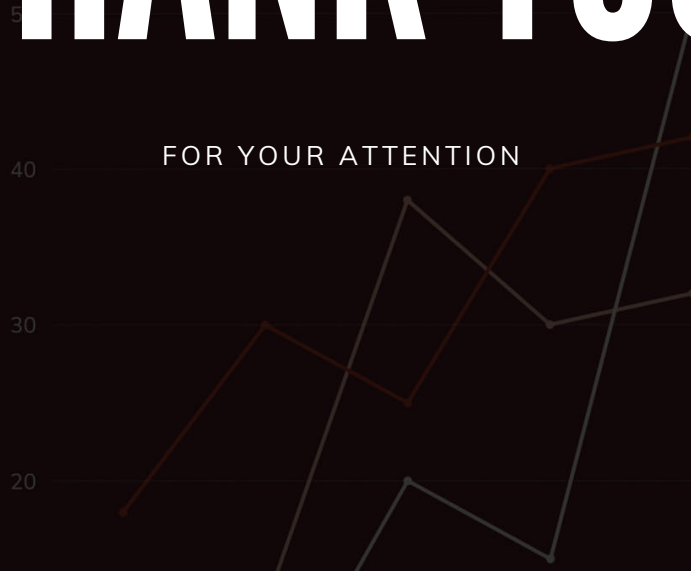
There was strong agreement that interpreters facilitate clear and effective communication between families and IEP teams, both in person and virtually.

Service Rating

4.94%

THANK YOU

FOR YOUR ATTENTION



GROUND

THE INDUSTRY'S HISTORY



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501

www.oxnardsd.org

January 21, 2026

RE: District Translators/Interpreters

Dear Personnel Commissioners,

While I agree with Dr. Fuentes' findings and believe our translators/interpreters are working within their current job description. I also feel strongly that the demands of this work and the level of linguistic expertise required to meet the needs of the district have significantly evolved over the past decade.

While I consider myself a proficient bilingual speaker, I also recognize that the level of linguistic expertise required of translators and interpreters is far more comprehensive. The technical language, precision, and specialized communication skills needed to perform these duties effectively warrant revisiting the current Range 14 classification.

I believe this job description should be elevated in ranking to reflect the expertise required and the impact this role has across the district. The work of our interpreters/translators supports every aspect of what we do. As community engagement and transparency remain priorities for Oxnard School District, this position is critical to all areas of parent engagement and meaningful access for our families.

Thank you for your consideration,

Dr. Anabolena DeGenna
Superintendent

New Hires

Aguirre, Anastasia B	Campus Assistant, Lemonwood School 5.75 hrs./180 days	12/05/2025
Beltran, Rocio	Child Nutrition Worker, Child Nutrition Services 5 hrs./185 days	12/04/2025
Bravo Vargas, Maria H	Paraeducator General Education, Harrington School 6 hrs./183 days	12/15/2025
Godina, Sandra	Child Nutrition Worker, Child Nutrition Services 5 hrs./185 days	12/09/2025
Gonzalez, Esteffany	Paraeducator General Education, McKinna School 6 hrs./183 days	12/15/2025
Gutierrez, Lisamarie	Campus Assistant, Lopez Academy 5.75 hrs./180 days	12/03/2025
Lakin, Ashley E	Speech Language Pathology Assistant 8 hrs./183 days	12/15/2025
Ramirez, Laura A	Paraeducator Hearing Impaired, Marshall School 5.75 hrs./183 days	12/10/2025
Vazquez Gallardo, Rocio	Paraeducator General Education, Ramona School 6 hrs./183 days	12/10/2025

Exempt

Velasquez, Abel	Avid Tutor	12/01/2025
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Limited Term/Substitutes

Aranda, Robert A	Campus Assistant & Paraeducator (Substitute)	11/07/2025
Arevalo, Jose Luis	Campus Assistant (Substitute)	11/14/2025
Cazares, Claudia A	Paraeducator (Substitute)	11/20/2025
Cervantes, Nathalia	Paraeducator (Substitute)	11/05/2025
Cortez, Jenny F	Campus Assistant (Substitute)	12/01/2025
Iñiguez, Stephanie M	Campus Assistant (Substitute)	12/01/2025
Lagunas, Marco A	Campus Assistant & Paraeducator (Substitute)	11/18/2025
Lomeli, Alma A	Campus Assistant (Substitute)	11/04/2025
Lopez, Daniel Q	Campus Assistant (Substitute)	12/01/2025
Lopez, Violet P	Campus Assistant (Substitute)	12/01/2025
Magaña, Marissa J	Campus Assistant (Substitute)	12/01/2025
Martinez, Arlet G	Campus Assistant (Substitute)	11/07/2025
Martinez, Stephanie	Paraeducator (Substitute)	12/08/2025
Mendez, Jordan N	Paraeducator (Substitute)	12/03/2025
Meza, Alexander J	Campus Assistant (Substitute)	12/01/2025
Moreno, Cynthia	Paraeducator (Substitute)	12/08/2025
Murphy, Romeo A	Campus Assistant (Substitute)	12/01/2025
Naranjo, Blanca B	Campus Assistant (Substitute)	12/01/2025
Ojeda, Rosa M	Campus Assistant (Substitute)	11/17/2025
Ortega Oros, Seydi P	Paraeducator (Substitute)	12/04/2025
Ortiz, Andres	Campus Assistant (Substitute)	12/01/2025
Palomares, Jessica	Campus Assistant (Substitute)	12/01/2025
Robinson, Jessica R	Campus Assistant (Substitute)	12/01/2025

Rodriguez, Natalie	Campus Assistant (Substitute)	12/01/2025
Rosas, Heriberto	Paraeducator (Substitute)	11/06/2025
Segura Villalba, Guadalupe	Campus Assistant (Substitute)	12/01/2025
Tamayo, Victoria R	Campus Assistant (Substitute)	12/01/2025
Vasquez, Narda C	Campus Assistant (Substitute)	12/01/2025
Vera, Andrew	Campus Assistant & Paraeducator (Substitute)	10/25/2025
Zambrano, Esther	Campus Assistant (Substitute)	12/01/2025

Promotions

Gomez, Dulce A	Special Education Data Technician, Special Education 8 hrs./245 days Office Assistant II, Special Education 8 hrs./245 days	12/03/2025
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Transfers

Pacheco Mendez, Miriam	Campus Assistant, Driffill School 5.75 hrs./180 days	12/12/2025
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Probation Releases

13287	Accounting Specialist III – 8 hrs. 245 days	12/09/2025
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Resignations

Garcia, Alejandro	Paraeducator Special Education, McAuliffe School 5.75 hrs./183 days	12/01/2025
Gonzales, Therese N	Child Nutrition Worker, Child Nutrition Services 5.5 hrs./185 days	12/05/2025
Jimenez, Isaac	Campus Assistant, Lemonwood School 5.75 hrs./180 days	12/04/2025

New Hires

Barajas, Lydia P	Paraeducator Special Education, Chavez School 5.75 hrs./183 days	01/12/2026
Carrillo, Tereze	Paraeducator General Education, Driffill School 6 hrs./183 days	01/12/2026
Herrera Brittany J	After School Program Site Coordinator, Enrichment & Sped. Prog. 8 hrs./245 days	01/05/2026
Kenoss, Haven R	Paraeducator General Education, Fremont Academy 5.75 hrs./183 days	01/13/2026
Poblete, Clarisa J	Paraeducator Special Education, Soria School 5.75 hrs./183 days	01/12/2026
Shriver, Esja M	Paraeducator Special Education, Driffill School 5.75 hrs./183 days	01/13/2026
Silva, Evelyn E	Paraeducator Special Education, San Miguel School 5.75 hrs./183 days	01/12/2026
Trottno, Emma G	Paraeducator Special Education, McAuliffe School 5.75 hrs./183 days	01/12/2026
Villaneda, Breanna	Speech Language Pathology Assistant, San Miguel School 8 hrs./183 days	01/12/2026

Limited Term/Substitutes

Amar, Joseph C	Paraeducator (Substitute)	01/12/2026
Ayala Rodriguez, Alexandra P	Paraeducator (Substitute)	12/12/2025
Cabrera, Pedro	Paraeducator (Substitute)	12/12/2025
Rivera, Nautica	Paraeducator (Substitute)	01/12/2026
Ruiz, Lorena	Paraeducator (Substitute)	01/12/2026
Solis, Isabella H	Paraeducator (Substitute)	12/18/2025
Thietje, Annalise G	Paraeducator (Substitute)	01/12/2026
Zarate, Yvana M	Paraeducator (Substitute)	01/12/2026

Promotions

Flores, Miguel I	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days Child Nutrition Worker, Child Nutrition Services 5 hrs./185 days	01/13/2026
Torres, Jazmine	Paraeducator General Education, Driffill School 6 hrs./183 days Campus Assistant, Driffill School 5.75 hrs./180 days	01/12/2026

Transfers

Almanza, Sanjuana C	Campus Assistant, Elm School 5.75 hrs./180 days	01/12/2026
Born, Cecilia B	Paraeducator General Education, McKinna School 6 hrs./183 days	01/12/2026
Cameron, Rosa M	Paraeducator Special Education, Ritchen School 8 hrs./183 days	01/12/2026
Cervantes, Frances G	Paraeducator Special Education, Special Education 8 hrs./183 days	01/12/2026
Cervantes, Yanileysi	Office Assistant II, Driffill School 8 hrs./203 days	01/12/2026

Transfers (cont.)

Morales, Fabiola C	Office Assistant II, Special Education 8 hrs./ 245 days	12/17/2025
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Medical Layoffs

5575	Custodian – 8 hrs./245 days	01/20/2026
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Probation Release

13229	After School Program Site Coordinator, 8 hrs./245 days	12/18/2025
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Resignations

Andres Velazquez, Ivette N	Paraeducator General Education, McKinna School 8 hrs./183 days	01/16/2026
Garcia, Alondra K	Campus Assistant, Brekke School 5.75 hrs./180 days	01/09/2026
Gomez, Wilfredo	Paraeducator Special Education, Frank Academy 5.75 hrs./183 days	01/30/2026
Heredia, Diana	Paraeducator General Education, McAuliffe School 8 hrs./183 days	01/23/2026
Hurtado Garcia, Lizbeth	Campus Assistant, Lemonwood School 5.75 hrs./180 days	01/06/2026
Lawton, Marcela	Paraeducator Special Education, Marina West School 5.75 hrs./183 days	01/30/2026
Leyva, Aarely T.	Paraeducator Special Education, McKinna School 5.75 hrs./183 days	01/02/2026
Osuna, Samuel	Paraeducator Special Education, Frank Academy 5.75 hrs./183 days	01/09/2026
Shauer, Morgan L	Child Nutrition Worker II, Child Nutrition Services 6 hrs./185 days	12/26/2025

Retirements

Bracamonte, Antonio	Lead Custodian, Ritche School 8 hrs./245 days	01/30/2026
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