

Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701

MINUTES

Regular Board Meeting
Santa Ana Board of Education

Tuesday, March 24, 2026

1. CALL TO ORDER

Ms. Brazer Aceves called the meeting to order at 4:39 p.m.

Other members in attendance were Mr. Bustos, Ms. Lebsack, and Ms. Magdaleno.

Ms. Brazer Aceves announced closed session items including Conference with Labor Negotiators, Personnel Matters, Anticipated Litigation, and Conference with Real Property Negotiators.

There was no one wishing to address the Board related to closed session items.

2. RECESS TO CLOSED SESSION

The Regular Board meeting recessed to closed session at 4:40 p.m.

Dr. Alvarez joined the meeting at 5:02 p.m.

3. RECONVENE TO REGULAR MEETING

The Regular Board meeting reconvened at 6:12 p.m.

Cabinet members in attendance were Dr. Perez, Ms. Flores, Mr. Hacker, Ms. Barquin, and Mr. Bustamante.

4. PLEDGE OF ALLEGIANCE

Superintendent Dr. Perez led the Pledge of Allegiance.

5. LAND ACKNOWLEDGEMENT

Ms. Brazer Aceves read the following statement: *"I want to recognize that our District and school campuses are located in the Village of Pasbenga. I want to acknowledge that this land we refer to as Orange County, is the unceded and traditional lands of the Gabrielino Tongva Nation, and the Juaneño Band of Mission Indians Acjachemen Nation. These lands were taken through a process of colonization, physical, and cultural genocide. I want to pay my respect to elders, both past and present, as well as the Tongva and Acjachemen Youth who have attended and are currently attending our schools, or in the neighboring districts."*

6. REPORT OF ACTION TAKEN IN CLOSED SESSION

By a vote of 4-0, the Board took action to appoint Sergio Zazueta to the position of Executive Director, Facilities and Operations.

Motion by Ms. Magdaleno, second by Ms. Lebsack.

Final Resolution: Motion Carries 4-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Ms. Lebsack, Ms. Magdaleno

Not Present: Dr. Alvarez

7. SUPERINTENDENT'S REPORT

Superintendent Dr. Perez addressed community concerns regarding allegations associated with a school namesake, Cesar Chavez, and noted that an informational item on school renaming protocols would be

presented, with community input emphasized as essential in future decisions. She recognized World Autism Awareness Month, including District efforts to support students with diverse needs. She also celebrated the Speech and Debate tournament that was held this past Saturday at Saddleback High School. There were 18 schools represented by 291 students competing across elementary and intermediate levels. Top students advanced to nationals which will take place in Richmond, Virginia in June. Dr. Perez also shared that the Intermediate Girls Soccer Tournament was held March 14 at the Santa Ana Public Schools Sports Complex, with MacArthur Fundamental taking 1st place, followed by Carr Intermediate, Mendez Fundamental, and Villa Fundamental Intermediate Schools. The Intermediate Boys Basketball Tournament was held on the same day at Segerstrom High School, with MacArthur Fundamental taking 1st place. She congratulated all participating schools for their teamwork, sportsmanship, and dedication throughout the season.

Dr. Perez honored our Certificated Employee of the Month, Lisa Condon, a 3rd grade teacher at Muir Fundamental Elementary School, and our Classified Employee of the Month, Jaqueline Reyes, FACE Liaison at Monte Vista Elementary School, emphasizing staff contributions to student support, collaboration, and family engagement. She welcomed our new leadership team member Sergio Zazueta as the Executive Director of Facilities and Operations. Lastly, she addressed the resolution that the Board is being asked to consider regarding ethnic studies.

8. STUDENT BOARD MEMBER REPORTS

Mr. Abascal gave a shout out to the over 600 intermediate and high school students who participated in the Ambassadors of Compassion Kickoff Assembly at the Honda Center on March 12 promoting leadership, empathy, and life skills. He also acknowledged Board member's and Superintendent's attendance at the event. Mr. Abascal provided updates on the upcoming track and field events that will be taking place Saturday, March 28, 2026 at Valley High School and ongoing intramural activities. He highlighted efforts to improve student voice and school climate, including collaboration with the Research and Evaluation Department to review Panorama survey data related to social-emotional learning and overall school environment.

Ms. Gomez reported on initiatives to expand student outreach and engagement and shared that student leadership met with District staff to develop new strategies for gathering student input. She announced plans to implement individualized, anonymous surveys across intermediate and high schools to collect broader and more representative student feedback, encourage participation without fear of judgment, and provide data to inform improvements in student experience and school climate.

9. PUBLIC PRESENTATIONS

Public speakers addressed Declining Student Enrollment, Staffing Reductions in Teaching Positions, Restorative Practices Training for Teachers, Ethnic Studies Resolution, Inequities in Enrollment and Special Education Distribution, Resource Allocation, Staffing Reductions, Reduced Program Offerings, Ethnic Studies Requirement, Future Personal Finance Course Requirement, District Recognition of Pride Month and Gender Identity Content, Religious Perspectives and Inclusivity, and Changes to Counselor Work Year.

10. APPROVAL OF CONSENT CALENDAR

The following items were removed from the consent calendar for discussion and separate action:

10.10 Approval of Revised Job Description: Library Media Specialist

10.12 Approval of Revised Job Description: District Librarian-Project Coordinator

10.13 Approval of Revised Job Description: School Nurse

Motion by Mr. Bustos, second by Ms. Magdaleno to approve the remainder of the Consent Calendar.

Preferential Vote: 2-0

Yes: Mr. Abascal, Ms. Gomez

Motion by Mr. Bustos, second by Ms. Magdaleno.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

10.1 Approval of March 10, 2026 Regular Board Meeting Minutes

10.2 Payment and Reimbursement of Costs Incurred for Student(s) with Disabilities for 2025-2026 School Year

10.3 Acceptance of Gifts in Accordance with Board Policy 3290 - Gifts, Grants, and Bequests

10.4 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for the 2025-2026 School Year

10.5 Approval/Ratification of Listing of Grant Award Applications with Santa Ana Unified School District for the 2025-2026 School Year

10.6 Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2025-2026 School Year

10.7 Approval/Ratification of Listing of Disposal of Obsolete Miscellaneous Surplus Equipment and Furniture

10.8 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for Period of February 25, 2026, through March 10, 2026

10.9 Ratification of Purchase Order Summary and listing of All Purchase Orders for the Period of February 25, 2026, through March 10, 2026

10.11 Approval of Revised Job Description: Higher Education Center Specialist

10.14 Approval of Revised Job Description: Chief Communications and Community Relations Officer

10.15 Approval of Revised Job Description: Assistant Controller to Assistant Director, Business Services

10.16 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

ITEMS PULLED FROM THE CONSENT CALENDAR FOR DISCUSSION AND SEPARATE ACTION

10.10 Approval of Revised Job Description: Library Media Specialist

Item was pulled by Ms. Lebsack.

Approve the revised job description: Library Media Specialist.

Motion by Mr. Bustos, second by Ms. Magdaleno.

Preferential Vote: 2-0

Yes: Mr. Abascal, Ms. Gomez

Final Resolution: Motion Carries 4-0-1

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Magdaleno

Abstain: Ms. Lebsack

10.12 Approval of Revised Job Description: District Librarian-Project Coordinator

Item was pulled by Ms. Lebsack.

Approve the revised job description: District Librarian-Project Coordinator.

Motion by Mr. Bustos, second by Katelyn Brazer Aceves.

Preferential Vote: 1-0

Yes: Ms. Gomez

Not Present: Mr. Abascal

Final Resolution: Motion Carries 4-0-1

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Magdaleno

Abstain: Ms. Lebsack

10.13 Approval of Revised Job Description: School Nurse

Item was pulled by Ms. Lebsack.

Approve the revised job description: School Nurse.

Motion by Mr. Bustos, second by Ms. Magdaleno.

Preferential Vote: 1-0

Yes: Ms. Gomez

Not Present: Mr. Abascal

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

11. INFORMATION

11.1 Review of Administrative Regulation 7310 - Naming of Facility

Dr. Perez addressed the process for renaming school facilities. Mr. Hacker outlined the formal procedure and Board members expressed strong support for immediate action on renaming Cesar Chavez High School. Ms. Magdaleno formally requested to rename Cesar Chavez High School. The Board asked that the Cesar Chavez signage be covered up immediately and prioritize input from educators, students, and community. There was a strong sentiment to honor a Latina woman, reflecting community values and addressing historical underrepresentation and direction to establish a committee to review other school names with problematic namesakes to ensure naming practices reflect shared values. Dr. Perez provided her contact information for community suggestions, lorraine.perez@sausd.us.

12. PRESENTATION

12.1 College and Career Readiness Priority Metrics Update

Dr. Leticia Alvarado, Executive Director of Secondary Teaching & Learning, presented a comprehensive update on Santa Ana Unified School District's progress toward college and career readiness, examining two cohorts: Class of 2025 and Class of 2026.

Student Board members Mr. Abascal and Ms. Gomez left the meeting at 8:59 p.m.

13. REGULAR AGENDA - ACTION ITEMS

13.1 Approval of Memorandum of Understanding with Santa Ana Educators' Association regarding School Performance and Outcomes Coach Positions

Approve the Memorandum of Understanding with Santa Ana Educators' Association regarding School Performance and Outcomes Coach Positions.

Motion by Mr. Bustos, second by Ms. Magdaleno.

Final Resolution: Motion Carries 4-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Ms. Lebsack, Ms. Magdaleno

Not Present at Vote: Dr. Alvarez

13.2 Approval of Memorandum of Understanding with Santa Ana Educators' Association regarding Literacy Coach Positions

Approve the Memorandum of Understanding with Santa Ana Educators' Association regarding Literacy Coach Positions.

Motion by Mr. Bustos, second by Ms. Magdaleno.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.3 Approval of Memorandum of Understanding with Santa Ana Educators' Association regarding Certificated Learning and Achievement Specialist Positions

Approve the Memorandum of Understanding with Santa Ana Educators' Association regarding Certificated Learning and Achievement Specialist Positions.

Motion by Mr. Bustos, second by Dr. Alvarez.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.4 Approval of Memorandum of Understanding with Santa Ana Educators' Association regarding California State Teachers' Retirement System Work Year and Salary Schedule Alignment

Approve the Memorandum of Understanding with Santa Ana Educators' Association regarding California State Teachers' Retirement System Work Year and Salary Schedule Alignment.

Motion by Mr. Bustos, second by Ms. Brazer Aceves.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.5 Approval of New Santa Ana Educators' Association Annual Certificated Salary Schedules A1, A2, A3, A4, A5 and A6

Approve New Santa Ana Educators Association (SAEA) Annual Certificated Salary Schedules A1, A2, A3, A4, A5 and A6.

Motion by Mr. Bustos, second by Ms. Magdaleno.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.6 Approval of California School Employees Association, Chapter 41, Classified Titles and Grades Schedule

Approve the California School Employees Association, Chapter 41, Classified Titles and Grades Schedule

Motion by Mr. Bustos, second by Ms. Magdaleno.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.7 Approval of New Job Description: School Performance and Outcomes Coach

Approve the new job description: School Performance and Outcomes Coach.

Motion by Mr. Bustos, second by Ms. Brazer Aceves.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.8 Approval of New Job Description: English Language Development Specialist

Approve the new job description: English Language Development (ELD) Specialist.

Motion by Mr. Bustos, second by Ms. Magdaleno.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.9 Approval of New Job Description: Director of Communications

Item pulled by Superintendent Perez.

No Action Taken.

13.10 Adoption of Resolution No. 25/26-3725 Ethnic Studies Requirement

Adopt Resolution No. 25/26-3725 Ethnic Studies Requirement.

Ms. Brazer requested to amend resolution by striking out lines 25-27.

Mr. Bustos requested to amend resolution by striking out lines 34-36.

Motion by Mr. Bustos, second by Ms. Magdaleno with the amendments to strike out lines 25-27 and lines 34-36.

Final Resolution: Motion Carries 4-1

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Magdaleno

No: Ms. Lebsack

13.11 Adoption of Resolution No. 25/26-3730 - Proclaiming April 20-24, 2026 as Afterschool Professionals Appreciation Week

Adopt Resolution No. 25/26-3730 - Proclaiming April 20-24, 2026 as Afterschool Professionals Appreciation Week.

Motion by Mr. Bustos, second by Ms. Magdaleno.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.12 Adoption of Revised Board Policy 5113 - Absences and Excuses

Adopt the revised Board Bylaw 5113 - Absences and Excuses.

Motion by Mr. Bustos, second by Ms. Lebsack.

Final Resolution: Motion Carries 5-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack, Ms. Magdaleno

13.13 Adoption of Revised Board Policy 5113.1 - Chronic Absence and Truancy

Adopt the revised Board Bylaw 5113.1 - Chronic Absence and Truancy.

Motion by Mr. Bustos, second by Ms. Lebsack.

Final Resolution: Motion Carries 4-0

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez, Ms. Lebsack

Not Present at Vote: Ms. Magdaleno

13.14 Authorization for Board Delegate Assembly Members to Attend the May CSBA Delegate Assembly in Sacramento

Authorize the District's two CSBA Delegate Assembly representatives, Hector Bustos and Valerie Magdaleno, to attend the CSBA Delegate Assembly meeting on May 16-17, 2026, in Sacramento, California, with reimbursement of allowable expenses in accordance with District policy.

Motion by Ms. Brazer Aceves, second by Dr. Alvarez.

Final Resolution: Motion Carries 3-1

Yes: Ms. Brazer Aceves, Mr. Bustos, Dr. Alvarez

No: Ms. Lebsack

Not Present at Vote: Ms. Magdaleno

14. NEW AND REVISION OF EXISTING BOARD POLICIES - FIRST READING/NO ACTION REQUIRED

14.1 Board Policy 5113.12 – District School Attendance Review Board - Revised for First Reading

14.2 Board Policy 6146.1 - High School Graduation Requirements

15. BOARD REPORTS

Ms. Magdaleno encouraged student to keep showing up and stay focused as the finish line is near. She thanked educators and staff for their daily commitment. Ms. Magdaleno expressed excitement for upcoming graduation

ceremonies and promotion ceremonies, and noted the many community events happening at the end of the year. She also wished Mr. Bustos a happy birthday.

Ms. Lebsack thanked intermediate school principals for allowing her to visit their schools and appreciates getting to know them personally. She has visited Esqueda TK-8, McFadden Institute of Technology, Santiago TK-8, Lydia Romero-Cruz Academy, Pio Pico Elementary, Mendez Fundamental Intermediate, Circulos at Advanced Learning Academy, Villa Fundamental Intermediate, Willard Intermediate, and Heninger TK-8 schools. She observed great learning with hands-on engagement, clear lesson objectives, student-developed social contracts, active parent involvement, and clean, well-maintained campuses. Ms. Lebsack also attended Read Across America events and Battle of the Books finals.

Dr. Alvarez thanked all public speakers for their input and requested an update on restorative practices implementation, noting they are required by Education Code and part of MTSS (Multi-Tiered System of Supports). Regarding waitlisting concerns raised during public comment, she clarified that the district started projections in January with families notified, and the waitlist remains open through year's end so students can move up if spots open. She also gave a shout-out to approximately 30 students nominated for Orange County Artists of the Year.

Mr. Bustos formally called for a special study session dedicated solely to special education, noting that while periodic updates occur, no robust Board conversation has taken place. He requested the session include overviews of programs, service delivery, staffing, compliance, student outcomes, fiscal considerations, and growth areas. He emphasized the need for wide community communication so families, educators, and stakeholders can participate, as students and families deserve a transparent, accountable, continuously improving system.

Ms. Brazer Aceves affirmed support for the special education study session and noted it has been discussed with the Superintendent. She acknowledged that special education data is incorporated into academic presentations and agreed that dedicated space for in-depth conversation would be powerful. She recognized parent leaders, the FACE team, and Ms. Solomon for their work, and praised the District's transformation of an informational book into a comprehensive resource index for families.

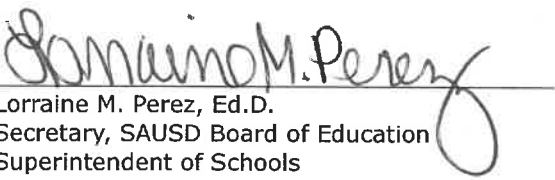
16. ADJOURNMENT

Having no further business to come before the Board, Ms. Brazer Aceves adjourned the meeting at 10:29 p.m.

17. FUTURE MEETING

The next Regular Board Meeting of the Board of Education will be held on Tuesday, April 28, 2026, at 6:00 p.m.

ATTEST:


Lorraine M. Perez, Ed.D.
Secretary, SAUSD Board of Education
Superintendent of Schools



SANTA ANA UNIFIED SCHOOL DISTRICT

LIBRARY MEDIA SPECIALIST

JOB SUMMARY:

Under direction of the building principal, the Library Media Specialist develops, organizes, and delivers school-based library media services that support student learning, information literacy, and instructional goals. The Library Media Specialist provides direct instruction to students in research and digital literacy skills; collaborates with teachers to integrate library resources into curriculum; manages the daily operations, circulation, and maintenance of the school library; and cultivates an inclusive, welcoming environment that promotes reading, inquiry, and effective use of information.

REPRESENTATIVE DUTIES:

- Establish goals of the library media program. **E**
- Develop a schoolwide library program that supports reading engagement, academic research, digital literacy, and equitable access to resources. **E**
- Organize services to achieve goals. **E**
- Organize library operations, instructional supports, and student access schedules aligned to instructional needs. **E**
- Arrange and schedule library media facilities according to program needs. **E**
- Coordinate class visits, research lessons, flexible access, and library use in collaboration with teachers and administration. **E**
- Evaluate, select and direct the purchase of materials for use within the library media collection: books, periodicals, software, equipment and supplies. **E**
- Select culturally responsive, curriculum-aligned materials and digital resources in keeping with District collection development guidelines. **E**
- Establish procedures for the circulation of library media materials. **E**
- Develop circulation, shelving, mending, weeding, and inventory procedures for library materials. **E**
- Direct the maintenance of the library media collection, including inventories, record and budget keeping, mending and proper shelving. **E**
- Manage cataloging, weeding, diversity audits, digital collections, and annual inventory processes. **E**
- Train, supervise, and schedule all assistants and lay volunteer helpers. **E**

LIBRARY MEDIA SPECIALIST

REPRESENTATIVE DUTIES: (continued)

- Provide training and direction to student library aides, volunteers, and assigned support staff. **E**
- Supervise the technical and clerical processes necessary for the cataloging and organizing of the library media center. **E**
- Oversee cataloging, processing of new materials, equipment checkout, and online system management. **E**
- Participate with teachers and administrators in school curriculum development for maximum utilization of library media services. **E**
- Collaborate with teachers as an instructional partner to design and deliver research, digital citizenship, media literacy, and inquiry lessons. **E**
- Keep well informed about library media concepts through participation in professional growth activities. **E**
- Engage in continuous professional learning related to school libraries, information literacy, grade-level appropriate literature, and technology integration. **E**
- Instruct staff and students in utilization of print and non-print media for such purposes as information retrieval, research skills, enjoyment, and personal growth. **E**
- Teach students and staff how to locate, evaluate, and ethically use print and digital information resources. **E**
- Maintain a positive environment conducive to student learning. **E**
- Ensure a student-centered library environment that promotes reading, inquiry, and exploration. **E**
- Support technology integration within the library, including management of online catalogs, digital resources, and device checkout systems. **E**
- Collaborate with public libraries, community literacy partners, and school departments to enhance access to resources. **E**
- Assist in preparing and monitoring the school library budget, related textbook inventory, and required reports. **E**
- Perform related duties as assigned. **E**

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Technical aspects of library science.

LIBRARY MEDIA SPECIALIST

KNOWLEDGE AND ABILITIES: (continued)

Knowledge of:

- Applicable sections of State Education Code related to school libraries.
- Board policies and procedures governing school library operations, digital safety, and collection development.
- Curriculum standards and instructional goals to support integration of library resources.
- Collection development practices emphasizing diversity, representation, and age-appropriate content.
- Modern library media center practices, procedures, and equipment.
- Digital tools, online databases, e-book systems, and integrated library systems.
- Principles of media literacy, digital citizenship, and information evaluation.

Ability to:

- Maintain records and prepare reports.
- Plan and supervise library operations, volunteers, and student aides.
- Train and support students, volunteers, and assigned staff in library procedures.
- Communicate effectively, both orally and in writing.
- Manage time effectively.
- Establish and maintain effective working relationships.
- Provide direct instruction in research skills, digital literacy, and information evaluation.
- Use and troubleshoot library technology systems and digital platforms.
- Support an inclusive library environment that affirms diverse learners.

EDUCATION AND EXPERIENCE:

- Bachelor's degree required.
- Valid California teaching credential required.
- English Learner Authorization required.
- Completion of 30 semester units (or 45 quarter units) in Library Science or Library Media coursework required.
- Teacher Librarian Services Credential required.
- Experience in school library operations, instructional technology, or classroom teaching preferred.

LICENSES, CERTIFICATES AND OTHER REQUIREMENTS:

- Valid California teaching credential.
- Valid English Learner (EL) authorization.
- Valid TB test and fingerprint clearance.

LIBRARY MEDIA SPECIALIST

WORKING CONDITIONS:

- School library, classroom, and office environments.
- Frequent contact with students, staff, and families.
- Ability to lift, shelve, and move library materials; push carts; bend and reach.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Santa Ana Unified School District is committed to fostering an inclusive environment that values diversity and encourages applications from candidates of all backgrounds. SAUSD strives to reflect the cultural richness of its community within its workforce, promoting educational equity and success for all students.

Board Approved: March 24, 2026 (1/84)



SANTA ANA UNIFIED SCHOOL DISTRICT

HIGHER EDUCATION CENTER SPECIALIST

JOB SUMMARY:

Under the direction of the site Principal and in collaboration with counseling staff, administrators, and district departments, coordinate and manage a school-based Higher Education Center that supports students and families with college, career, military, and workforce readiness.

REPRESENTATIVE DUTIES:

- Coordinate activities that provide students and families with accurate, up-to-date information regarding college and university admission requirements, applications, scholarships, grants, financial aid, and testing processes. **E**
- Coordinate visits from military, apprenticeship, workforce, college, and university representatives. **E**
- Lead dissemination of postsecondary planning information to students, parents/guardians, teachers, counselors, and administrators. **E**
- Collaborate closely with counselors, teachers, administrators, students, and families to foster a college- and career-going culture within the school community. **E**
- Maintain accurate student records related to postsecondary planning, enrollment, and outcomes. **E**
- Coordinate college, university, and career field trips and on-campus outreach events. **E**
- Assist students with postsecondary enrollment processes, including applications, fee waivers, placement testing, and transcript requests, as appropriate. **E**
- Support students and staff in navigating postsecondary application requirements and timelines. **E**
- Support and coordinate FAFSA and California Dream Act completion efforts, including workshops, individual assistance, data tracking, and compliance with state graduation requirements. **E**
- Coordinate and support eligibility determination for fee waivers and related assessments (e.g., PSAT, SAT, ACT). **E**
- Supervise and support student interns and peer mentors assisting with Higher Education Center activities. **E**
- Organize and facilitate Senior and Junior conferences, college application events, and financial aid workshops. **E**

HIGHER EDUCATION CENTER SPECIALIST

REPRESENTATIVE DUTIES: (continued)

- Use digital platforms and student data systems to track participation, monitor progress, and support informed postsecondary planning. **E**
- Analyze participation and outcome data to improve services, increase student engagement, and close equity gaps. **E**
- Support students in exploring college, career, technical education (CTE), military, and workforce pathways aligned to their interests and goals. **E**
- Perform related duties as assigned. **E**

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Graduation requirements.
- Postsecondary entrance requirements.
- FAFSA and California Dream Act processes.
- Digital postsecondary planning platforms.
- Equity-focused student support strategies.

Ability to:

- Communicate effectively with students, families, staff, and community partners
- analyze data to improve programs
- work effectively in a multicultural and multilingual environment.

EDUCATION AND EXPERIENCE:

- Bachelor's degree from an accredited college or university.
- Experience supporting secondary students with college and/or career readiness programs.
- Master's degree in Education, Counseling, or a related field preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid California Teaching Credential or Services Credential required.
- Valid California driver's license.
- Bilingual English/Spanish preferred.

WORKING CONDITIONS:

Environment:

- School site and office environment.
- Frequent interaction with students, families, staff, and community partners.

HIGHER EDUCATION CENTER SPECIALIST

WORKING CONDITIONS: (continued)

Physical Abilities:

- Hearing and speaking to exchange information.
- Seeing to read materials.
- Sitting, standing, and walking for extended periods of time.
- Lifting up to 20 pounds.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Santa Ana Unified School District is committed to fostering an inclusive environment that values diversity and encourages applications from candidates of all backgrounds. SAUSD strives to reflect the cultural richness of its community within its workforce, promoting educational equity and success for all students.

Board Approved: March 24, 2026 (12/01)



SANTA ANA UNIFIED SCHOOL DISTRICT
DISTRICT LIBRARIAN - PROJECT COORDINATOR

JOB SUMMARY:

Under the direction of the Executive Director of Secondary Education, Director of Curriculum & Instruction, or assigned administrator, the District Librarian provides districtwide leadership, guidance, and coordination of library media programs across all TK–12 schools. The District Librarian develops and implements districtwide library standards, supports Library Media Technicians, advances information literacy and digital citizenship, leads collection development processes, and collaborates with departments and site leadership to ensure equitable access to library resources. The District Librarian does not supervise site libraries but provides the training, tools, and systems needed for consistent, high-quality library services.

REPRESENTATIVE DUTIES:

- Coordinate the District library media services program. **E**
- Plan, organize, and coordinate districtwide library media services for all TK–12 schools. **E**
- Assist sites in planning, organizing, and implementing library media services. **E**
- Provide guidance, training, and resources for site-level implementation while maintaining districtwide standards. **E**
- Coordinate instructional media services to enhance student learning. **E**
- Coordinate districtwide instructional media frameworks, digital tools, and resource access systems. **E**
- Conduct professional development activities related to library services. **E**
- Lead districtwide professional development for LMTs, teachers, and administrators on information literacy, digital citizenship, and effective use of library resources. **E**
- Develop districtwide collection development guidelines; support sites in aligning purchases with policy and instructional goals. **E**
- Work with Library Media Technicians to ensure coordination of textbooks and instructional media. **E**
- Provide training, coaching, and technical assistance to LMTs; ensure consistency in procedures across school sites. **E**
- Model research, information literacy, and digital resource integration strategies for staff (not for direct student instruction). **E**

DISTRICT LIBRARIAN - PROJECT COORDINATOR

REPRESENTATIVE DUTIES: (continued)

- Develop and maintain districtwide systems for tracking inventory, cataloging, weeding, and compliance with processing policies. **E**
- Prepare and maintain a variety of reports, records and files related to assigned activities. **E**
- Compile districtwide library data, usage metrics, and needs assessments for program evaluation and reporting. **E**
- Provide assistance and direction in the selection of library and media materials. **E**
- Ensure districtwide alignment with selection criteria, inclusivity standards, and Education Code requirements for library materials. **E**
- Communicate with site and District staff regarding library media programs. **E**
- Serve as the district liaison for library media operations, digital platforms, textbook processes, and LMT professional support. **E**
- Serve as a liaison between the District and the Orange County Department of Education. **E**
- Collaborate with OCDE, public libraries, community literacy partners, and vendors on district-level initiatives. **E**
- Support procurement systems and vendor coordination at the district level; ensure equitable distribution and compliance with purchasing policy. **E**
- Monitor the expenditure of library and media funds. **E**
- Support sites with budgeting guidance, grant alignment, and allocation tracking for library and digital resources. **E**
- Support districtwide literacy initiatives, library modernization projects, digital platform adoption, and special programs such as reading campaigns and library events. **E**
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Principles, practices and procedures related to library media programs.
- Current trends in school libraries, digital resource management, and information literacy standards.
- Library organization, cataloging, indexing and classification systems.
- Integrated library systems (ILS), e-book platforms, and digital resource tools.
- Operation of a variety of instructional media equipment.

DISTRICT LIBRARIAN - PROJECT COORDINATOR

KNOWLEDGE AND ABILITIES: (continued)

Knowledge of:

- Educational technology tools that support literacy, inquiry, and research skills.
- Principles and practices of training and providing work direction.
- Effective coaching strategies for developing Library Media Technician capacity and instructional partnerships.
- Research methods and report writing techniques.
- Data collection and analysis for evaluating library program effectiveness.
- Applicable laws, codes, regulations, policies and procedures.
- Including California Education Code, board policies, and guidelines for library material reconsideration processes.
- Interpersonal skills using tact, patience and courtesy.
- Cultural competency practices that support inclusive, student-centered library environments.

Ability to:

- Coordinate, organize, and support District library programs across all TK–12 schools.
- Provide training, coaching, and support to Library Media Technicians and site staff to build capacity (not supervisory).
- Communicate effectively orally and in writing with administrators, teachers, Library Media Technicians, vendors, and community partners.
- Model and support use of digital tools, inquiry strategies, and information literacy frameworks for staff development.
- Analyze data related to library usage, circulation, digital access, and collection needs.
- Interpret, apply, and explain district policies, California Education Code, and library procedures.
- Support collection development and maintenance of diverse, inclusive library collections.
- Plan, coordinate, and implement library initiatives, professional development, and district literacy projects.
- Maintain accurate records, prepare reports, and meet schedules and timelines across multiple sites.
- Establish and maintain cooperative and effective working relationships.
- Adapt to changing technologies, instructional practices, and student needs.

EDUCATION AND EXPERIENCE:

- Bachelor's degree from a regionally accredited institution.
- Coursework in Library Science or a related field desirable.
- Master's Degree in Library and Information Science (MLIS) preferred.
- Experience in library media programs required.

DISTRICT LIBRARIAN - PROJECT COORDINATOR

EDUCATION AND EXPERIENCE: (continued)

- Experience supporting K–12 school libraries preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license.
- Possession of a California Teacher Librarian Services Credential is required.
- Prerequisite Credential: A valid basic California teaching credential (required).
- English Learner Authorization: Must hold this authorization (required).
- Teacher Librarian Services Credential (required).

WORKING CONDITIONS:

Environment:

- Library, office and classroom environments.
- Driving a vehicle to conduct work.

Physical Abilities:

- Ability to lift materials, move library inventory, and support site events as needed.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Santa Ana Unified School District is committed to fostering an inclusive environment that values diversity and encourages applications from candidates of all backgrounds. SAUSD strives to reflect the cultural richness of its community within its workforce, promoting educational equity and success for all students.

Board Approved: March 24, 2026 (4/89, 3/92, 5/01)



SANTA ANA UNIFIED SCHOOL DISTRICT

CHIEF COMMUNICATIONS AND COMMUNITY RELATIONS OFFICER

JOB SUMMARY:

Under the direction of the Superintendent, and/or designee, plan, lead, and implement a comprehensive, integrated communications and community engagement strategy that advances the District's mission, Board priorities, and student outcomes; oversee the Communications and Community Relations departments; and ensure transparent, timely, and culturally responsive communication with all stakeholders. Serves as a strategic advisor to the Superintendent and executive leadership on communications, community engagement, and reputational risk management. Leads the development of strategic partnerships that strengthen family engagement, community trust, and student success outcomes. Responsibilities include executive-level leadership and supervision of communications and community engagement teams, including managers, analysts, and support staff.

REPRESENTATIVE DUTIES:

- Advise the Superintendent and executive leadership on strategic communications, stakeholder engagement, and reputational risk management. **E**
- Consulting with the Superintendent and senior staff to ensure that all internal and external communications reflect the policies and positions supported by the District. **E**
- Providing training for Board and staff members regarding relations with the news media. **E**
- Serves as a member of the Superintendent's executive staff; gathers information and informs the Superintendent and others on emerging situations; and services as media liaison among the Superintendent, Board Members, and District staff. **E**
- Represent the Superintendent and District at community meetings, public forums, and interagency collaborations. **E**
- Serves as District spokesperson for the Board of Education and the Superintendent in contact with the media and a wide variety of public and private organizations. **E**
- Serves as a member of the Superintendent's executive staff; gathers information and informs the Superintendent and others on emerging situations; and services as media liaison among the Superintendent, Board Members, and District staff. **E**
- Prepares relevant background information for Superintendent to use or provide at community events and meetings with a variety of stakeholder groups. **E**
- Provide executive leadership and oversight of the Communications and Community Relations departments, including strategic planning, staffing, budgeting, and program evaluation. **E**

CHIEF COMMUNICATIONS AND COMMUNITY RELATIONS OFFICER

REPRESENTATIVE DUTIES: (continued)

- Supervise, evaluate, and develop staff; oversee managers and lead teams; manage vendors, consultants, and contracts. **E**
- Oversee development of executive communications, including speeches, Board materials, presentations, and key messaging. **E**
- Advise leadership on high-risk, sensitive, and high-profile issues to mitigate legal, operational, and reputational risk. **E**
- Lead crisis communication planning, emergency messaging protocols, and rapid response strategies. **E**
- Coordinate communication with law enforcement, government agencies, and emergency partners. **E**
- Align cross-departmental communication systems to ensure consistency, efficiency, and message coherence. **E**
- Leads the preparation and dissemination of public relations issues for the purpose of ensuring that the information is accurately and effectively distributed and that a positive district image is maintained throughout the community for the development, promotion and protection of the District's brand. **E**
- Oversee brand management, messaging standards, and public information to ensure accuracy, consistency, and protection of the District's reputation. **E**
- Lead proactive media relations strategy, including press engagement, narrative development, and reputation management. **E**
- Initiating and maintaining communications with the non-English speaking media and the populations they represent. **E**
- Monitor media coverage, public sentiment, and emerging issues; develop strategic responses and messaging. **E**
- Develops plans of action to respond to issues involving a wide variety of people, conflicts in policies and regulations, community concerns, and parental requests that mitigate negative impact and/or liability for the District. **E**
- Design systems to strengthen two-way communication, family engagement, and responsive service delivery across schools and departments. **E**
- Reviews, evaluates, and reports on the effectiveness of the District's Communications and Community Engagement activities toward the realization of the District's strategic plans on advocacy, partnership and resource development. **E**

CHIEF COMMUNICATIONS AND COMMUNITY RELATIONS OFFICER

REPRESENTATIVE DUTIES: (continued)

- Coordinating public information relative to new or developing programs; writing or reviewing articles, press releases, reports, scripts, and statements; and advising District administrators on public-relations aspects of such programs. **E**
- Communicates with local, state, and federal agencies, government offices and lobbyists; engages educators, employers, community members, parents, and policymakers in an ongoing dialogue that provides awareness of the district's mission, vision, and priorities. **E**
- Develop and implement a Districtwide strategic communications and community engagement plan aligned to LCAP, Board priorities, and organizational goals. **E**
- Develop key performance indicators (KPIs), dashboards, and metrics to evaluate communication effectiveness and stakeholder engagement. **E**
- Establish integrated systems aligning internal communications, external communications, and community engagement efforts. **E**
- Develop and implement digital engagement strategies, including social media campaigns, video storytelling, and mobile communication tools. **E**
- Develop and enforce Districtwide branding, style, and visual identity standards. **E**
- Ensures the accuracy, accessibility, and timely maintenance of the District website, social media platforms, and digital communication systems. **E**
- Ensure compliance with ADA accessibility standards and multilingual communication requirements. **E**
- Ensure culturally responsive, equity-centered, and linguistically appropriate engagement practices, including multilingual communication strategies. **E**
- Lead Districtwide community engagement strategy, including family outreach, advisory committees, and stakeholder partnerships. **E**
- Develop and sustain strategic partnerships with community-based organizations, higher education institutions, local government, and business leaders. **E**
- Analyze communication effectiveness using data analytics, surveys, and stakeholder feedback. **E**
- Develop reports, dashboards, and recommendations to improve engagement, transparency, and trust. **E**
- Align communication outcomes with District strategic goals, LCAP priorities, and student outcomes. **E**

CHIEF COMMUNICATIONS AND COMMUNITY RELATIONS OFFICER

REPRESENTATIVE DUTIES: (continued)

- Coordinates and oversees the implementation and timely fulfillment of public records requests, ensuring compliance with applicable laws, regulations, and District procedures. **E**
- Attend and represent the District at a variety of conferences and workshops to maintain current knowledge of applicable laws, codes, rules, and regulations. **E**
- Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- K-12 Public Education.
- Functioning of city, county, and state government.
- Strategic communications, public relations, and crisis communication frameworks.
- Digital communications, branding, marketing, and audience engagement strategies.
- Multilingual and culturally responsive communication practices.
- Data analytics, performance metrics, and evaluation tools.
- Applicable laws (FERPA, Brown Act, Public Records Act).
- Form and content of general news, features, and human interest stories.
- English composition and writing for a broad public readership.
- Public speaking, research methods, fact sources and statistical presentations.
- City and community.
- District policies and procedures.
- Advanced research methods.
- Budget preparation and control.
- Socio-economic and urban issues.
- School site leadership in an administrative capacity.
- Values, benefits, and principles of 21st century communications, community relations, and marketing campaigns/strategies.
- Parent and family involvement activities at schools.
- Techniques and strategies for communications in a large, diverse organization.
- Current issues regarding public education.

Ability to:

- Write creatively, clearly, and interestingly for broad public appeal as well as specialized audiences.
- Develop and execute strategic, high-impact communication initiatives.
- Present material simply, graphically, and pictorially.

CHIEF COMMUNICATIONS AND COMMUNITY RELATIONS OFFICER

KNOWLEDGE AND ABILITIES: (continued)

Ability to:

- Build and sustain relationships with diverse stakeholders, media, and community partners.
- Speak and act for others within careful bounds of stated or implied policy.
- Establish and maintain cooperative and effective working relationships with all levels of staff, students, and the public.
- Speak clearly and concisely, and prepare and deliver oral presentations to small and large groups.
- Work in an urban low-socioeconomic educational setting.
- Work independently with little direction.
- Complete assignments with frequent interruptions.
- Respond to various inquiries or complaints and ensure timely follow-up.
- Learn, research, synthesize, interpret, apply, explain, and assure compliance with rules, regulations, policies, and procedures as related to District functions.
- Prepare, gather, read, comprehend, analyze, interpret, and report on complex and comprehensive statistical and narrative data and reports.
- Understand the internal workings of large urban school districts.
- Engage stakeholders in school and city community activities.
- Manage high-pressure, high-profile situations with sound judgement and discretion.
- Analyze data and adjust strategies based on measurable outcomes.
- Lead executive-level teams and manage complex, cross-functional initiatives.
- Recruit and maintain the interest of parents and help increase their participation in school activities.
- Promote, foster, and maintain positive, harmonious working relationships with employees, representatives of other agencies, vendors, and the public.
- Manage multiple projects and timelines successfully.
- Perform the essential functions of the job.

EDUCATION AND EXPERIENCE:

- Bachelor's degree required; Master's degree preferred.
- Five (5) or more years of progressively responsible experience in communications, public relations, or community engagement, including leadership experience.
- Experience in public sector or K12 education highly desirable.
- Additional qualifying experience may be substituted for the required education on a year-for-year basis.

LICENSES AND OTHER REQUIREMENTS:

- Valid California Driver's License.

CHIEF COMMUNICATIONS AND COMMUNITY RELATIONS OFFICER

LICENSES AND OTHER REQUIREMENTS: (continued)

- Must have the ability to obtain and maintain vehicle insurance under the District's vehicle insurance policy.
- Personal transportation for job-related travel throughout the District.
- Bilingual (English-Spanish) highly desirable.

WORKING CONDITIONS:

Environment:

- Office/school environment.
- Frequent interruptions.
- Driving a vehicle to conduct work.

Physical Abilities:

- Hearing and speaking accurately to exchange information in person or on the telephone.
- Seeing to read a variety of materials and drive a vehicle.
- Sitting or standing for extended periods of time.
- Lifting, or moving objects, normally not exceeding twenty (20) pounds.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Santa Ana Unified School District is committed to fostering an inclusive environment that values diversity and encourages applications from candidates of all backgrounds. SAUSD strives to reflect the cultural richness of its community within its workforce, promoting educational equity and success for all students.

Board Approved: March 24, 2026 (2/28/2012, 3/26/2024)



SANTA ANA UNIFIED SCHOOL DISTRICT
ASSISTANT DIRECTOR, BUSINESS SERVICES

JOB SUMMARY:

Under the direction of the Executive Director, Finance and Operations or designee, provide leadership in financial reporting, internal controls, and compliance oversight in order to ensure accountability for monies received and disbursed; prepare financial statements and reports; performs financial analysis and maintain oversight of the general ledger, accounts payable, fixed assets systems, and student activity funds ledgers. Coordinate and support the District's external audit process and direct internal control reviews to ensure compliance with federal, state, and local laws and regulations.

REPRESENTATIVE DUTIES:

- Maintains the general ledger, accounts payable, fixed assets and student activity funds computerized accounting systems with the assistance of the Technology Innovation Services Department. **E**
- Ensure that system data and output data is accurate by developing, implementing and maintaining proper procedures for data input and tracking. **E**
- Designs reports to access information from the financial system. **E**
- Responsible for ensuring the timely interfacing of the payroll, accounts payable, and general ledger systems; work closely with data processing personnel in scheduling accounting work, following up as scheduling problems arise. **E**
- Plan, organize and support the work of the budget and accounting departments, including budget control records, proper disbursement of funds and materials, supplies and equipment, and preparation of monthly financial statements. **E**
- Supervise assigned employees; allocate work assignments to employees, lend assistance and direction as required; make employment, transfer, promotion, and salary recommendations, and appraise performance. **E**
- Lead in the preparation of the District's Annual Comprehensive Financial Report (ACFR) and the Other Post-Employment Benefits (OPEB) reporting. **E**
- Coordinate with various staff, preparing various audit schedules and work papers, working with auditors, assisting in organizing and assembling the final document, reviewing the work of other members of the accounting team, and submitting the necessary documentation to obtain the Government Finance Officer's Association Certificate of Achievement in Excellence in Financial Reporting. **E**

ASSISTANT DIRECTOR, BUSINESS SERVICES

REPRESENTATIVE DUTIES: (continued)

- Serves as a backup oversight for the management of daily cash flow and investments, debt service payments, bonds, and other high level accounting matters. Assists with planned bond sales by providing necessary financial reporting information needed for the bond sale documents. **E**
- Monitor accounts payable to pay vendors; prepare and approve fund transfers and expenditure adjustments; assign and verify account classifications of income received; maintain books of accounts for several District funds; journalize receipts and disbursements and post to general ledger; prepares journal entries for maintaining account balances, correcting account classification errors, canceled checks, transfers of expenditures, reclassifications and distributions of costs; identifies and corrects various accounting errors. **E**
- Prepare trial balances of all assigned funds; balance funds to County records and reconcile differences, making transfers as necessary; work closely with County personnel as necessary to resolve questions or issues. **E**
- Prepare monthly financial statements for the Board of Education. **E**
- Supervise the preparation of receipts and abatement listings sent to the County; verify and approve abatements. **E**
- Supervise and verify entries made to District books via the computer terminal and review daily transaction reports from data processing. **E**
- Assist schools and departments in understanding and maintaining their records by providing formal and informal training, using the budget reports and by accessing the computerized accounting systems. Design and update financial forms and provides training so schools and departments can process transactions efficiently while complying with financial requirements. **E**
- Prepare special reports and data as requested by the Associate Superintendent or the Board of Education; prepares miscellaneous reports for other agencies and community members (e.g., legal requirements and requests from other state and county government agencies, requests for public information from members of the community). **E**
- Prepare closing entries and close books on funds on an annual basis; coordinate closing entries and reconcile final balances with the County Department of Education. **E**
- Plan, conduct, and direct internal reviews and audits of financial and operational systems, including cash collections, payroll, accounts payable, student body funds, grants, attendance accounting, and other District programs; identify deficiencies and recommend corrective actions. **E**

ASSISTANT DIRECTOR, BUSINESS SERVICES

REPRESENTATIVE DUTIES: (continued)

- Develop, implement, and monitor internal control procedures and risk assessment processes to safeguard District assets and ensure compliance with federal, state, and local laws, regulations, and accounting standards (including GASB). **E**
- Serve as primary liaison for the District's independent external audit; coordinate preparation of audit schedules and supporting documentation, respond to auditor inquiries, and monitor implementation of audit findings and corrective action plans. **E**
- Prepare and present written reports of audit findings, compliance reviews, and financial risk analysis to executive leadership; monitor grant compliance and ensure accurate financial reporting and documentation. **E**
- Attend training and workshops to remain current on professional and policy knowledge. **E**
- Perform other job-related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Accounting principles and generally accepted accounting practices.
- Governmental/Fund accounting principles.
- California School Accounting Manual.
- Federal, state, and local laws and regulations applying to school district financial and accounting operations.
- State Education Code, Government Code, and Orange County Department of Education requirements and regulations.
- Principles & practices of administration, supervision, and training.
- School District organization, operations, policies, and objectives.
- Effective oral and written communication principles and practices.
- Computer usage including systems and related software.
- Record keeping principles and practices.

Ability to:

- Apply and adapt sound accounting methods to a variety of transactions and problems.
- Prepare complex financial statements and reports.
- Make complex accounting calculations quickly and accurately.
- Read, interpret, and explain complex and detailed information, apply rules and regulations, and district policies.
- Analyze situations accurately and adopt an effective course of action.
- Establish and maintain effective working relationships.
- Train and supervise personnel.

ASSISTANT DIRECTOR, BUSINESS SERVICES

KNOWLEDGE AND ABILITIES: (continued)

Ability to:

- Communicate effectively both orally and in writing.
- Manage time effectively and meet strict schedules and deadlines.
- Work independently.
- Manage multiple projects simultaneously.

EDUCATION AND EXPERIENCE:

Any combination equivalent to a bachelor's degree in accounting and three years responsible experience in the accounting field, at least two years of which must be in a supervisory capacity. A professional accounting certification such as Certified Public Accountant (CPA), Chartered Financial Analyst (CFA), or Certified Government Financial Management (CGFM) is preferred.

WORKING CONDITIONS:

Environment:

- Office environment.

Physical Abilities:

- Hearing and speaking accurately to exchange information.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard.
- Bending at the waist, kneeling, or crouching to file materials.
- Lifting or moving objects, normally not exceeding twenty (20) pounds.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Santa Ana Unified School District is committed to fostering an inclusive environment that values diversity and encourages applications from candidates of all backgrounds. SAUSD strives to reflect the cultural richness of its community within its workforce, promoting educational equity and success for all students.

Board Approved: March 24, 2026 (7/12/2022)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - March 24, 2026

LAST NAME	POSITION	SITE	EFFECTIVE DATE	COMMENTS
RETIREMENTS				
Busetti, Davide	Elementary Teacher	Davis Elementary School	May 29, 2026	
Busetti, Shawwna	Elementary Teacher	Davis Elementary School	May 29, 2026	
Rossano, Cecilia	Elementary Teacher	Monroe Elementary School	May 29, 2026	
Petrie, Marc	Teacher 6-8	Willard Intermediate School	May 29, 2026	
RESIGNATIONS				
Terrones, Vladimir	Teacher 9-12	Godinez Fundamental High School	May 29, 2026	
LEAVE (21 duty days or more) - Without Pay				
Pilla, Julia	Elementary Teacher	Esqueda Elementary School	February 9, 2026 - May 29, 2026	
Gabaldon, Robert	Teacher 9-12	Valley High School	January 26, 2026 - May 29, 2026	
NEW HIRE				
Cantey, Amanda	Moderate/Severe (Autism)	Jackson Elementary School	February 18, 2026	New Hire - Probationary I

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - March 24, 2026

LAST NAME	POSITION	SITE	EFFECTIVE DATE	COMMENTS
CHANGE IN STATUS				
Corro, Leslie	Moderate/Severe (Autism)	Harvey Elementary School	January 8, 2026	From Intern to Probationary I
SALARY ADJUSTMENT				
Rey, David	Teacher 9-12	Santa Ana High School	March 1, 2026	From Class 3, Step 5 to Class 4, Step 5
REASSIGNMENT				
Hruby, Jeffrey	Teacher 9-12	K-12 Teaching and Learning	September 29, 2025	From Teacher 6-8 at Lathrop Intermediate School
WINTER SPORTS				
Devia, Marvin		Century High School	2025-2026	CIF (1 Week)
Doss, Justin		Century High School	2025-2026	CIF (1 Week)
Lizarraga, Ricardo		Godinez Fundamental High School	2025-2026	CIF (3 Weeks)
Silva, Meliton		Saddleback High School	2025-2026	CIF (1 Week)
Lee, Torrence		Saddleback High School	2025-2026	CIF (1 Week)
Aguirre, Eric		Saddleback High School	2025-2026	CIF (1 Week)
Morris, Jessica		Saddleback High School	2025-2026	CIF (1 Week)

Jennifer Flores, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - March 24, 2026

LAST NAME	POSITION	SITE	EFFECTIVE DATE	COMMENTS
WINTER SPORTS (CONTINUED)				
Glabb, Scott		Santa Ana High School	2025-2026	CIF (1 Week)
Byers, Timothy		Santa Ana High School	2025-2026	CIF (3 Weeks)
Elmasry, Fareed		Santa Ana High School	2025-2026	CIF (1 Week)
Leon, Jose		Santa Ana High School	2025-2026	CIF (3 Weeks)
CO-CURRICULAR				
Hill, Erin		Franklin Elementary School	2025-2026	Grade Level Leaders
Kenaley, Aimee		Franklin Elementary School	2025-2026	Grade Level Leaders
Nathenson, Jacob		Franklin Elementary School	2025-2026	Grade Level Leaders
Scott, Randee		Franklin Elementary School	2025-2026	Grade Level Leaders
Yusuff, Zakaria		Franklin Elementary School	2025-2026	Grade Level Leaders
Duarte, Marisol		Heninger Elementary School	2025-2026	Grade Level Leaders
Horn, Nancy		Heninger Elementary School	2025-2026	Grade Level Leaders
Kentros, Shea		Heninger Elementary School	2025-2026	Grade Level Leaders
Lechuga, Karlany		Heninger Elementary School	2025-2026	Grade Level Leaders

Jennifer Flores, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - March 24, 2026

LAST NAME	POSITION	SITE	EFFECTIVE DATE	COMMENTS
CO-CURRICULAR (CONTINUED)				
Nguyen, Cathy		Heninger Elementary School	2025-2026	Grade Level Leaders
Ortega, Elsa		Heninger Elementary School	2025-2026	Grade Level Leaders
Rowan, Sehra		Heninger Elementary School	2025-2026	Grade Level Leaders
Stamos, Michelle		Heninger Elementary School	2025-2026	Grade Level Leaders
Dvorkin, Alexis		Heroes Elementary School	2025-2026	Speech and Debate (Shared)
Rogers, Tracy		Heroes Elementary School	2025-2026	Speech and Debate (Shared)
Banuelos, Lauren		Kennedy Elementary School	2025-2026	Grade Level Leaders
Blanco, Maribel		Kennedy Elementary School	2025-2026	Grade Level Leaders
Gil, Patricia		Kennedy Elementary School	2025-2026	Grade Level Leaders
Lee, Teresa		Kennedy Elementary School	2025-2026	Grade Level Leaders
Rivas, Maria		Kennedy Elementary School	2025-2026	Grade Level Leaders
Rojas-Wilkerson, Veronica		Kennedy Elementary School	2025-2026	Grade Level Leaders

Jennifer Flores, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - March 24, 2026

LAST NAME	POSITION	SITE	EFFECTIVE DATE	COMMENTS
CO-CURRICULAR (CONTINUED)				
Tso, Amy		Kennedy Elementary School	2025-2026	Grade Level Leaders
Dominguez, Nieves		Lowell Elementary School	2025-2026	Grade Level Leaders
Macias, Silvia		Lowell Elementary School	2025-2026	Grade Level Leaders
Moreno, Mariana		Lowell Elementary School	2025-2026	Grade Level Leaders
Pedroza, Alma		Lowell Elementary School	2025-2026	Grade Level Leaders
Pedroza, Ana		Lowell Elementary School	2025-2026	Grade Level Leaders
Macias, Carlos		Lydia Romero-Cruz Academy	2025-2026	Student Government Advisor
Andaya, Maribel		McFadden Institute of Technology	2025-2026	Grade Level Leaders
Brambila, Martha		McFadden Institute of Technology	2025-2026	Video Production
Cano, Michelle		McFadden Institute of Technology	2025-2026	Grade Level Leaders
Gonzalez, Marina		McFadden Institute of Technology	2025-2026	Grade Level Leaders
Lomeli, Norma		McFadden Institute of Technology	2025-2026	Engineering
Means, Nicole		McFadden Institute of Technology	2025-2026	Business and Finance
Peleaux, Candy		McFadden Institute of Technology	2025-2026	Student Government Advisor

Jennifer Flores, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - March 24, 2026

LAST NAME	POSITION	SITE	EFFECTIVE DATE	COMMENTS
CO-CURRICULAR (CONTINUED)				
Robles McWhorter, Consuelo		McFadden Institute of Technology	2025-2026	Grade Level Leaders
Sohner, Kelly		McFadden Institute of Technology	2025-2026	Drama Production and Speech and Debate
Vazquez-Knox, Joyce		McFadden Institute of Technology	2025-2026	Print Journalism
Yusi, Christopher		McFadden Institute of Technology	2025-2026	Flight and Space
Amado, Jazmina		Monroe Elementary School	2025-2026	Grade Level Leaders
Gonzalez, Guadalupe		Monroe Elementary School	2025-2026	Grade Level Leaders
Jimeno, Clare		Monroe Elementary School	2025-2026	Grade Level Leaders
Mejia-Bazulto, Raquel		Monroe Elementary School	2025-2026	Grade Level Leaders
Quezada-Cano, Alvaro		Monroe Elementary School	2025-2026	Grade Level Leaders
Silva, Jesus		Monroe Elementary School	2025-2026	Grade Level Leaders
Condon, Lisa		Muir Fundamental Elementary School	2025-2026	Speech and Debate
Beltran, Ammy		Valley High School	2025-2026	Drama

Jennifer Flores, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - March 24, 2026

LAST NAME	POSITION	SITE	EFFECTIVE DATE	COMMENTS
CO-CURRICULAR (CONTINUED)				
Barroso, Lorena		Wilson Elementary School	2025-2026	Grade Level Leaders
Byde, Wendy		Wilson Elementary School	2025-2026	Grade Level Leaders
O'Connor, Kathleen		Wilson Elementary School	2025-2026	Grade Level Leaders
Pabon, Namir		Wilson Elementary School	2025-2026	Grade Level Leaders
Sanchez, Susan		Wilson Elementary School	2025-2026	Grade Level Leaders
MASTER TEACHER STIPEND				
Wellikson, Leah		Guzman Elementary School	2025-2026	Fall Semester
EXTRA DUTY				
Goins, Ashley		Lydia Romero-Cruz Academy	January 28, 2026 - May 28, 2026	Extra Period

INFORMED K12 EXTRA DUTY

Title of Activity or Addendum to Activity	Employee Name(s)	Site/Dept	Funding Source	Total Amount Not to Exceed	Total Hours Not to Exceed	Received from Site/Department
UCOP Updates and College Tours	Tristan, Laurie	K-12 Teaching & Learning	017412 A-G Access Grant	\$954.93	15	February 11, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
2025-26 - CA Preschool/Transitional Kindergarten Learning Foundation (PTKLF) PD	Avalos, Ashley Baltazar, Marina Barajas, Sonia De Santos, Micaela Esquivel Gonzalez, Jessica Garcia, Jacquelyn Neudigate, Angelica	K-12 Teaching & Learning	016053 Universal Pre-K Planning & Implementation Grant (exp 6-30-2024)	\$509.30 \$509.30 \$509.30 \$509.30 \$509.30 \$509.30	8 8 8 8 8 8	February 10, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Counselor Extra Duty	Quinonez, Arlene	Middle College	017413 A-G Learning Loss Mitigation	\$1,909.86	30	February 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve! Tier 3 ELD Program - Afterschool Afterschool Intervention- 2025-2026	Call, Brenda Corral, Stephana Hammit, Wendy Pichardo, Hilda	Roosevelt-Walker Academy	014203 Title III Limited English Proficiency LEP Student Program	\$1,734.15 \$1,675.65 \$1,734.15 \$1,675.65	15 15 15 15	February 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

NCI Training Certificated	Campa, Sara	Special Education	016500 Special Education	\$190.99	3	February 2, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Guillen, Adriana			\$190.99	3	
	McConnell, Amanda			\$190.99	3	
	Medrano, Kristin			\$190.99	3	
	Nunez, Krista			\$190.99	3	
	Roman, Irene			\$190.99	3	
	Zamora-Cesena, Seferina			\$190.99	3	
2025-26 - Active Playful Learning (APL) PD	Alvarez, Elizabeth Eneriz, Celeste	K-12 Teaching & Learning	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$63.66	1	January 22, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
				\$63.66	1	
Washington CS Planning	Pennett, Sebastian	Washington Elementary School	016332 - Community School	\$127.32	2	February 3, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC ACHIEVE-INSTRUCTIONAL	Acosta, Myrna	Santa Ana High School	014203 Title III Limited English Proficiency LEP Student Program	\$1,387.32	12	February 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Carranza, Adrianna			\$1,251.00	12	
	Chavez, Steve			\$868.80	12	
	Gallegos Medina, Valerie			\$907.92	12	
	Hsia, Terry			\$1,387.32	12	
	Maldonado Gomez, Edgar			\$907.92	12	
	Pettyjohn, Maria			\$1,251.00	12	
	Stack, Theresa			\$1,251.00	12	

INFORMED K12 EXTRA DUTY

Washington CS Instructional	Pennett, Sebastian	Washington Elementary School	016332 - Community School	\$721.40	10	February 5, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Book Club 2025-2026	Bustos Landa, Jenyffer	Mendez Fundamental	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$2,410.68	38	February 5, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve Tutoring	Carrozza, Royanne Castellanos, Xavier Jimenez, Maria Martinez, Luz Mendoza, Stephanie Quintero, Rebecca Vique, Elaine Yussof, Ismat	Lincoln Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$1,734.15 \$1,734.15 \$1,734.15 \$1,734.15 \$1,392.15 \$1,563.75 \$1,734.15 \$1,734.15	15 15 15 15 15 15 15 15	January 28, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
MINT (Multilingual Learners Improvement Network) Training	Cao, Jennifer De Mott, Leslie Lamb, Kevin Lostaunau, Jessica McClelland, Christina Pedraza, Eugenia	K-12 Teaching & Learning	014203 Title III Limited English Proficiency LEP Student Program	\$636.60 \$636.60 \$636.60 \$636.60 \$636.60 \$636.60	10 10 10 10 10 10	February 9, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

ELPAC Achieve	Copenhaver, Lisa Escobar-Valencia, Melby Magana, Angelica Sanchez, Maria Troutt, Rock	Jackson Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$318.31 \$318.31 \$318.31 \$318.31 \$318.31	5 5 5 5 5	February 5, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Planning Time	Barringer, Amanda Bernstein, Cheryl Chavez, Connie De Santos, Micaela Garcia, Laura Manriquez, Denise Perez, Maribel	Edison Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31	5 5 5 5 5 5 5	February 6, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Tutoring-Extra	Jimenez, Maria Mendoza, Stephanie Ramirez, Daniel	Lincoln Elementary School	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$924.88 \$742.48 \$3,127.88	8 8 28	January 28, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Teacher Extra Duty Instructional (ELPAC Achieve Sat School)	Angel Martinez, Maria Beas, Maria Cifuentes, Adolfo De La Torre, Lizette Harvey, Ana Hernandez, Maria De Jesus Nieto, Carolina	Pio Pico Elementary School	013091 Title I, Targeted Intervention	\$831.12 \$1,387.32 \$1,113.72 \$844.68 \$1,340.52 \$763.92 \$701.28	12 12 12 12 12 12 12	February 12, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

ELPAC Achieve Non Instructional	Acosta, Myrna	Santa Ana High School	014203 Title III Limited English Proficiency LEP Student Program	\$318.31	5	February 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Carranza, Adrianna			\$318.31	5	
	Chavez, Steve			\$318.31	5	
	Gallegos Medina, Valerie			\$318.31	5	
	Hsia, Terry			\$318.31	5	
	Maldonado Gomez, Edgar			\$318.31	5	
	Pettyjohn, Maria			\$318.31	5	
	Stack, Theresa			\$318.31	5	
Fundamental Skills Certificated Extra Duty	Melissa, Saenz	Franklin Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$2,080.98	18	January 22, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Yusuff, Zakaria Bin			\$2,080.98	18	
Saturday Success	Alvarez, Cesar	Chavez Continuation H.S.	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$98.57	2.5	February 2, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Knapp, Gloria			\$111.71	2.5	
	Lemus, Devora			\$115.61	2.5	
	McTigue, Marilena			\$94.28	2.5	
	Nunes, Loreнна			\$60.81	2.5	
	Ornelas, Ashley			\$67.42	2.5	
	Roesch, Katelyn			\$62.15	2.5	
	Sharma, Vibha			\$72.40	2.5	
Math Tutoring Certificated Planning	Earnest, Logan	Franklin Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$127.32	2	February 2, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Hill, Erin			\$127.32	2	
	Saenz, Melissa			\$127.32	2	
	Scott, Randee			\$127.32	2	
	Yusuff, Zakaria			\$127.32	2	

INFORMED K12 EXTRA DUTY

ELPAC Achieve	Copenhaver, Lisa Escobar-Valencia, Melby Magana, Angelica Sanchez, Maria Troutt, Rock	Jackson Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$1,675.71	15	January 14, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
				\$1,563.74	15	
				\$1,734.15	15	
				\$1,563.74	15	
				\$1,734.15	15	
ELPAC Achieve Tier 3 ELD Program -Planning- 2025- 2025-2026	Call, Brenda Corral, Stephana Hammitt, Wendy Pichardo, Hilda	Roosevelt-Walker Academy	014203 Title III Limited English Proficiency LEP Student Program	\$254.65	4	January 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
				\$254.65	4	
				\$254.65	4	
				\$254.65	4	
Extra Duty for Math Tutoring- Non Instructional	Matsuda, Maricela	Davis Elementary School	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$931.92	12	January 13, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Extra Duty for Math Tutoring- Instructional	Matsuda, Maricela	Davis Elementary School	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$2,774.64	24	January 13, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

ELPAC Achieve Planning Tutoring	Curiel, Monica	Santiago Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$318.31	5	February 2, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Gonzales, Aaron			\$318.31	5	
	James, Kathleen			\$318.31	5	
	La Russo Jones, Rachel			\$318.31	5	
	Littlefield, Amy			\$318.31	5	
	Ortiz, Jonathan			\$318.31	5	
	Santana, Richard			\$318.31	5	
ELPAC Non-Instructional Hours	Seibert, Sarah			\$318.31	5	
	Irwin, Pamela	Harvey Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$63.66	5	February 6, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Joyce Jr, Michael			\$63.66	5	
	Lievanos, Elsa			\$63.66	5	
Extra Duty-Planning	Camacho, Alicia	Lincoln Elementary School	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$254.65	4	January 28, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Carrozza, Royanne			\$254.65	4	
	Castellanos, Xavier			\$254.65	4	
	Diaz, Yvette			\$254.65	4	
	Fierle, Nicole			\$254.65	4	
	Jimenez, Maria			\$254.65	4	
	Le, Christina			\$254.65	4	
	Lopez, Edith			\$254.65	4	
	Lopez, Humbelina			\$254.65	4	
	Martinez, Luz			\$254.65	4	
	Mendoza, Stephanie			\$254.65	4	
	Neudigate, Angelica			\$254.65	4	
	Perez, Albert			\$254.65	4	
	Quintero, Rebecca			\$254.65	4	
	Ramirez, Daniel			\$254.65	4	
	Roberts,Wade			\$254.65	4	
	Sanchez, Rosalia			\$254.65	4	
	Vique, Elaine			\$254.65	4	

INFORMED K12 EXTRA DUTY

	Yussof, Ismat			\$254.65	4	
UC Irvine Teacher Chaperones	Alexander, Russell	Lathrop Intermediate	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$254.68	4	February 9, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Gutierrez, Fernando			\$254.68	4	
	Jones, Amanda			\$254.68	4	
	Murrieta, Amanda			\$254.68	4	
	Phillips, Nicole			\$254.68	4	
	Quinonez, Uriel			\$254.68	4	
	Tomala, Wendy			\$254.68	4	
	Velasquez, Michael			\$254.68	4	
	Warffuel, Mark			\$254.68	4	
2025-2026 Extra Duty Tutoring	Luong, Julie	Lathrop Intermediate	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$689.99	7	February 6, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Phillips, Nicole			\$625.50	6	
	Warffuel, Mark			\$1,228.81	11	
SAUSD Arts Learning Support	Apodaca, Lidia	Visual and Performing Arts	012600 Expanded Learning Opportunities Program	\$6,242.94	54	January 13, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Boyer, Natasha			\$6,242.94	54	
	Connole, Marlyessa			\$6,242.94	54	
	Davis, Scott			\$5,629.50	54	
	Densberger, Alycia			\$2,659.03	23	
	Godinez, Jennifer			\$3,190.32	54	
	Grotsky, Gina			\$2,659.03	23	
	Harrington, Judy			\$6,242.94	54	
	Lofink, David			\$2,659.03	23	
	Marrufo, Katania			\$6,242.94	54	
	Miller, Tasha			\$3,678.97	54	
	Moore, Casey			\$2,267.11	23	
	Morales, Alejandra			\$3,190.10	54	
	Navarro, Anjanette			\$4,471.52	54	
	Ocampo-Lucero, Vanessa			\$3,909.60	54	

INFORMED K12 EXTRA DUTY

	Pugh, Nicole Ramirez, Jocelyne Rutecki, Lizbeth Sanchez, Mariel Vilte, Kelli Vismantas, Eric Wellikson, Leah Yen, Ju-Yin Yepes, Angela			\$6,242.94 \$3,337.20 \$5,738.04 \$3,139.02 \$6,242.94 \$6,032.56 \$6,242.94 \$6,242.94 \$6,242.94	54 54 54 54 54 54 54 54 54	
ELPAC Achieve Tutoring	Casey, Kimberly Grotsky, Gina Loo, Erin Robbins, Alejandra Rodriguez, Jessica Vilte, Kelli Wellikson, Leah	Guzman Elementary School	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$1,734.15 \$1,734.15 \$1,675.71 \$1,734.15 \$1,478.55 \$1,734.15 \$1,675.71	15 15 15 15 15 15 15	January 13, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve Planning	Casey, Kimberly Grotsky, Gina Loo, Erin Robbins, Alejandra Rodriguez, Jessica Vilte, Kelli Wellikson, Leah	Fremont Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31	5 5 5 5 5 5 5	January 13, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Before/After School Tutoring	Anguiano-Aguirre, Ricardo Camacho, Octavio Campoverde, Janet Compton, Laura Curtis, Matthew Gerstman, Clifford Henry, Elizabeth Holte, Amy Kaneko, Norio	Middle College	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$690.01 \$809.27 \$604.30 \$729.74 \$690.01 \$782.00 \$690.01 \$729.74 \$809.27	7 7 7 7 7 7 7 7 7	February 3, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

	Larocque, Jennifer Moa, Kealakekua Nguyen, Thu Peterson, Kathleen Ramos, Rafael Rasouli Javaheri, Sima Silverstein, Cassandra Storms, Tamara Tran, Chyna Triplett, Caroline Villalpando, Vanessa			\$782.00 \$413.53 \$809.27 \$809.27 \$782.00 \$579.64 \$690.01 \$809.27 \$604.30 \$729.74 \$506.77	7 7 7 7 7 7 7 7 7 7 7 7	
Certificated-Title 1- Intervention-Enrichment-	Alvarez, Jesus Andre, Michele Berber Bruhl, Fabiola Burton, Goldeen Delaney, Molly Espinoza, Nayelly Gaytan Sarinana, Maria Gonzalez, Beatriz Gutierrez-Olivarez, Ana Hamamura, Nicole Higgins, Devon Hobbis, Robert Jensen, Jill Keiner, Martrha McDermott, Juanita Serrano, Isela Smith, Sharon Yee, Lindsay	Madison Elementary School	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$1,242.15 \$1,734.15 \$1,675.65 \$1,392.15 \$1,734.15 \$1,294.95 \$1,478.55 \$1,563.75 \$1,734.15 \$1,563.75 \$1,734.15 \$1,734.15 \$1,734.15 \$1,734.15 \$1,734.15 \$1,675.65 \$1,734.15 \$1,675.65	15 15 15 15 15 15 15 15 15 15 15 15 15 15 15 15 15 15	February 9, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

2025- 26 Community Schools PD	Abascal, Aida	K-12 Teaching & Learning	019184 Blue Meridian	\$127.32	2	February 11, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Aldrich, Nichole			\$127.32	2	
	Alvarez Perez, Ernesto			\$127.32	2	
	Arvizu, Virginia			\$127.32	2	
	Avalos, Ashley			\$127.32	2	
	Bastida, Luz			\$127.32	2	
	Blair, Maureen			\$127.32	2	
	Bridgers, Gina			\$127.32	2	
	Burke, Alison			\$127.32	2	
	Buseti, Davide			\$127.32	2	
	Buseti, Shawwna			\$127.32	2	
	Cao, Jennifer			\$127.32	2	
	Carrillo, Caylin			\$127.32	2	
	Carrillo, Christina			\$127.32	2	
	Cazares, Jacqueline			\$127.32	2	
	Chan, Jeannie			\$127.32	2	
	Chavez, Ana			\$127.32	2	
	Chino, Brenda			\$127.32	2	
	Cisneros, Alma			\$127.32	2	
	Contreras, Linda			\$127.32	2	
	Cook, Cassandra			\$127.32	2	
	Davidson, Charlotte			\$127.32	2	
	De Mott, Leslie			\$127.32	2	
	Deems, Lindsey			\$127.32	2	
	Dinh, Thanh			\$127.32	2	
	Dixon, Joseph			\$127.32	2	
	Dondalski, Christine			\$127.32	2	
	Enriquez-Carrillo, Maria			\$127.32	2	
	Espenilla, Maria			\$127.32	2	
	Flores, Karen			\$127.32	2	
	Gabriele, Dawn			\$127.32	2	
	Garcia, Francisco			\$127.32	2	
	Garibay, Tania			\$127.32	2	
	Globus, Timothy			\$127.32	2	
	Green, Sahara			\$127.32	2	

INFORMED K12 EXTRA DUTY

Gutierrez, Armando			\$127.32	2	
Gutierrez, Manuel			\$127.32	2	
Hartwell, Jasmine			\$127.32	2	
Helmy, Leticia			\$127.32	2	
Herr, Mary			\$127.32	2	
Holder, Estelle			\$127.32	2	
Holland, Monica			\$127.32	2	
Hopkins, Tammi			\$127.32	2	
Ingebrigtsen, Kortni			\$127.32	2	
Jaramillo, Elena			\$127.32	2	
Jaramillo, Rosa			\$127.32	2	
Johnston, Colleen			\$127.32	2	
Jorgensen, Brigham			\$127.32	2	
Kelly, Gina			\$127.32	2	
Kirby, Angela			\$127.32	2	
Kocher, John			\$127.32	2	
Kretzschmar, Jeanne			\$127.32	2	
Kunz, Alicia			\$127.32	2	
Laguna-Caturegli, Julie			\$127.32	2	
Lamb, Kevin			\$127.32	2	
Landa, Monica			\$127.32	2	
Landry, Allison			\$127.32	2	
Laredo, Maria de los Angeles			\$127.32	2	
Lastra-Short, Lupe			\$127.32	2	
Lawson, Christa			\$127.32	2	
Lazar, Sarah			\$127.32	2	
Ledon, Karla			\$127.32	2	
Lostaunau, Jessica			\$127.32	2	
Macdonald, Michelle			\$127.32	2	
Maddox, Shannon			\$127.32	2	
Malin, Kira			\$127.32	2	
Martinez, Juliana			\$127.32	2	
Marx, Christopher			\$127.32	2	
Mata, Lucia			\$127.32	2	
Mata-Azvedo, Theresa			\$127.32	2	

INFORMED K12 EXTRA DUTY

Matsuda, Maricela			\$127.32	2	
Mcclelland, Christina			\$127.32	2	
Medina, Carolina			\$127.32	2	
Montes, Karina			\$127.32	2	
Morales, Leticia			\$127.32	2	
Moreno, Claudia			\$127.32	2	
Moreno, Cristina			\$127.32	2	
Mounphiphak, Oraphanh			\$127.32	2	
Newland, Taia			\$127.32	2	
Nguyen-Lee, Cyndy			\$127.32	2	
Olivas, Desiree			\$127.32	2	
Olivas, Erika			\$127.32	2	
Ontiveros, Cassandra			\$127.32	2	
Ozeran, Andrea			\$127.32	2	
Pacheco, Jillianna			\$127.32	2	
Pedraza, Eugenia			\$127.32	2	
Pena, Maricela			\$127.32	2	
Pennett, Sebastian			\$127.32	2	
Perkins, Melissa			\$127.32	2	
Raasch, Janice			\$127.32	2	
Ramirez, Desirae			\$127.32	2	
Ramirez, Vanessa			\$127.32	2	
Reynafarje, Robin			\$127.32	2	
Rhone, Cynthia			\$127.32	2	
Ricca, Tracy			\$127.32	2	
Ruvalcaba-Yaghoubi, Sandra			\$127.32	2	
Sackett, Rebecca			\$127.32	2	
Santana, Jennifer			\$127.32	2	
Sauer, Jennifer			\$127.32	2	
Seguy, Maria			\$127.32	2	
Smith, Carolann			\$127.32	2	
Smith, Katrina			\$127.32	2	
Strobel, Isabel			\$127.32	2	
Tarango, Julie			\$127.32	2	
Terhune, Rohry			\$127.32	2	

INFORMED K12 EXTRA DUTY

	Tintle, Vanessa Torres, Vanessa Van De Merghel, Laura Vega, Betsy Wardaki, Laila Weaver-Posse, Rebecca Wright, Jennifer Yen, Ju-Yin Zamarripa, Eva Zanca, Rita			\$127.32 \$127.32 \$127.32 \$127.32 \$127.32 \$127.32 \$127.32 \$127.32 \$127.32 \$127.32	2 2 2 2 2 2 2 2 2 2	
ELPAC Achieve Tutoring-Certificated-Hourly	Andre, Michele McDermott, Juanita Serrano, Isela Smith, Sharon	Madison Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$1,734.15 \$1,734.15 \$1,675.65 \$1,734.15	15 15 15 15	February 9, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve Tutoring-Certificated-Non	Andre, Michele McDermott, Juanita Serrano, Isela Smith, Sharon	Madison Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$63.66 \$63.66 \$63.66 \$63.66	1 1 1 1	February 9, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Speech and Debate - Teacher(s)	Anguiano-Aguirre, Ricardo Manntai, Eric Serrano, Corin Seymore, Krysta	K-12 Teaching & Learning	010044 Communication	\$509.30 \$509.30 \$509.30 \$509.30	8 8 8 8	January 29, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

WIN RN	Kim, Jane Long, Tonya Rodriguez, Perla	Support Services	010719 Saturday Attendance Recovery Recovery Program (WIN)	\$636.62 \$636.62 \$636.62	10 10 10	February 6, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Math Instructional Extra Duty	Earnest, Logan Hill, Erin Saenz, Melissa Scott, Randee Yusuff, Zakaria	Franklin Elementary School	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$1,045.62 \$2,080.98 \$2,080.98 \$2,080.98 \$2,080.98	18 18 18 18 18	January 29, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve Tutoring - Extra Duty	Chawke, Michael Eduad, Billy Jack, Jedediah Sprafka, Kimberley	Carr Intermediate School	014203 Title III Limited English Proficiency LEP Student Program	\$1,734.15 \$1,478.60 \$1,478.60 \$1,734.15	15 15 15 15	January 29, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve Tutoring - Planning	Chawke, Michael Eduad, Billy Jack, Jedediah Sprafka, Kimberley	Carr Intermediate School	014203 Title III Limited English Proficiency LEP Student Program	\$254.65 \$254.65 \$254.65 \$254.65	4 4 4 4	January 29, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

Targeted Referral-Based Tutoring	Roesch, Katelyn	Chavez Continuation H.S.	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$4,350.50	70	February 2, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Capturing Kids Hearts Process Champions	Cole-Wakefield, Pamela Nunez, Jessica Pugh, Nicole Sauther, Erin Stahle, Katherine Trujillo, Gabriela	Thorpe Fundamental	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31	5 5 5 5 5 5	January 20, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Wealth Management 2025-206	McDonald, Charles	Mendez Fundamental	013010 IASA:Title I Basic Grants Low-Income and Neglected, Part A	\$6,254.94	60	January 28, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve Planning	Carrozza, Royanne Castellanos, Xavier Jimenez, Maria Martinez, Luz Mendoza, Stephanie Quintero, Rebecca Vique, Elaine Yussof, Ismat	Lincoln Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31 \$318.31	5 5 5 5 5 5 5 5	January 28, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

Tutoring/Intervention 2025-2026	Aguilera, Dylan	Sierra Preparatory Academy	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$330.46	4	January 28, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
	Almanzar, Kristi			\$394.29	4	
	Angel, Karina			\$263.82	4	
	Beer, Carly			\$345.32	4	
	Beers, Jean			\$446.86	4	
	Benitez, Adriana			\$277.10	4	
	Boyce, Haley			\$417.00	4	
	Chhim, Chantal			\$371.24	4	
	Chiou, Hsiao-Ting			\$417.00	4	
	Cocca-Gaskin, Anastasia			\$394.29	4	
	Contreras, Redonda			\$462.44	4	
	Corona, Lillian			\$290.87	4	
	Delgado, Maria Del Refugio			\$316.22	4	
	Esqueda, Edith			\$446.86	4	
	Flores, Fabiola			\$259.55	4	
	Gartner, Brigitte			\$462.44	4	
	Grierson, Elizabeth			\$417.00	4	
	Hackett, Jeanne			\$417.00	4	
	Hanson, Deborah			\$462.44	4	
	Hernandez, Karen			\$446.86	4	
	Higgins, Daynon			\$462.44	4	
	Huante, Marisol			\$236.30	4	
	Khan, Fatimah			\$320.64	4	
	Lee, Jessie			\$417.00	4	
	Madrid, Maria			\$446.86	4	
	Maitino, Sara			\$371.24	4	
	Matos, Josue			\$302.62	4	
	Novy, Jesse			\$330.46	4	
	Padilla, Debbie			\$462.44	4	
	Rodriguez III, Richard			\$417.00	4	
	Rodriguez, Alely			\$251.29	4	
	Ruiz, Christy			\$331.22	4	
	Stuart, Carrie			\$462.44	4	
	Tadros, Karen			\$462.44	4	
	Viramontes, Maribel			\$302.62	4	

INFORMED K12 EXTRA DUTY

	Warwick, Sandra Wiedrick, Eulalla			\$462.44 \$417.00	4 4	
Math Tutoring-Title I Planning	Dinh, Thanh Globus, Timothy Green, Sahara Lamb, Kevin	Washington Elementary School	013010 IASA:Title I Basic Grants Low- Income and Neglected, Part A	\$254.64 \$254.64 \$254.64 \$254.64	4 4 4 4	January 29, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
ELPAC Achieve Instructional	Eneida Garcia Zachary Metz	Monte Vista Elementary School	014203 Title III Limited English Proficiency LEP Student Program	\$1,675.65 \$1,353.30	15 15	January 30, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Capturing Kids Hearts - addendum to REF #382 - adding additional staff	Angel Martinez, Maria Camacho, Jazmin Espinoza, Sandra Guzman Abundis, Arturo Lopez, Daisy Ocampo-Lucero, Vanessa	Support Services	017085 LCSSP	\$954.90 \$954.90 \$954.90 \$954.90 \$954.90 \$954.90	15 15 15 15 15 15	February 5, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
2025-2026 Extra Duty / Art	Esquivel, Alesandra	Lathrop Intermediate	016770 Arts and Music in Schools (AMS) (Prop 28)	\$1,392.15	15	February 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

Teacher Training/Program	Henry, Elizabeth	Middle College	017413 A-G Learning Loss Mitigation	\$381.96	6	February 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Certificated Extra Duty - addendum to REF. # 765 - 765 - adding additional staff	Davidson, Charlotte Espanilla, Maria Jacques, Lori Orellana Jolon, Luz Del Carmen Reyes, Maria	Taft/DHH	016332 CCSPP: Implementation Grant	\$127.32 \$127.32 \$127.32 \$127.32 \$127.32	2 2 2 2 2	January 20, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
SAUSD Arts Learning Support	Alvarez, Guillermo Andaya, Jessica Axtell, Aaron Barr, Jesse Gardea, Jesenia Mercado, Karen Munoz, Liana Parker, Corrine Silverstein, Cassandra Timmons, Eric Tran, Chyna	Visual and Performing Arts	010704 Dept. SC-LCFF- Supplemental/Concen Supplemental/ Concentration	\$192.00 \$192.00 \$192.00 \$192.00 \$192.00 \$192.00 \$192.00 \$192.00 \$192.00 \$192.00 \$192.00	3 3 3 3 3 3 3 3 3 3 3	February 5, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Speech and Debate	Serrano, Corin Elizabeth	K-12 Teaching & Learning	010044 Communication	\$2,546.48	40	January 23, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

INFORMED K12 EXTRA DUTY

2024-2025 TUPE Site Advisors	Munoz, Mario	Support Services	019179 OCDE TUPE Grant Consortium	\$700.28	11	February 6, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
SAUSD Arts Learning Support	Connell, Jennifer Crawford, Brian Owens, Sarah Ramirez, Jocelyne Schwinge, Terrance Seibert, Sarah	Visual and Performing Arts	012600 Expanded Learning Opportunities Program	\$960.00 \$960.00 \$960.00 \$960.00 \$960.00	15 15 15 15 15	January 22, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
SAUSD Arts Learning Support	Saldivar, Luis	Visual and Performing Arts	012600 Expanded Learning Opportunities Program	\$3,504.06	54	February 4, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026
Water Polo Summer Pay - CE	Robertson, Courtney	Seegerstrom High School	019998 Donations - Co-Curricular	\$925.58	15	December 1, 2026 Board Date: March 24, 2026 Submission Window: January 31, 2026 - February 17, 2026

**Memorandum of Understanding
Between
Santa Ana Unified School District (SAUSD) and
the
Santa Ana Educators' Association (SAEA)**

March 9, 2026

School Performance and Outcomes Coach

This Memorandum of Understanding (MOU) is entered into by and between the Santa Ana Educators' Association (SAEA) and the Santa Ana Unified School District (SAUSD) regarding the terms and conditions of the School Performance and Outcomes Coach position for the 2026–2027 school year.

1. Work Year and Compensation

For the 2026-2027 school year, School Performance and Outcomes Coach positions shall be established with a twelve-month (202 workdays) calendar. Compensation shall be based on the certificated Teacher Salary Schedule as outlined in the Collective Bargaining Agreement, with an additional 8% stipend (calculated as 8% of Class 3, Step 7). School Performance and Outcomes Coach unit members will follow a support staff calendar, and workdays shall be mutually agreed upon between the unit member and their supervisor at the start of the academic year.

2. Work Hours

School Performance and Outcomes Coach positions shall be designated as “task-oriented” assignments. Unit members shall work a 7.5-hour day, exclusive of a 30-minute duty-free lunch period. The daily work schedule shall be determined collaboratively between the unit member and their immediate supervisor.

3. Filling of School Performance and Outcomes Vacancies

School Performance and Outcomes Coach vacancies shall be posted on EDJOIN for internal candidates only. Eligible candidates will be selected through a formal interview process.

4. Term of Assignment and Return Rights

The School Performance and Outcomes Coach position is a temporary, one-year assignment for the 2026–2027 school year. Certificated unit members selected to serve in a School Performance and Outcomes Coach role shall be assigned for this one-year term. Upon completion of the assignment, the unit member shall have the right to return to their prior work location if applicable.

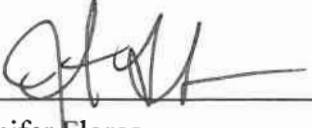
5. Future Status of School Performance and Outcomes Coach Positions

The District and SAEA shall meet and confer regarding the status and continuation of the School Performance and Outcomes Coach positions beyond the 2026–2027 school year. This meeting shall take place no later than March 1, 2027.

6. Board Approval

This MOU is contingent upon approval by the Santa Ana Unified School District Board of Education.

This MOU shall not be considered precedent setting.



Jennifer Flores Date
SAUSD Associate Superintendent, HR 3/11/26



Santa Marcelo Date
President, Santa Ana Educators' Association 3/11/26

Board Approved: March 24, 2026

**Memorandum of Understanding
Between
Santa Ana Unified School District (SAUSD) and
the
Santa Ana Educators' Association (SAEA)**

March 11, 2026

Literacy Coach

This Memorandum of Understanding (MOU) is entered into by and between the Santa Ana Educators' Association (SAEA) and the Santa Ana Unified School District (SAUSD) regarding the terms and conditions of the Literacy Coach position for the 2026-2028 school years.

1. For the 2026-28 school years, Literacy Coach positions shall be established with a 10-month (187 days) work year and shall be paid according to the Teacher's Salary Schedule listed in the Collective Bargaining Agreement with an 8% stipend (8% of class 3 step 7 of the Teachers Salary Schedule). Workdays will be on a teacher work-year calendar commencing on the first duty day of the school year and ending on the last duty day of the school year.
2. Literacy Coach positions shall be "Task-Oriented" and shall work a 7.5-hour day excluding a 30-minute duty free lunch. The unit members' daily work schedule will be determined between the unit member and his/her supervisor.
3. Literacy Coach vacancies shall be posted for in-district candidates only.
4. Certificated unit members who are selected for Literacy Coach positions shall maintain work stations at assigned sites. Literacy Coaches will have the right of return to their home site at the end of their term as allowed by their seniority status within their home site certificated roster. SAEA and SAUSD shall meet and confer on or before March 1, 2028, as to the status of these positions for subsequent years subject to the availability of the Literacy Coach Reading Specialist (LCRS) grant funding.
5. Unit members selected to fill these vacancies shall adhere to the responsibilities and expectations of the Literacy Coach job description in order to support the implementation of the school literacy plan to improve literacy acquisition for students. Literacy Coaches will increase access to evidence-based literacy instruction, through strategies that may include developing and implementing culturally responsive curriculum and instruction, providing professional development for educators in literacy instruction and the use of data to support struggling students and implementation of the ELA/ELD Framework.

6. Literacy Coaches may also engage and collaborate with Family and Community Engagement specialists to establish family literacy programs.

This MOU shall not be a precedent setting.



Jennifer Flores
SAUSD Associate Superintendent, HR


Date



Santa Marcelo
President, Santa Ana Educators' Association


Date

Board Approved: March 24, 2026

**Memorandum of Understanding
Between
Santa Ana Unified School District (SAUSD) and
the
Santa Ana Educators' Association (SAEA)**

March 4, 2026

Certificated Learning and Achievement Specialist

This Memorandum of Understanding (MOU) is entered into by and between the Santa Ana Educators' Association (SAEA) and the Santa Ana Unified School District (SAUSD) regarding the terms and conditions of the Certificated Learning and Achievement Specialist (CLAS) position for the 2026–2027 school year.

1. Work Year and Compensation

For the 2026-2027 school year, CLAS positions shall be established with a twelve-month (202 workdays) calendar. Compensation shall be based on the certificated Teacher Salary Schedule as outlined in the Collective Bargaining Agreement, with an additional 8% stipend (calculated as 8% of Class 3, Step 7). CLAS unit members will follow a support staff calendar, and workdays shall be mutually agreed upon between the unit member and their supervisor at the start of the academic year.

2. Work Hours

CLAS positions shall be designated as “task-oriented” assignments. Unit members shall work a 7.5-hour day, exclusive of a 30-minute duty-free lunch period. The daily work schedule shall be determined collaboratively between the unit member and their immediate supervisor.

3. Filling of CLAS Vacancies

CLAS vacancies shall be posted on EDJOIN for internal candidates only. Eligible candidates will be selected through a formal interview process.

4. Term of Assignment and Return Rights

The CLAS position is a temporary, one-year assignment for the 2026-2027 school year. Certificated unit members selected to serve in a CLAS role shall be assigned for this one-year term. Upon completion of the assignment, the unit member shall have the right to return to their prior work location if applicable.

5. Future Status of CLAS Positions

The District and SAEA shall meet and confer regarding the status and continuation of CLAS positions beyond the 2026–2027 school year. This meeting shall take place no later than March 1, 2027.

MEMORANDUM OF UNDERSTANDING
BETWEEN THE
SANTA ANA EDUCATORS ASSOCIATION
AND THE
SANTA ANA UNIFIED SCHOOL DISTRICT

March 13, 2026

The Santa Ana Unified School District (“District”) and the Santa Ana Educators’ Association (“Association”), collectively referred to as the “Parties,” hereby enter into this Memorandum of Understanding (“MOU”) regarding the impacts and effects of the SAUSD transition to the Orange County Office of Education’s BusinessPlus/HR 2.0 system effective October 1, 2025 (“Transition”).

Purpose

The parties agree that the purpose of this MOU is to memorialize and clarify the Parties’ past practices related to the work year and compensation of certain bargaining unit members and to address the effects and resulting implications of the Transition and the corresponding changes to California State Teachers’ Retirement System (CalSTRS) reporting. Specifically, this MOU applies to bargaining unit members assigned to the 187-day Teacher/Certificated Salary Schedule, and who worked in excess of 187 duty days during the 2025–2026 school year.

The Parties acknowledge and agree that affected bargaining unit members, as outlined below in Section 2 (*Work Year and Salary Schedules*), were paid in accordance with their assigned salary schedules and work year, and that this MOU is not intended to increase, decrease, or otherwise modify any employee’s compensation.

This MOU further addresses the Transition and CalSTRS reporting structure and related terms and conditions of employment for affected bargaining unit members, consistent with applicable law and the Collective Bargaining Agreement (“CBA”).

The District and the Association agree as follows:

1. CBA Amendment

The Parties agree that Article VIII (Hours of Work) of the CBA shall be amended through the collective bargaining process to include language consistent with the terms of this MOU addressing the work year and salary schedule for bargaining unit members currently

assigned to the Teacher/Certificated Salary Schedule (187 duty days) who are required to work beyond 187 days.

Until such time as the CBA is formally amended, the terms of this MOU shall govern the matters addressed herein. No other provisions of the CBA are intended to be modified by this MOU.

2. Work Year and Salary Schedules for CalSTRS compliance

Effective July 1, 2025, the work year and corresponding salary schedules for the following positions and task-oriented positions shall be as indicated below:

- Library Media Specialist - 202 duty days, Salary Schedule A3
- Higher Education Center Specialist – 202 duty days, Salary Schedule A3
- School-Based Mental Health Specialist I – 202 duty days, Salary Schedule A3
- ELD Specialist – 207 duty days, Salary Schedule A4
- Program Specialist - 211 duty days, Salary Schedule A5
- District Librarian – 225 duty days, Salary Schedule A6
- Nurse 192 duty day, Salary Schedule A2
- Counselor 192 duty day, Salary Schedule A2
- Instructional Coach / Dashboard Coach (MOU) Salary Schedule A3 for the 2025-2026 school year
- CLAS Teacher (MOU) Salary Schedule A3 for the 2025-2026 school year

Prior to the close of the 2025-2026 school year, the District and SAEA agree to meet to negotiate the **Preschool Early Start positions designated as 205/206 duty days** currently designated under an MOU to determine corresponding salary schedule placement, future duty days, and/or job description.

Prior to the close of the 2025-2026 school year, the District and SAEA agree to meet to negotiate the **Nurse and Counselor positions designated as 202 duty days** to determine corresponding salary schedule placement, future duty days, and/or job descriptions. In the interim, Nurses and Counselors in these positions will be placed on Salary Schedule A2.

Prior to the close of the 2025-2026 school year, the District and SAEA agree to meet to negotiate the **REACH Outreach Consultant and REACH Teacher positions designated as**

225 duty days to determine corresponding salary schedule placement and job descriptions.

Prior to the close of the 2025-2026 school year, the District and SAEA agree to meet to negotiate and adopt the Santa Ana Educators' Association Union President job description provided by SAEA.

The Parties acknowledge that these work year designations in Section 2 reflect existing operational expectations and are not intended to expand or reduce workload, compensation, or assigned duties.

3. Calendar, Required Duty Days, and Workdays

The positions identified in Section 2 of this MOU shall be required to work the full academic contract year, including all student instructional days, staff development days, and non-student workdays associated with the academic calendar. The remaining duty days shall be coordinated between the unit member and the immediate supervisor or designee to ensure programmatic support. The remaining duty days must receive prior supervisory approval and be documented using District-issued forms. A signed copy of the approved documentation, executed by both the unit member and the supervisor, shall be submitted to Human Resources.

4. Salary Schedule Placement

Upon Board approval, the Parties agree that positions impacted by this MOU shall be assigned to Salary Schedules A2 - A5, as applicable. Affected bargaining unit members shall be placed on the applicable salary schedule at the step that preserves their current base salary, without loss of compensation. This placement is intended solely to align salary schedule structure with assigned duty days and STRS reporting requirements and is not intended to constitute a promotion, demotion, or change in assigned duties.

5. No Back Pay Owed to District

No bargaining unit member affected by this MOU shall be required to reimburse or provide back pay to the District as a result of the corrections addressed herein.

6. Limitation of Liability

This MOU is intended solely to correct STRS base-year reporting. Nothing in this MOU shall be construed as an admission that any bargaining unit member was underpaid or overpaid. The District shall not be liable for any claims of underpayment, penalties, interest, or damages arising from or related to the reporting corrections addressed herein or implementation of this MOU.

7. CalSTRS Review and Approval

This agreement is expressly contingent upon formal review and approval by CalSTRS.

If CalSTRS determines that any provision of this MOU does not comply with applicable CalSTRS reporting requirements or applicable law, the Parties shall return to the bargaining table within fifteen (15) days to negotiate the necessary changes to be in CalSTRS compliance, without altering the substantive intent of this MOU.

If CalSTRS does not approve the components of the MOU, the MOU shall be null and void and of no further force or effect. The Parties shall return to the bargaining table within fifteen (15) days of Notice of STRS Non-Approval to negotiate the effects of any changes the District deems necessary prior to the District making any changes in work year or compensation.

8. Implementation Timeline

Upon Board approval of the applicable salary schedules and job descriptions, the District shall correct affected employees' work years and salary schedule placements within thirty (30) days. Such corrections shall be effective October 1, 2025.

9. No Precedent / No Past Practice

This MOU is entered into on a non-precedential basis and shall not constitute a precedent, past practice, or waiver of any rights by either Party. The terms of this MOU are limited to the specific circumstances addressed herein and shall not be cited, referenced, or relied upon in any future negotiations, grievances, arbitrations, or proceedings, except to enforce the express terms of this MOU.

10. Relationship to the CBA

To the extent any provision of this MOU conflicts with the Collective Bargaining Agreement, the terms of this MOU shall control for the limited purpose of the matters addressed herein.

Where the Collective Bargaining Agreement is silent regarding the matters addressed in this MOU, this MOU shall govern.

Except as expressly modified by this MOU, all other provisions of the Collective Bargaining Agreement remain in full force and effect.

11. Entire Agreement

This MOU constitutes the entire agreement between the Parties with respect to the subject matter addressed herein. All prior or contemporaneous understandings, representations,

or agreements, whether oral or written, regarding the subject matter of this MOU are superseded by this agreement. This MOU may be modified only by a written agreement executed by authorized representatives of both Parties. Both Parties further agree to incorporate the applicable language reflected in this MOU into the successor Collective Bargaining Agreement during the 2025–2026 negotiations.



Jennifer Flores Date
SAUSD Associate Superintendent, HR 3/13/26



Santa Garner-Marcelo Date
President, Santa Ana Educators' Association 3/13/26

Board Approved: March 24, 2026

6. Board Approval

This MOU is contingent upon approval of the SAEA Board of Directors and the SAUSD Board of Education.

This MOU shall not be considered precedent setting.



Jennifer Flores Date
SAUSD Associate Superintendent, HR 3/11/26



Santa Marcelo Date
President, Santa Ana Educators' Association 3/11/26

Board Approved: March 24, 2026

SANTA ANA UNIFIED SCHOOL DISTRICT
ANNUAL CERTIFICATED SALARY SCHEDULE
2025-2026

STEP	CLASS I	CLASS II	CLASS III	CLASS IV
	BA*	BA + 24 units	BA +45 units	Masters/Doctorate**
1	70,919	70,919	70,919	72,873
2	70,919	70,919	71,820	76,157
3	70,919	70,919	75,416	79,580
4	70,919	74,187	79,179	83,165
5	70,919	77,895	83,141	86,909
6	73,154	81,787	87,296	90,822
7	76,446	85,877	91,659	94,903
8		90,174	96,232	99,176
9		94,677	101,054	103,636
10		99,407	106,104	108,301
11			111,417	113,179
12				118,335
16				125,149
21				134,110
26				138,788

Salary Based on 187 Workdays

NOTE: *Class I (maximum Step 5) is for ALL teachers who do not hold a full preliminary, clear or general credential regardless of educational level (effective for all new hires 7/1/08)

 **Doctorate shall receive an additional 1% stipend added to Class IV for each Step and Column

Board Approved: March 24, 2026

**SANTA ANA UNIFIED SCHOOL DISTRICT
ANNUAL CERTIFICATED SALARY SCHEDULE
2025-2026**

STEP	CLASS I	CLASS II	CLASS III	CLASS IV
	BA*	BA + 24 units	BA +45 units	Masters/Doctorate**
1	72,815	72,815	72,815	74,821
2	72,815	72,815	73,740	78,193
3	72,815	72,815	77,432	81,708
4	72,815	76,171	81,296	85,389
5	72,815	79,978	85,364	89,233
6	75,110	83,974	89,630	93,250
7	78,490	88,173	94,110	97,441
8		92,585	98,805	101,828
9		97,208	103,756	106,407
10		102,065	108,941	111,197
11			114,396	116,205
12				121,499
16				128,495
21				137,696
26				142,499

Salary Based on 192 Workdays

NOTE: *Class I (maximum Step 5) is for ALL teachers who do not hold a full preliminary, clear or general credential regardless of educational level (effective for all new hires 7/1/08)

**Doctorate shall receive an additional 1% stipend added to Class IV for each Step and Column

Board Approved: March 24, 2026

SANTA ANA UNIFIED SCHOOL DISTRICT
ANNUAL CERTIFICATED SALARY SCHEDULE
2025-2026

STEP	CLASS I	CLASS II	CLASS III	CLASS IV
	BA*	BA + 24 units	BA +45 units	Masters/Doctorate**
1	76,608	76,608	76,608	78,718
2	76,608	76,608	77,581	82,266
3	76,608	76,608	81,465	85,963
4	76,608	80,138	85,530	89,836
5	76,608	84,143	89,810	93,880
6	79,022	88,347	94,298	98,107
7	82,578	92,766	99,011	102,516
8		97,407	103,951	107,131
9		102,271	109,160	111,949
10		107,381	114,615	116,988
11			120,354	122,258
12				127,827
16				135,188
21				144,867
26				149,921

Salary Based on 202 Workdays

NOTE: *Class I (maximum Step 5) is for ALL teachers who do not hold a full preliminary, clear or general credential regardless of educational level (effective for all new hires 7/1/08)

 **Doctorate shall receive an additional 1% stipend added to Class IV for each Step and Column

Board Approved: March 24, 2026

SANTA ANA UNIFIED SCHOOL DISTRICT
ANNUAL CERTIFICATED SALARY SCHEDULE
2025-2026

STEP	CLASS I	CLASS II	CLASS III	CLASS IV
	BA*	BA + 24 units	BA +45 units	Masters/Doctorate**
1	78,504	78,504	78,504	80,667
2	78,504	78,504	79,501	84,302
3	78,504	78,504	83,482	88,091
4	78,504	82,121	87,647	92,060
5	78,504	86,226	92,033	96,204
6	80,978	90,534	96,632	100,536
7	84,622	95,062	101,462	105,053
8		99,818	106,524	109,783
9		104,803	111,862	114,720
10		110,039	117,452	119,884
11			123,333	125,284
12				130,991
16				138,534
21				148,453
26				153,632

Salary Based on 207 Workdays

NOTE: *Class I (maximum Step 5) is for ALL teachers who do not hold a full preliminary, clear or general credential regardless of educational level (effective for all new hires 7/1/08)

 **Doctorate shall receive an additional 1% stipend added to Class IV for each Step and Column

Board Approved: March 24, 2026

**SANTA ANA UNIFIED SCHOOL DISTRICT
ANNUAL CERTIFICATED SALARY SCHEDULE
2025-2026**

STEP	CLASS I	CLASS II	CLASS III	CLASS IV
	BA*	BA + 24 units	BA +45 units	Masters/Doctorate**
1	80,021	80,021	80,021	82,226
2	80,021	80,021	81,038	85,931
3	80,021	80,021	85,095	89,793
4	80,021	83,708	89,341	93,839
5	80,021	87,892	93,812	98,063
6	82,543	92,284	98,500	102,478
7	86,257	96,899	103,423	107,083
8		101,747	108,583	111,904
9		106,828	114,023	116,937
10		112,165	119,722	122,201
11			125,717	127,705
12				133,522
16				141,211
21				151,322
26				156,600

Salary Based on 211 Workdays

NOTE: *Class I (maximum Step 5) is for ALL teachers who do not hold a full preliminary, clear or general credential regardless of educational level (effective for all new hires 7/1/08)

**Doctorate shall receive an additional 1% stipend added to Class IV for each Step and Column

Board Approved: March 24, 2026

SANTA ANA UNIFIED SCHOOL DISTRICT
ANNUAL CERTIFICATED SALARY SCHEDULE
2025-2026

STEP	CLASS I	CLASS II	CLASS III	CLASS IV
	BA*	BA + 24 units	BA +45 units	Masters/Doctorate**
1	85,330	85,330	85,330	87,681
2	85,330	85,330	86,414	91,633
3	85,330	85,330	90,741	95,751
4	85,330	89,262	95,269	100,065
5	85,330	93,724	100,036	104,570
6	88,020	98,407	105,035	109,278
7	91,980	103,328	110,285	114,188
8		108,498	115,787	119,329
9		113,916	121,589	124,696
10		119,607	127,665	130,309
11			134,058	136,178
12				142,382
16				150,580
21				161,362
26				166,991

Salary Based on 225 Workdays

NOTE: *Class I (maximum Step 5) is for ALL teachers who do not hold a full preliminary, clear or general credential regardless of educational level (effective for all new hires 7/1/08)

 **Doctorate shall receive an additional 1% stipend added to Class IV for each Step and Column

Board Approved: March 24, 2026

Santa Ana Unified School District

Classified Titles and Grades 2025-2026

ADMINISTRATIVE ASSISTANCE	
<u>TITLE</u>	<u>GRADE</u>
Associate Research Analyst	40
Athletic Trainer	44
Attendance Field Worker	30
Behavior Support Provider	28
Bilingual Technician	28
Categorical Programs Technician	28
Claims Assistant	22
Classified Educational Research Analyst	53
Community Family Outreach Liaison	36
Construction Administration Technician	40
District Centrex Operator	20
Early Childhood Education Enrollment Specialist	28
Facilities Planning Technician	30
Family and Community Engagement FACE Liaison	36
Interpreter/Translator, Sp. Educ.	32
Licensed Vocational Nurse	24
Medical Billing Program Project Technician	30
Migrant Education Community Assistant	30
Parent Education Specialist	22
Pupil Hearing Technician	34
Registration & Testing Specialist	20
Registration & Testing Technician	18
Risk Management Technician	33
ROP Operations Specialist	40
Senior Restorative Practices Specialist	36
Site Coordinator	32
Social Services Specialist	48
Student Records Technician	30
Training Specialist-Instructional Technology	38
Translator/Interpreter II	32

CLERICAL	
<u>TITLE</u>	<u>GRADE</u>
Administrative Clerk II	20
Assessment and Data Specialist	28
Attendance Technician	24
Attendance Technician-Continuation	24
Department Specialist	28
District Attendance Specialist	31
District Senior Attendance Specialist	34
Educational Research Data Support Specialist	28
Registrar-Continuation	26
Registrar-High School	26
Registrar-Intermediate	24
School Office Assistant-Elementary	24
School Office Assistant-Secondary	24
Site Clerk	24
Sr Administrative Clerk	24

DATA PROCESSING	
<u>TITLE</u>	<u>GRADE</u>
Application Support Operations Analyst	38
Assistive Technology Specialist	40
Business Analyst I	48
Business Analyst II	51
Database Engineer	52
Database Technician	42

DATA PROCESSING (CONTINUED)	
<u>TITLE</u>	<u>GRADE</u>
Help Desk Analyst	48
Help Desk Technician	36
Network Engineer	50
Network Technician	42
Programmer Analyst	48
Senior Network Analyst	48

FISCAL	
<u>TITLE</u>	<u>GRADE</u>
Account Clerk	25
Accounting Technician	31
Budget Clerk	35
Categorical Budget Analyst	39
Payroll Clerk	29
Payroll Specialist	35
Payroll Technician	32
School Account Clerk	25
Senior Account Clerk	28

FOOD SERVICE	
<u>TITLE</u>	<u>GRADE</u>
Certified Chef	33
Cook	21
Kitchen Equipment Mechanic	25
Nutrition Services Assistant	14
Nutrition Services Lead-Production Kitchen	21
Nutrition Services Lead-Satellite Kitchen	17

INSTRUCTIONAL ASSISTANCE	
<u>TITLE</u>	<u>GRADE</u>
Accompanist	30
After School Instructional Provider	20
Arts Keyboard Collaborator-Inst Asst Accompanist	30
Athletic Equipment Attendant I	16
Athletic Equipment Attendant II	24
Autism Paraprofessional	28
Before School Instructional Provider	20
Certified Occupational Therapist Assistant	36
Computer Technician I	28
Computer Technician II	33
Early Childhood Education (ECE) Instructional Provider	22
Educational Interpreter for the Deaf and Hard of Hearing	32
Instructional Assistant - Arts	19
Instructional Assistant Biliterate	19
Instructional Assistant Deaf and Hard of Hearing	22
Instructional Assistant Severely Disabled	28
Instructional Assistant Special Education	19
Instructional Assistant Visually Impaired	19
Instrument and Arts Inventory Clerk	25
Job Coach-Special Education	22
Job Training Assistant-Special Education	28
Occupational Therapist	56
Physical Therapist	53
Social Emotional Behavioral Paraprofessional	28
Speech/Language Pathology Assistant	34
Student Support Paraprofessional - Special Education	28
Transitional Kinder (TK) Instructional Provider	22

*Entry Level

Santa Ana Unified School District

Classified Titles and Grades 2025-2026

MAINTENANCE	
<u>TITLE</u>	<u>GRADE</u>
Carpenter	34
Electrician I	30
Electrician II	36
Electronic and Technology Support Technician	42
HVAC Mechanic I	30
HVAC Mechanic II	40
Locksmith I	34
Locksmith II	38
Maintenance Worker I	26
Maintenance Worker II	30
Painter	34
Plumber I	30
Plumber II	36
Stadium Support Technician	34
Vehicle Mechanic I	30
Vehicle Mechanic II	36

MEDIA	
<u>TITLE</u>	<u>GRADE</u>
Communications Specialist	40
Library Media Technician	25
Media Design/Production Specialist	40
Media Operations Specialist	34
Media Production Technician	26
Media Systems Engineer	50
Media Systems Technician	38
Web Infrastructure Systems Administrator	48

OPERATIONS	
<u>TITLE</u>	<u>GRADE</u>
Activity Monitors	10
Athletic Field Grndskeeper/Grndskeeper (Int.)	26
Athletic Field Groundskeeper (H. S.)	25
Civic Center Facilities Attendant	31
Custodian *	23
Deep Cleaning Crew	25
Grounds Equipment Operator	28
Groundskeeper*	24
Intergrated Pest Management Technician	34
Intermediate Lead Custodian	25
Irrigation Specialist	32
Lead Custodian	28
Plant Custodian-Elementary	28
Plant Custodian-High School	35
Plant Custodian-Intermediate	32
Pool Maintenance Worker	28
Roving Lead Custodian	28
Senior Groundskeeper	30
Special Projects Team Member	28
Spray Operator	26
Stage Manager	28
Tree Trimmer	29

PERSONNEL	
<u>TITLE</u>	<u>GRADE</u>
Benefits Technician	32
Lead Credentials Technician	34
Lead Personnel Technician	34
Personnel Clerk	22
Personnel Technician	32

PUBLICATIONS	
<u>TITLE</u>	<u>GRADE</u>
Duplications & Bindery*	23
Pre-press Operator	36
Printing Technician I	28
Printing Technician II	30

SECRETARIAL	
<u>TITLE</u>	<u>GRADE</u>
Administrative Secretary	30
ELD/Bilingual Program Secretary	32
Expanded Learning Department Secretary	32
School Office Manager-Continuation	28
School Office Manager-Elementary	28
School Office Manager-High School	30
School Office Manager-Intermediate	28
School Police Office Specialist	27
Secretary	25
SELPA Secretary	32
Senior Administrative Secretary	31
Senior Secretary	27

SECURITY	
<u>TITLE</u>	<u>GRADE</u>
District Safety Officer	31
Public Safety Dispatcher	30
Senior District Safety Officer	37

WAREHOUSE AND TRANSPORTATION	
<u>TITLE</u>	<u>GRADE</u>
Delivery Driver	24
Lead Logistics Technician	38
Storekeeper	28
Student Transportation Router	40
Telecommunications Technician	40

*Entry Level



SANTA ANA UNIFIED SCHOOL DISTRICT

SCHOOL PERFORMANCE AND OUTCOMES COACH

JOB SUMMARY:

Under the direction of the Executive Director of Teaching & Learning or designee, and in collaboration with site administrators, the School Performance and Outcomes Coach provides leadership, coaching, and technical support to assist school sites in using quantitative and qualitative data to monitor student outcomes and improve instructional practices. The School Performance and Outcomes Coach supports schools identified for targeted support, high-need sites, and student groups requiring additional support through data analysis, improvement science cycles, professional learning, and instructional coaching aligned to the District's instructional vision.

REPRESENTATIVE DUTIES:

- Assist site leadership teams in identifying instructional priorities using multiple quantitative data sources including California Dashboard indicators, SAUSD Data Hub, local assessment data, NWEA MAP results, Panorama data, and other relevant metrics. **E**
- Analyze qualitative data such as student and staff surveys, classroom observations, and walkthrough trends to support comprehensive needs assessments. **E**
- Support development, implementation, and monitoring of the Single Plan for Student Achievement (SPSA) aligned to student outcome goals. **E**
- Collaborate with site teams to monitor progress toward targeted improvement goals and adjust strategies based on data. **E**
- Plan, coordinate, and facilitate professional learning aligned to site needs and district instructional priorities. **E**
- Develop and deliver professional learning focused on student-centered instruction, engagement strategies, and evidence-based practices. **E**
- Develop and maintain a site-based Coach Plan outlining goals, targeted supports, timelines, improvement actions, and progress monitoring structures aligned to site priorities and SPSA goals. **E**
- Participate as an active member of the site Instructional Leadership Team (ILT). **E**
- Collaborate with district departments including Curriculum & Instruction, English Learner Programs, Support Services, FACE, Community Schools, and other relevant teams to align improvement supports. **E**

SCHOOL PERFORMANCE AND OUTCOMES COACH

REPRESENTATIVE DUTIES: (continued)

- Facilitate improvement science cycles including Plan-Do-Study-Act (PDSA) processes and cycles of inquiry to support school improvement efforts. **E**
- Support site teams in using both quantitative data and qualitative “street data” to guide decision-making and monitor implementation progress. **E**
- Provide instructional coaching to support teachers in analyzing student data, refining instructional practices, and improving student outcomes. **E**
- Facilitate reflective coaching conversations to support continuous professional growth. **E**
- Support collaborative planning, lesson design, and analysis of student work and assessment results. **E**
- Provide targeted instructional support in collaboration with classroom teachers to strengthen instructional practices and student learning. **E**
- Serve as a liaison between school sites and district departments to coordinate improvement efforts. **E**
- Participate in school and district meetings related to instructional improvement, data use, and student support systems. **E**
- Support family and community engagement efforts related to school improvement priorities. **E**
- Maintain effective communication with administrators, teachers, and district staff regarding progress and supports. **E**
- Perform other job-related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- California Dashboard indicators, state and local accountability systems, and district data platforms.
- Data analysis methods, improvement science, and cycles of inquiry.
- Student-centered instructional practices and engagement strategies.
- Adult learning theory and effective coaching practices.
- Research-based instructional models and school improvement strategies.
- Needs of students from diverse linguistic, cultural, and socioeconomic backgrounds.

SCHOOL PERFORMANCE AND OUTCOMES COACH

KNOWLEDGE AND ABILITIES: (continued)

Ability to:

- Analyze quantitative and qualitative data to inform instructional decisions.
- Provide leadership and coaching to support staff development.
- Facilitate professional learning in large and small group settings.
- Build collaborative relationships across stakeholder groups.
- Communicate effectively in oral and written form.
- Work effectively as part of school and district teams.
- Perform the essential functions of the position.

EDUCATION AND EXPERIENCE:

- Minimum of three (3) years of successful teaching experience.
- Demonstrated experience using data to support instructional improvement.
- Experience providing instructional coaching or professional development is highly desirable.

LICENSES AND REQUIREMENTS:

- Valid California teaching credential required.
- Valid California driver's license and ability to travel between district sites.

WORKING CONDITIONS:

Environment:

- School site, classroom, and office settings.
- Frequent collaboration with site and district staff.

Physical Abilities:

- Hearing and speaking to exchange information.
- Seeing to read documents and data displays.
- Sitting, standing, and walking for extended periods.
- Occasional lifting of light objects.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Santa Ana Unified School District is committed to fostering an inclusive environment that values diversity and encourages applications from candidates of all backgrounds. SAUSD strives to reflect the cultural richness of its community within its workforce, promoting educational equity and success for all students.

Board Approved: March 24, 2026



SANTA ANA UNIFIED SCHOOL DISTRICT
ENGLISH LANGUAGE DEVELOPMENT (ELD) SPECIALIST

JOB SUMMARY:

Under the direction of the site Principal and in collaboration with the Director of English Learner Programs, site administration, and district departments, the English Language Development (ELD) Specialist provides leadership, coordination, and instructional support to ensure high-quality language development services for English Learners (ELs). The ELD Specialist supports the effective implementation of designated and integrated English Language Development (ELD), monitors compliance with federal and state English Learner program requirements, and works collaboratively to improve instructional practices, academic achievement, reclassification outcomes, and postsecondary readiness for English Learners.

REPRESENTATIVE DUTIES:

- Provide professional development, coaching, and technical assistance to teachers and instructional staff on best practices for designated and integrated English Language Development (ELD), sheltered instruction, and scaffolding strategies across all content areas. **E**
- Co-plan and/or co-teach lessons with general education and content-area teachers to model effective ELD strategies and differentiated instruction aligned to student language proficiency levels. **E**
- Facilitate and support school-based Professional Learning Communities (PLCs) focused on English Learner achievement, instructional effectiveness, and data-driven decision-making. **E**
- Support the alignment of California ELD Standards with academic content standards to ensure English Learners have access to rigorous, grade-level instruction. **E**
- Support curriculum implementation and instructional planning to ensure consistent and effective ELD practices across classrooms. **E**
- Support the selection, evaluation, and inventory of instructional materials, resources, and technology designed to meet the linguistic and academic needs of English Learners. **E**
- Monitor the implementation of the District's approved Language Instruction Educational Program (LIEP) to ensure all English Learners receive required and appropriate services. **E**
- Ensure designated and integrated ELD instruction is implemented consistently across classrooms and documented appropriately. **E**
- Develop, coordinate, and support targeted academic interventions for English Learners, including Long-Term English Learners (LTELs). **E**

ENGLISH LANGUAGE DEVELOPMENT (ELD) SPECIALIST

REPRESENTATIVE DUTIES: (continued)

- Coordinate and support administration of state-mandated English Learner assessments, including ELPAC (Initial and Summative) and other district-required EL assessments. **E**
- Provide training and guidance to staff regarding assessment procedures, timelines, data security, and test administration protocols. **E**
- Analyze English Learner data, including language proficiency results, academic performance, reclassification rates, and RFEP monitoring data, to identify trends, priorities, and areas for improvement. **E**
- Monitor progress toward reclassification criteria and track the academic performance of Reclassified Fluent English Proficient (RFEP) students for the required four-year monitoring period. **E**
- Facilitate the reclassification process, including identification of eligible students, collection of required evidence, and completion of documentation. **E**
- Conduct required parent/guardian consultations regarding reclassification eligibility and final determinations. **E**
- Support site administration with Title I (Part A) requirements related to English Learners, including governance structures and planning processes. **E**
- Provide oversight and coordination for School Site Council (SSC), English Learner Advisory Committee (ELAC), and participation in District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) processes. **E**
- Support development, implementation, and monitoring of the Single Plan for Student Achievement (SPSA) as it relates to English Learner services. **E**
- Support preparation for and participation in Federal Program Monitoring (FPM) reviews, including ensuring documentation, instructional practices, and program implementation align with compliance requirements during and between monitoring cycles. **E**
- Maintain accurate, confidential, and compliant English Learner records and documentation in accordance with federal, state, and local mandates. **E**
- Manage and update student language classification and program participation data in district student information systems. **E**
- Participate in IEP and 504 Plan meetings for dually identified students (English Learners with disabilities) to ensure language development needs are addressed appropriately. **E**
- Collaborate with Special Education, counseling, and support services staff to align instructional supports and services for English Learners. **E**

ENGLISH LANGUAGE DEVELOPMENT (ELD) SPECIALIST

REPRESENTATIVE DUTIES: (continued)

- Communicate regularly with families regarding student language development, academic progress, assessment results, program placement, and reclassification processes. **E**
- Facilitate and support site-level ELAC meetings, including agenda development, compliance requirements, and meaningful parent engagement. **E**
- Connect families with relevant school, district, and community resources that support student success. **E**
- Utilize digital platforms and student data systems to track participation, monitor progress, and support informed academic and postsecondary planning. **E**
- Analyze participation and outcome data to improve services, increase engagement, and address opportunity and equity gaps for English Learners. **E**
- Collaborate with counselors and site leadership to ensure English Learners are appropriately placed in courses, including A–G and college-preparatory pathways. **E**
- Support students in exploring college, career, technical education, and workforce pathways aligned to their interests and goals. **E**

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Federal and state laws, regulations, and guidance related to English Learner programs, including Title I, Title III (as applicable), ELD standards, reclassification criteria, and Federal Program Monitoring (FPM).
- Effective instructional strategies for designated and integrated English Language Development (ELD), sheltered instruction, and scaffolding techniques across content areas.
- Assessment systems and procedures for English Learners, including ELPAC administration protocols, timelines, and data security expectations.
- Data analysis practices to monitor student progress, identify instructional needs, and support school improvement efforts (e.g., SPSA, PLCs).

Ability to:

- Provide coaching, model lessons, and facilitate professional learning to improve instructional practices for English Learners.
- Collaborate effectively with administrators, teachers, counselors, Special Education staff, and district departments to coordinate services and supports for English Learners.
- Organize, coordinate, and support governance and advisory committees, including SSC, ELAC, and participation in DAC/DELAC processes.

ENGLISH LANGUAGE DEVELOPMENT (ELD) SPECIALIST

KNOWLEDGE AND ABILITIES: (continued)

Ability to:

- Communicate clearly and professionally, both orally and in writing, with diverse stakeholders including families and community members.
- Maintain accurate, confidential records and prepare documentation aligned to compliance requirements and monitoring expectations.
- Use digital platforms and student data systems to track participation, monitor progress, and support informed academic and postsecondary planning.
- Plan, prioritize, and manage multiple projects and deadlines with minimal supervision.

EDUCATION AND EXPERIENCE:

- Bachelor's degree from an accredited college or university.
- Teaching experience serving English Learners in a K–12 educational setting.
- Experience providing instructional coaching, professional development, or program support related to English Learner services.
- Master's degree in Education or a related field preferred.

LICENSES AND REQUIREMENTS:

- Valid California Teaching Credential with English Learner (EL) Authorization.
- Bilingual English/Spanish and BCLAD or equivalent bilingual authorization preferred.

WORKING CONDITIONS:

Environment:

- School site and district office environment.
- Frequent interaction with administrators, teachers, students, families, and district staff.

Physical Abilities:

- Hearing and speaking to exchange information in person and on the telephone.
- Seeing to read a variety of materials and data.
- Sitting or standing for extended periods of time.
- Walking to classrooms, offices, and meeting locations.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

ENGLISH LANGUAGE DEVELOPMENT (ELD) SPECIALIST

Santa Ana Unified School District is committed to fostering an inclusive environment that values diversity and encourages applications from candidates of all backgrounds. SAUSD strives to reflect the cultural richness of its community within its workforce, promoting educational equity and success for all students.

Board Approved: March 24, 2026

1 RESOLUTION NO. 25/26-3725

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5
6 ADOPTION OF RESOLUTION NO. 25/26-3725 - ETHNIC STUDIES REQUIREMENT
7

8 WHEREAS, authentic appreciation of ethnic communities, cultures, and diversity
9 is a cornerstone of inclusive and healthy democratic societies; and

10 WHEREAS, racism feeds on ignorance and stereotypes of ethnic groups and is
11 perpetuated through inequitable institutional practices, policies, and systems; and

12 WHEREAS, school districts have the responsibility to educate students about
13 the cultures, histories, and contributions of ethnic communities to U.S. society;
14 and to guide and teach students on how to engage in responsible and constructive
15 social change to dismantle racism and build an inclusive democratic society; and

16 WHEREAS, Ethnic Studies, as a scholarly field, provides critical knowledge and
17 pedagogy that fosters appreciation of ethnic diversity and promotes responsible,
18 constructive social action—such as voter mobilization, peaceful social protest,
19 policy advocacy, artistic production, etc.—to build an inclusive and non-racist
20 democratic society; and

21 WHEREAS, authentic appreciation of ethnic diversity and critical knowledge of
22 social action to promote anti-racist social change constitute a core competency
23 that every student should have to contribute constructively to an inclusive and
24 healthy society; and

25 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Unified School District
26 Board of Education establish an Ethnic Studies requirement of two semesters (fall
27 and spring) totaling 10 credits of coursework; and

28 BE IT FURTHER RESOLVED: That such an Ethnic Studies requirement shall apply
29 to ninth-grade students entering high school in the 2022-2023 academic year; and
30
31

32 **WHEREAS**, the Santa Ana Unified School District remains committed to the
33 rigorous 10-credit (one-year, fall and spring semesters) standard to ensure a
34 comprehensive understanding of ethnic communities; and

35 **WHEREAS**, the Board recognizes that certain students, particularly those in the
36 Class of 2026 and beyond, may face significant academic hurdles, including credit
37 deficiencies in core subjects (Math, ELA, Science) or scheduling conflicts for
38 students with reduced graduation requirements; and

39 **WHEREAS**, providing a flexible pathway that aligns with the California state
40 minimum of 5 credits ensures that local graduation requirements do not inadvertently
41 become a barrier to a student's timely graduation preparation; and

42 **NOW THEREFORE, BE IT RESOLVED:** The Board of Education authorizes the
43 Superintendent or designee to implement an Ethnic Studies Requirement Waiver for
44 eligible students; and

45 **BE IT FUTHER RESOLVED:** That this waiver shall allow for a reduction of the
46 local requirement from 10 credits to 5 credits (the California State Minium) for
47 students demonstrating a "negative impact," including but not limited to:

- 48 • **Credit Recovery:** Students needing to prioritize core foundational
49 subjects for graduation eligibility.
- 50 • **Academic Scheduling:** Students who are exercising the option for the
51 state minimum graduation requirement or the 170-credit Alternative
52 Education graduation pathway.

53 **BE IT FURTHER RESOLVED:** That students may fulfill the 10-credit requirement
54 with one year - fall and spring semester of any Ethic Studies courses(s); and

55 **BE IT FINALLY RESOLVED:** That all students, regardless of waiver status, must
56 successfully complete at least 5 credits of Ethnic Studies to satisfy both District
57 and State graduation requirements, ensuring that the core values of Resolution No.
58
59
60
61
62

19/20-3353 are upheld for every graduate.

PASSED AND ADOPTED by the Santa Ana Unified School District Governing Board on March 24, 2026 by the following vote:

AYES: Brazer Aceves, Bustos, Alvarez, Magdaleno

NOES: Lebsack

ABSTAIN:

ABSENT:

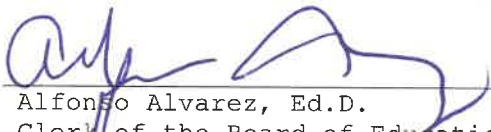
STATE OF CALIFORNIA)

) ss.

COUNTY OF ORANGE)

I, Alfonso Alvarez, Ed.D., Clerk of the Board of Education of the Santa Ana Unified School District of Orange County, California, hereby certify that the above and foregoing resolution was duly adopted by the said Board at a regular meeting thereof held on 24th day of March 2026 and passed by a vote of 4-1 of said Board.

By:



Alfonso Alvarez, Ed.D.
Clerk of the Board of Education
Santa Ana Unified School District

1 RESOLUTION NO. 25/26-3730

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5
6 Proclamation Declaring April 20-24, 2026

7 as Afterschool Professionals Appreciate Week

8
9 WHEREAS, the Santa Ana Unified School District (District) firmly believe that
10 afterschool professionals (those who work with children and youth in a wide variety
11 of program settings to provide expanded learning opportunities during out-of-school
12 hours) have a positive effect on our students, families, community and businesses;
13 and

14 WHEREAS, afterschool professionals are a decisive element in students' access
15 to high-quality relationships and expanded opportunities beyond what they have access
16 to at school and home, which they need to reach their full potential; and

17 WHEREAS, afterschool professionals deserve appreciation for all that they do
18 for children to enhance their education, promote physical and emotional health,
19 provide a safe environment, and expose them to new experiences; and

20 WHEREAS, the District is committed to supporting the professionals who provide
21 expanded learning opportunities that will help close the achievement gap and prepare
22 students to compete in the global economy.

23 NOW, THEREFORE, BE IT RESOLVED: That the Santa Ana Board of Education proclaims
24 April 20-25, 2026 as Afterschool Professionals Appreciation Week and encourages all
25 schools, community organizations, businesses, and the City of Santa Ana to commemorate
26 this occasion with appropriate instructional and celebratory activities.

32 **PASSED AND ADOPTED** by the Santa Ana Unified School District Governing Board on March
33 24, 2026 by the following vote:

34 AYES: Brazer Aceves, Bustos, Alvarez, Lebsack, Magdaleno

35 NOES:

36 ABSTAIN:

37 ABSENT:

38 STATE OF CALIFORNIA)

39) ss.

40 COUNTY OF ORANGE)

41
42 I, Alfonso Alvarez, Ed.D., Clerk of the Board of Education of the Santa Ana
43 Unified School District of Orange County, California, hereby certify that the above
44 and foregoing resolution was duly adopted by the said Board at a regular meeting
45 thereof held on 24th day of March 2026 and passed by a vote of 5-0 of said
46 Board.

47
48
49
50 By:



51 Alfonso Alvarez, Ed.D.
52 Clerk of the Board of Education
53 Santa Ana Unified School District
54

Policy 5113: Absences And Excuses

Status: ADOPTED

Original Adopted Date: 04/28/1998 | **Last Revised Date:** 03/24/2026 | **Last Reviewed Date:** 03/24/2026

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

In accordance with law, Board policy, and administrative regulation, absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as specified in Education Code 48205, and work in the entertainment or allied industry as permitted pursuant to Education Code 48225.5.

When a student's absence from school is excused, the student's teacher shall determine identical or reasonably equivalent assignments and test to those missed during the absence which the student shall be permitted to complete for full credit within a reasonable amount of time as determined by the teacher. (Education Code 48205, 48225.5)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Because school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
48980	Parent/guardian notification
5 CCR 306	Explanation of absence
5 CCR 420-424	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance
Ed. Code 42238-42252.1	Apportionments
Ed. Code 46000	Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent

State

Ed. Code 48320-48324

Ed. Code 48340-48341

Ed. Code 49067

Ed. Code 49701

Elec. Code 12302

Fam. Code 6920-6930

W&I Code 11253.5

W&I Code 601-601.5

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Attorney General Opinion

Attorney General Opinion

Court Decision

CSBA Publication

Institute for Education Sciences Publication

U.S. Department of Education Publication

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[Improvement of student attendance](#)

[Unexcused absences as cause of failing grade](#)

[Provisions of the Interstate Compact on Educational Opportunities for Military Children](#)

[Student participation on precinct boards](#)

[Consent by minor for medical treatment](#)

[Compulsory school attendance; eligibility for aid](#)

[Habitually truant minors](#)

Description

[66 Ops.Cal.Atty.Gen. 244 \(1983\)](#)

[87 Ops.Cal.Atty.Gen. 168 \(2004\)](#)

[American Academy of Pediatrics et al v. Lungren et al \(1997\) 16 Cal.4th 307](#)

[Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024](#)

[Resources for Supporting Student Engagement and Attendance, April 2024](#)

[Action Planner for Reengaging Students to Support Everyday Attendance, May 2024](#)

[Institute for Education Sciences](#)

[U.S. Department of Education, Office of Elementary and Secondary Education](#)

[CSBA District and County Office of Education Legal Services](#)

[CSBA](#)

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[Comprehensive Safety Plan](#)

[Emergencies And Disaster Preparedness Plan](#)

[Emergencies And Disaster Preparedness Plan](#)

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[Employees With Infectious Disease](#)

[Employees With Infectious Disease](#)

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Policy 5113.1: Chronic Absence And Truancy

Status: ADOPTED

Original Adopted Date: 04/28/1998 | **Last Revised Date:** 03/24/2026 | **Last Reviewed Date:** 03/24/2026

The Board of Education believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, letters alerting parents/guardians to the value of regular school attendance, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 306
5 CCR 420-424
Ed. Code 1740
Ed. Code 37223
Ed. Code 44266
Ed. Code 46000
Ed. Code 46010-46015
Ed. Code 46110-46120
Ed. Code 46140-46148
Ed. Code 46210-46211
Ed. Code 48200-48208
Ed. Code 48225.5
Ed. Code 48240-48246
Ed. Code 48260-48273
Ed. Code 48290-48297
Ed. Code 48320-48325
Ed. Code 48326
Ed. Code 48340-48341
Ed. Code 48400-48403
Ed. Code 48900
Ed. Code 49067
Ed. Code 52052
Ed. Code 60901
Gov. Code 54950-54963
Pen. Code 270.1
Pen. Code 272
Pen. Code 830.1
W&I Code 11253.5
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Management Resources

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[Record of verification of absence due to illness and other causes](#)
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[Weekend classes](#)
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[Chronic truancy; parent/guardian misdemeanor](#)
[Parent/guardian duty to supervise and control minor child; criminal liability for truancy](#)
[Peace officers](#)
[Compulsory school attendance; eligibility for aid](#)
[Juvenile hearing officer](#)
[Habitually truant minors](#)

Description

[District Attendance Tracking Tool](#)
[The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014](#)
[Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015](#)
[School Attendance Tracking Tool](#)
[For School Board Members: Frequently Asked Questions About Chronic Absence](#)

Management Resources

California Department of Education Publication	School Attendance Improvement Strategies
California Department of Education Publication	School Attendance Review Boards Handbook & Forms
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
CSBA Publication	Research supported strategies to improve the accuracy and fairness of grades, July 2016
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024
Website	CSBA District and County Office of Education Legal Services
Website	California Healthy Kids Survey
Website	California School Climate, Health, and Learning Survey System
Website	CSBA
Website	Attendance Works
Website	California Association of Supervisors of Child Welfare and Attendance
Website	California Department of Education

Description**Cross References**

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0410	Nondiscrimination In District Programs And Activities
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0460	Local Control And Accountability Plan
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3515.3	District Police/Security Department
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5113	Absences And Excuses
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5141.21	Administering Medication And Monitoring Health Conditions
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6020	Parent Involvement
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6164.2	Guidance/Counseling Services

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