



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1g

Meeting Date: September 17, 2026

Subject: Approve Job Descriptions

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Human Resources Services

Recommendation: The recommendation is to approve new and/or revised job descriptions.

Background/Rationale: In alignment with the reorganization of the District's central office, the job descriptions below have been revised to meet the District's fiscal and organizational needs. These updates reflect current realignment, responsibilities and operational needs, and have gone through the appropriate internal district steps and processes.

Financial Considerations: The job description/s below have gone through an internal District review process that includes approval by Business Services, Cabinet, and Human Resources.

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached: Job Descriptions:

Revised Job Description:

1. Instructional Aide, TK School Sites

Estimated Time of Presentation: N/A

Submitted by: Dan Schallock, Assistant Superintendent, Human Resources and Labor Relations

Approved by: Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Instructional Aide, Transitional Kindergarten (TK)	CLASSIFICATION:	Classified Non-Management (SEIU/Aide-Paraprofessional)
SERIES:	Career Lattice	FLSA:	Non-Exempt
JOB CLASS CODE:	9880	WORK YEAR:	10 Months
DEPARTMENT:	School Site	SALARY:	Range 29 Instructional Aide Range 32 Instruct Asst. I Range 36 Instruct Asst. II Range 40 Teacher Associate Range 44 Teacher Candidate Salary Schedule C
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL: CABINET APPROVAL: HR APPROVAL:	TBD 9-3-26 9--3-26

BASIC FUNCTION:

Assist the Transitional Kindergarten classroom teacher in providing developmentally appropriate instructional, learning, enrichment, and student support activities for individual students, small groups, and the class as a whole; assist with the preparation of instructional materials and classroom environments; support student development, behavior, safety, and personal care; and perform related duties as assigned. When not supporting a TK classroom during instructional minutes, the TK Aide may be redirected to perform Instructional Aide duties in other areas of the school site, as assigned. Duties may include providing student support within or outside the classroom and assisting with student arrival and dismissal.

DISTINGUISHING CHARACTERISTICS:

TK Instructional Aide is an entry-level career lattice position.

TK Instructional Assistant I positions are filled by advancement from TK Instructional Aide. TK Instructional Assistant I assist in the preparation, organization, and implementation of short-term classroom projects identified by the instructor in charge. As proficiency develops, the TK Instructional Assistant I functions with a greater degree of independence.

TK Instructional Assistant II positions are filled by advancement from TK Instructional Assistant I. The TK Instructional Assistant II assumes additional delegated responsibilities for organizing and carrying through projects identified by the instructor in charge. As proficiency develops, the TK Instructional Assistant II functions with a greater degree of independence.

TK Teacher Associate positions are filled by advancement from TK Instructional Assistant II. The TK Teacher Associate assumes responsibility for identifying areas of learning needs related to program objectives and develops plans to implement the program. The instructor in charge prior to initiation will review the plans. A TK Teacher Associate may reasonably expect to advance to a TK Teacher Candidate position upon satisfactory completion of the requirements.

TK Teacher Candidate positions are filled by advancement from TK Teacher Associate and represent the final step on the career lattice.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Assists with instruction of small groups of students and as a class collaboratively and reinforce TK curriculum instruction as directed by the teacher; prepare materials for classroom use for students; correct and record tests, and record results on student profiles and other records of students. **E**

Promotes an inclusive, positive, motivating and educationally rich environment; assist in monitoring and controlling students in the classroom, on the playground, or on field trips. **E**

Collects anecdotal notes and other data such as student behavior observations and assessment results for the purpose of providing information to the teacher. Perform a variety of clerical duties such as preparation of instructional materials, scoring papers, recording grades, taking attendance, and maintaining records and files. **E**

Provide support to teachers by setting up and preparation of welcoming and a stimulating age-appropriate classroom environment including consideration of safety and support for children in the classroom. **E**

Assist students with personal care needs, including toileting, handwashing, diapering, and other age-appropriate self-help activities, as needed and in accordance with established health, safety, and district procedures. **E**

Assure the health and safety of students by following health and safety rules; assist students regarding the building of self-esteem, and development of a value system; assist students by providing proper examples, emotional support, friendly attitude, and general guidance. **E**

Confer with teachers concerning programs and materials to meet individual student needs; utilize appropriate methods of instruction to achieve goals and objectives set forth in the Individual Education Plan (IEP) for mainstreamed students. **E**

Act as a liaison between district personnel, foster parents, and social workers on behalf of students. **E**

Catalog and prepare books, videos, and reference materials for circulation; check books in and out; prepare fine letters; reshel, display, repair, and inventory books; assist students with library research. **E**

Clean, sanitize, and disinfect classroom learning materials, tables, chairs, equipment, and other frequently touched surfaces in accordance with established health and safety procedures. **E**

Participate in meetings and in-service training programs; assist in maintaining a safe and developmentally appropriate environment for students in the classroom, playground, lunch area, and other assigned settings; lift light objects. **E**

Assist in organizing and directing games and recreational activities; direct group activities with students as assigned. **E**

Assist students in developing effective basic life skills they need to live independently. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Graduation from high school or equivalent and completion of at least six (6) semester units of college-level Early Childhood Education, Child Development, or a closely related field, to be completed within one year of appointment. Some experience working with young children is required and one of the following: completion of at least two years of study (48 semester units) in an institution of higher education, associate's degree, pass the district paraprofessional test, or be No Child Left Behind (NCLB) compliant.

Instructional Assistant I requires one year of college-level work (30 accredited units). Instructional Assistant II requires two years of college-level work (60 accredited units), and must have served 75% of the school year as an Instructional Assistant I. Teacher Associate requires three years of college-level work (90 accredited units), and must

have served 75% of the school year as an Instructional Assistant II. Teacher Candidate requires a minimum of 120 college units, served as a Teacher Associate for the preceding two years at least 75% of the school year, and must show proof of current enrollment in subjects leading to a bachelor's degree and/or teaching credential.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Principles and practices of early childhood development.
- Developmental characteristics and needs of Transitional Kindergarten-aged children.
- Age-appropriate learning, play, and enrichment activities.
- Early childhood social-emotional development and positive behavior guidance.
- Basic health, hygiene, sanitation, and safety practices applicable to young children.
- Age-appropriate personal care and self-help practices.
- Personal care, including toileting and diapering, if applicable.
- Handwashing, hygiene, sanitation, and disinfection.
- Developmentally appropriate classroom environment.
- TK-specific supervision during classroom, lunch, recess/playground, and transitions.
- Age-appropriate self-help skills.
- Explicit collaboration with the TK teacher.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Operation of standard office and classroom equipment.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Record-keeping techniques.

ABILITY TO:

- Assist in providing instruction to individuals or small groups of students at an assigned school site.
- Assist with personal care, including toileting and diapering.
- Perform clerical duties such as filing, duplicating, and maintaining routine records.
- Print and write legibly.
- Maintain records.
- Organize instructional materials.
- Perform computational tasks with speed and accuracy.
- Understand and follow oral and written directions.
- Learn the procedures, functions, and limitations of assigned duties.
- Communicate effectively with children and adults.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively, both orally and in writing.
- Lift light objects according to safety regulations.
- Be flexible, and work effectively with constant interruptions.
- Conform to and support the assigned teacher's style of classroom management.
- Assist students in developing age-appropriate social-emotional, self-regulation, communication, and interpersonal skills; reinforce positive behaviors and expectations established by the teacher.
- Operate instructional and office equipment.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

School classroom, multipurpose room, and playground environment.

SAMPLE PHYSICAL ABILITIES:

Stationary for extended periods of time; move to assist students; communicate to exchange information; ability to monitor student activities and behavior; demonstrate activities, prepare materials, and operate standard office and classroom equipment; move objects.

SAMPLE HAZARDS

Occasional contact with dissatisfied or abusive individuals; exposure to erratic student behavior; may risk exposure to lice, bodily fluids, and communicable diseases.