

November 3, 2023
TENTATIVE AGREEMENT 2023-2024
Between
Laguna Beach Unified School District
And
Laguna Beach Unified Faculty Association/CTA/NEA (LaBUFA)

The Laguna Beach Unified School District and the Laguna Beach Unified Faculty Association/CTA/NEA (LaBUFA) have reached a tentative agreement for the 2023-2024 that provides for:

ARTICLE 3. Association Rights

- 3.5** The Association may use school equipment under the District policies, so long as it does not interfere with the regular operation of the school programs.
- 3.6** ~~The Superintendent shall place on the agenda of any regularly scheduled Board meeting any matters brought to their attention by the Association, provided that such matters are made known to the Superintendent's office no later than ten (10) days prior to said meeting.~~
- 3.76** The Association shall **have a seat at the dais and** be provided a standing report at each regularly scheduled Board meeting to report on informational matters.
- 3.87** Copies of Board agendas are available electronically on the District website, complete with all supportive data as furnished to Board members.
- 3.98** Upon request, the Association shall be provided, without cost, with a current list of all available names, addresses, and telephone numbers of all District unit members.
- 3.109** The Board shall not discriminate against any unit member on the basis of membership in the Association or participation in the activities of the Association.
- 3.110** Unit member application forms and oral interview procedures shall not refer to membership in or preference for the Association.
- 3.121** The Association shall be granted forty (40) days of leave per year to be utilized at the discretion of the Association. However, this leave shall not be utilized in preparation for, or

the participation in, a work slowdown, work stoppage, and/or strike. The Association shall pay the cost of the substitute.

- 3.132 The unit members permitted to use this leave by the Association shall not lose any accumulated leave earned in others sections of this Agreement.
- 3.143 The Board shall prepare and deliver an electronic copy of this Agreement to each bargaining unit member in the District within forty-five (45) school days after ratification. A physical copy shall be provided for negotiation team members, site representatives, and for each staff lounge in the District. A physical copy will be provided to any unit member upon request to the Human Resources department.
- 3.14 The Superintendent or their designee and Assistant Superintendent of Human Resources shall meet with the President and/or Vice President of the Association at regularly scheduled intervals and at other times as deemed necessary by either party to discuss items of mutual concern.

ARTICLE 5. Negotiation Procedures

- 5.1 The District and the Association are committed to Interest-Based Bargaining (IBB). These techniques have proven to be beneficial in opening lines of communication, sharing information, and building trust. Both sides believe the IBB process has improved the relationship and produces a better collective bargaining agreement.
- 5.2 The District and the Association shall exchange initial bargaining proposals for re-openers and/or a successor agreement and will be placed on the agenda of the next available business meeting. The successor agreement between the District and the Association is final when ratified by the Board of Education and the Association.
- 5.23 For the purpose of a successor agreement, the Association shall select no more than six (6) representatives for the purposes of meeting and negotiating with the District. Each representative shall receive a total allowance of seven (7) days of released time.
- 5.34 Meetings scheduled for the purpose of negotiating shall take place at a mutually agreed upon time and place that is convenient to both parties.
- 5.45 In the event that impasse is declared by both parties, two (2) additional days shall be granted each representative.
- 5.56 If additional days beyond the two (2) provided during impasses are needed, the cost necessary to hire substitute unit members shall be borne by the Association. Any days granted and not used shall be accumulated and available for negotiation with the District. The balance of days will be reported to the Association by the District prior to beginning negotiating the successor agreement.
- 5.67 The District and Association may discharge negotiation procedures through authorized officers, representatives, or sub-committees.

5.78 The District will provide the Association estimates of total income delineating as necessary restricted funds not available for salary increase, proposed expenditures by intermediate object accounts, proposed expenditures for programs defined in the California School Apportionments and Reports. The District will also provide to the Association a copy of any fiscal information relating to the general fund that is used as the basis for discussion or reports at public meetings. Documents shall include but not be limited to:

- 5.78.1 Estimate of Ending Balance
- 5.78.2 Preliminary Budget Manual
- 5.78.3 State Program Accounts
- 5.78.4 J200 Series including Unaudited Actuals
- 5.78.5 Final Adopted Budget Manual
- 5.78.6 J-111 A (Class Size)
- 5.78.7 Auditors' Reports
- 5.78.8 P-1 and P-2 (Attendance Reports)
- 5.78.9 Assessed Valuation Projections
- 5.78.10 J-90

5.89 Upon request by the Association, the District shall furnish the Association with the placement of personnel on the respective salary schedule.

ARTICLE 7. Hours

7.1.2 Professional Work Week: It is recognized that unit members and support personnel normally work more than forty (40) hours per week. The five-day work week for classroom teachers, counselors, student support specialists, and speech-language pathologists shall include a minimum of thirty-five (35) hours on site, except when the state-mandated minimum instructional minutes, inclusive of lunch, breaks, and passing periods, cause the work week to exceed thirty-five (35) hours. The professional work week for nurses, and digital media and library specialists, shall be forty (40) hours on site. Professional responsibilities outlined in 7.7.3, such as adjunct duties, may take place outside of the student instructional day.

7.1 Duty Day

7.2.1 Unit members shall be required to be at their schools or other work sites thirty (30) minutes prior to the beginning of the students' instructional day. ~~except at the High School where the reporting time is fifteen (15) minutes prior to the beginning of the students' instructional day.~~ Management and unit members recognize that some alternative work schedules are necessary to meet student needs.

- 7.2.4 Unit members shall work a professional work day, inclusive of all duties outlined in 7.7. Unit members may leave at the conclusion of the student instructional day, ~~except on modified days~~, as long as the unit members do not have student, parent, or administrative appointments. ~~Secondary teachers may leave at the conclusion of the student instructional day on days when final exams are held.~~
- 7.2.7 Every effort will be made to schedule Individual Education Plan (IEP) meetings, ~~student, parent, or administrative appointments~~ during the ~~student instructional day~~ school day. However ~~at the elementary level~~, in the event IEP meetings extend ~~forty (40)~~ minutes beyond the ~~student instructional day~~ unit member's work day, the unit member will be paid the certificated instructional rate of pay for the time beyond the ~~student instructional day~~ work day.
- 7.2.9 Optional professional development beyond the ~~student instructional day~~ professional work day will be paid at the certificated hourly non-instructional rate.

7.1 Preparation Periods

- 7.4.1 Unit members employed full-time at middle school ~~or high school and~~ serving as a classroom teacher for more than four (4) periods shall be assigned one (1) period for preparation and planning.
- 7.4.2 Unit members employed full-time at high school serving as a classroom teacher for more than five (5) periods shall be assigned two (2) periods for preparation and planning. Prep periods shall be assigned one odd number period and one even number period to the extent possible.
- 7.4.23 Unit members employed at elementary schools shall receive a minimum of ~~two hundred twenty~~ (220) minutes per week of student-free preparation and planning breaks for all kindergarten through third (3rd) grade teachers, and ~~two hundred sixty~~ (260) minutes per week for fourth (4th) and fifth (5th) grade teachers.
- 7.4.4 Unit members employed full-time who accept an additional period of instruction in lieu of a preparation period do so knowing their preparation time for that period will occur beyond the student instructional day.
- 7.4.35 Teachers shall be responsible for assigned students and may not reassign such responsibility without the approval of the site principal.
- 7.4.6 While it is expected that unit members are on campus a minimum of thirty-five (35) hours per week, unit members are not required to be onsite for the entirety of their preparation period unless required to attend student, parent, administrative appointments, or in cases of circumstances requiring campus supervision for safety (e.g., fire drills, emergency issues, etc.), as long as they are in compliance with the definition of professional work week in Article 7.1.2. Staff who leave campus during the instructional day shall notify the site administrator prior to departing campus.
- 7.7.4 Mandated Training

Each unit member is required to participate in **the mandated trainings as required by law or District Mandated Reporting of Child Abuse Training** annually within the first six weeks of the school year. ~~in accordance with AB 1432.~~ The District will offer multiple **training** opportunities within the unit member's contracted work day **prior to the start of school for staff members to complete the training.** Should a unit member not ~~attend a~~ **complete the** training, the unit member will be required to complete the online training modules on a date and/or time that does not interfere with the student instructional day.

7.8 Substituting

7.8.1 Unit members ~~at the intermediate or high school~~ shall not normally be required to substitute during their preparation periods except in the event of sudden illness, accident, emergency, or when substitutes are not available. However, if a unit member does provide substitute service during the unit members' conference/planning period, they will receive compensation calculated at the certificated instructional rate **for the exact time they cover the class.**

7.12 District Days

The District shall provide eligible **elementary** unit members ~~with two days of release time for collaborative planning aligned to LCAP goals and/or elementary report cards.~~ Eligible unit members ~~shall be provided~~ three district days annually (one per trimester) **for completing elementary report cards.** The District shall provide eligible **secondary** unit members with two days of release time for collaborative planning aligned to LCAP goals. An eligible **elementary or secondary** unit member is a teacher of record with a class roster or a teacher responsible for grade submission.

~~7.12.1 An eligible **elementary or secondary** unit member is a teacher of record with a class roster or a teacher responsible for grade submission.~~

7.12.2~~1~~ District days shall be on site or at another district location with approval of the immediate supervisor, but eligible unit members shall not be required to perform student contact services. **Eligible unit members may not use a day adjacent to a holiday or vacation period for this purpose. Eligible unit members may opt out of district days and will be compensated at the substitute rate of pay within thirty (30) days of the end of the school year.**

7.12.3~~2~~ Eligible **secondary** unit members shall take district days as follows:

- Eligible **secondary unit** members ~~in grades 6 through 12~~ shall schedule each district day as a department for collaborative planning as determined by department member(s).
- ~~Individual unit members may opt out of district days.~~
- Eligible **secondary unit** members must use one of the two days before the end of the first semester. ~~Eligible elementary members are allotted one day per trimester.~~

- ~~• Eligible **unit** members may not use a day adjacent to a holiday or vacation period for this purpose.~~
- At the secondary level, the site administrator shall distribute a calendar posted to allow eligible **unit** members and departments to schedule their days prior to September 30 for first semester and February 15 for second semester.
- ~~• Eligible **unit** members who do not use their days will be compensated at the substitute rate of pay within 30 days of the end of the school year.~~

ARTICLE 8. Class Size

8.1 The maximum class size shall not exceed the following levels:

8.1.1	Kindergarten, 1-3	25
8.1.2	Grades 4 and 5	33
8.1.3	Grades 6-8	34
8.1.4	Grades 9-12	36

8.1.5 The District retains the right to waive the maximum in two classes at the middle school (not to exceed 38) and two classes at high school (not to exceed 38).

8.1.6 The maximum students rostered to a unit member at one time for high school teachers shall not exceed one hundred eighty (180) except those programs that are excluded in 8.3. Additional sections beyond a one hundred percent (100%) contract are excluded from this calculation.

8.3 Excluded from the computation of maximum class size are students and unit members for the following programs:

- 8.3.1 Physical Education
- 8.3.2 Music
- ~~8.3.3 Computer~~
- 8.3.43 Team Co-Teaching
- 8.3.54 Special Education Classes
- 8.3.65 Other similar situations

8.4 The maximum average class size at any site shall be 30:1. Excluded from the computation of averages are the classes noted above. ~~plus library science or student aides.~~

8.5 It is understood by the parties that at the secondary level, class size shall be computed by adding the number of students in all regular classroom sections (exclusive of those listed above and applicable class size reduction programs) and dividing by the number of classroom sections.

8.6 The site administration and staff will cooperatively develop the master schedule to meet the mutual interest of having balanced classes and meeting the academic and social-emotional needs of students, as best as possible, subject to the final approval of the principal.

8.67 Specialist services will be provided during this Agreement according to the following ratios:

8.67.1 District Nurse, 1:1,800

8.67.2 Elementary School Counselor, 1:700

8.67.3 Middle School Counselor, 1:450

8.67.4 High School counselor, 1:450

8.67.5 The education specialist caseloads shall be staffed at an average of 20:1 per school site (the elementary SAI self-contained classes will not be included when calculating the elementary caseload average nor be eligible for salary points for the purpose of this article). Should the site caseload exceed this ratio, each education specialist at the school site will receive one salary point for each month the site is over the caseload average.

8.67.6 The average caseload for a speech and language specialist shall not exceed 55 cases. The maximum caseload for a speech and language specialist providing services exclusively to preschool students shall not exceed a count of 40.

8.78 The prescribed ratios stated above specify the minimum counselors to be employed. The District reserves the right to adjust these ratios in cases where a loss of finances occurs or a planned reduction or elimination of services becomes necessary.

8.89 Education specialists shall meet and confer with site and district administration to distribute caseloads and additional assessments equitably subject to the final approval of principal and/or director.

8.9.1 When possible, within the first four (4) weeks of the school year, students who do not currently attend the District (e.g., settlement cases and non-public schools) who have evaluations due that year will be shared with each school site responsible for that assessment.

8.910 The District shall make reasonable efforts to equitably distribute students with Individual Education Programs and students with Section 504 of the 1973 Rehabilitation Act Accommodation Plans among general education teachers with consideration given to previous assignments.

8.910.1 Administration shall meet, upon request, with affected unit members and/or grade level or departments to discuss equitable placement of students identified in 8.9.

ARTICLE 11. Evaluation

11.5 Formal Evaluation of Permanent Unit Members

11.5.1 Schedule of Evaluation for Permanent ~~Teachers~~ Unit Members

Date of Last Evaluation	Next Evaluation for Permanent Teachers in 11.3	Next Evaluation for teachers eligible under 11.3.1
2019-2020	2021-2022	2022-2023
2020-2021	2022-2023	2023-2024

2021-2022	2023-2024	2024-2025
2022-2023	2024-2025	2025-2026
2023-2024	2025-2026	2026-2027
2024-2025	2026-2027	2027-2028

11.5.2 Goal-Setting

Each year, prior to October 15, **unit members teachers** will develop personalized goal(s) for the upcoming school year. **Unit members Teachers** due for formal evaluations should complete the first three sections of the Formal **Unit Member Teacher** Evaluation focused on goal-setting.

Prior to the reflective conversation meeting, the **unit member teacher** may use the reflection resources in the appendix to assist in reflection and goal development.

For the **unit members teachers** who aren't being formally evaluated, the annual goal setting form is to establish areas in which the **unit members teacher** wishes to pursue professional growth and research in the classroom setting.

The **unit member teacher** may revise the unit member goal(s) at any point during the process. Should the evaluator identify areas of concern or specific areas of focus, the evaluator shall provide written notice to the **unit member teacher** of the specific area(s) to be addressed in the evaluation process.

11.5.3 Reflective Conversation

Prior to November 1, principals will meet with **unit members teachers** regarding the goal(s). The purpose of the meeting is to have a reflective conversation regarding the **unit member's teacher's** goals, identify ways in which the evaluator will support the **unit member teacher**, and in the event concerns exist, to identify additional areas of concern or focus.

The **unit member teacher** will submit a copy to the evaluator no later than two days prior to the reflective conversation meeting. The evaluator will complete the unit member section of the goal-setting portion of the form to identify support offered to the **unit member teacher** as well as identifying any additional areas of concern or focus.

While a **unit member teacher** is not required to have a reflective conversation with the evaluator on a non-evaluation year, ongoing communication is ideal for continued growth. Ongoing reflective conversations with peers is expected.

11.5.4 Formal Observations

Formal Observations shall be at a mutually agreed-upon time, with every effort made by the evaluator to maintain the appointment. In the event of an unavoidable change, the evaluator would re-schedule with the evaluatee. Formal observations for permanent **unit members teachers** shall be conducted by March 1.

Prior to the Formal Observation, the Observation Form will be completed by the **unit member teacher** and submitted to the evaluator. The purpose of this step is to give the evaluator information regarding the focus of the observation, instructional strategies the **unit member teacher** plans to employ during the lesson, context for the class or lesson, and the lesson's place in the larger unit of instruction. The Observation Form shall be submitted no later than two school days prior to the scheduled Formal Observation.

The evaluator will conduct one formal observation of the **unit member teacher**. The Formal Observation takes place for a lesson mutually agreed upon by the evaluator and **unit member teacher**. The evaluator uses the **unit member's teacher's** Observation Form to record comments and suggested areas of growth based on the lesson observed.

A conference between the **unit member teacher** and the evaluator will be scheduled within one week of the evaluator's formal observation of the **unit member's teacher's** classroom. During this conference the evaluator and **unit member teacher** will discuss the evaluator's observation of the classroom lesson and the **unit member's teacher's** reflection on the lesson the unit member delivered.

Any concerns on the part of the evaluator should be identified and addressed at this time and an additional observation can be scheduled through mutual agreement as appropriate.

11.5.5 Mid-Year Reflective Conversation

Each year, between January 1 and February 28, principals will meet with **unit members teachers** due for a mid-year progress discussion regarding the **unit member's teacher's** goal(s). The purpose of the meeting is to have a reflective conversation regarding the goals, any revisions made, and/or identify additional or different ways in which the evaluator will support the **unit member teacher**, and in the event they exist, to identify additional areas of concern or focus. The date of this meeting is recorded on the Formal Evaluation Form.

11.5.6 Self-Evaluation and Final Evaluation Meeting with the Evaluator

After the formal observation, subsequent post-observation conference, and mid-year progress discussion are completed the evaluator and **unit member teacher** will schedule a final evaluation conference. The formal evaluation should be scheduled between April 1 to May 15, unless the **unit member teacher** has received a Performance Improvement Plan, in which case the formal evaluation should be held between May 1 and May 15. The **unit member teacher** will complete the self-reflection portion of the Final Evaluation form. The evaluator will complete the remainder of the Final Evaluation form and review with the **unit member teacher**. The evaluator is expected to focus on the **unit member's teacher's** focus area/goal(s), however, feedback and discussion may take place around any of the six CSTPs as proficiency in all of the standards is the goal of a professional educator. For temporary or probationary **unit members teachers**, the evaluator shall evaluate all six CSTPs, the district's standard 7, in addition to progress on the focus areas.

The evaluator will consider the **unit member's teacher's** proficiency with the CSTPs. A **unit member teacher** may make growth in their focus area, but may struggle with a particular CSTP or district standard 7. The evaluator shall provide notice to the **unit member teacher** of any identified concern as quickly as possible after the concern has been identified, as

well as support expectations to correct the concern. Should the **unit member teacher** not demonstrate proficiency in all CSTPs by the final evaluation, the evaluator may refer the **unit member teacher** to the Performance Improvement Plan process. Should the **unit member teacher** choose to formally respond to the evaluation, the **unit member teacher** may submit a written response that will be included with the evaluation.

11.5.7 Performance Improvement Plan

The need for a Performance Improvement Plan is determined by the evaluator and shall be reviewed with the **unit member teacher** no later than March 1. Either the administrator or the **unit member teacher** may request support from a mutually agreed upon peer **unit member teacher** as part of the performance improvement process. Confidentiality shall be maintained among the administrator, **unit member teacher**, and peer **unit member teacher**. The role of the peer **unit member teacher** is supportive, not evaluative. The administrator may allocate additional assignment hours at the certificated non-instructional rate of pay for the peer **unit member teacher**. The administrator shall establish the approved number of hours at the commencement of the support. A **unit member teacher** on a PIP shall receive the final evaluation conference between May 1 and May 15. The **unit member teacher** will be formally evaluated using the standards-based evaluation process focused on the CSTPs and district standard 7. Progress toward the expectations set forth in the PIP shall be reviewed at each reflective conversation during the second evaluation year.

11.6 Formal Evaluation of Temporary and Probationary Teachers

Formal evaluations of temporary and probationary **unit members teachers** shall be conducted every year and shall focus on all six California Standards for the Teaching Profession (CSTP) plus the District-Adopted Standard Seven: Professional Expectations.

11.6.1 Goal-Setting

Each year, prior to October 15, **unit members teachers** will develop personalized goal(s) for the upcoming school year. **Unit members Teachers** due for formal evaluations should complete the first three sections of the Formal **Unit Member Teacher** Evaluation focused on goal-setting.

Prior to the reflective conversation meeting, the **unit member teacher** may use the reflection resources in the appendix to assist in reflection and goal development.

For **unit members teachers** who aren't being formally evaluated, the annual goal setting form is to establish areas in which the **unit member teacher** wishes to pursue professional growth and research in the classroom setting.

The **unit member teacher** may revise their goal(s) at any point during the process. Should the evaluator identify areas of concern or specific areas of focus, the evaluator shall provide written notice to the **unit member teacher** of the specific area(s) to be addressed in the evaluation process.

11.6.2 Reflective Conversation

Prior to November 1, principals will meet with **unit members teachers** regarding the goal(s). The purpose of the meeting is to have a reflective conversation regarding the **unit member's teacher's** goals, identify ways in which the evaluator will support the **unit member teacher**, and in the event they exist, to identify additional areas of concern or focus.

The **unit member teacher** will submit a copy to the evaluator no later than two days prior to the reflective conversation meeting. The evaluator will complete their section of the goal-setting portion of the form to identify support offered to the **unit member teacher** as well as identifying any additional areas of concern or focus.

11.6.3 Formal Observations

Formal Observations shall be at a mutually agreed-upon time, with every effort made by the evaluator to maintain the appointment. In the event of an unavoidable change, the evaluator would re-schedule with the evaluatee. Two formal observations for temporary and probationary **unit members teachers** shall be conducted between November 15 and February 15, the first of which shall be conducted before winter break.

Prior to the Formal Observation, the Observation Form will be completed by the **unit member teacher** and submitted to the evaluator. The purpose of this step is to give the evaluator information regarding the focus of the observation, instructional strategies the **unit member teacher** plans to employ during the lesson, context for the class or lesson, and the lesson's place in the larger unit of instruction. The Observation Form shall be submitted no later than two school days prior to the scheduled Formal Observation.

Formal observations take place for a lesson mutually agreed upon by the evaluator and **unit member teacher**. The evaluator uses the **unit member's teacher's** Observation Form to record comments and suggested areas of growth based on the lesson observed.

A conference between the **unit member teacher** and the evaluator will be scheduled within one week of the evaluator's formal observation of the **unit member's teacher's** classroom. During this conference the evaluator and **unit member teacher** will discuss the evaluator's observation of the classroom lesson and the **unit member's teacher's** reflection on the lesson the unit member delivered.

Any concerns on the part of the evaluator should be identified and addressed at this time and an additional observation can be scheduled through mutual agreement as appropriate.

11.6.4 Mid-Year Reflective Conversation

Each year, between December 15 and January 15, principals will meet with **unit members teachers** due for a mid-year progress discussion regarding the **unit member's teacher's** goal(s). The purpose of the meeting is to have a reflective conversation regarding the goals, any revisions made, and/or identify additional or different ways in which the evaluator will support the **unit member teacher**, and in the event they exist, to identify additional areas of concern or focus. The date of this meeting is recorded on the Formal Evaluation Form.

11.6.5 Self-Evaluation and Final Evaluation Meeting with the Evaluator

After the formal observation, subsequent post-observation conference, and mid-year progress discussion are completed the evaluator and **unit member teacher** will schedule a final evaluation conference. The formal evaluation should be scheduled between February 1 and February 28. The **unit member teacher** will complete the self-reflection portion of the Final Evaluation form. The evaluator will complete the remainder of the Final Evaluation form and review with the **unit member teacher**. The evaluator shall evaluate all six CSTPs, the district's standard 7, in addition to progress on the focus areas.

The evaluator will consider the **unit member's teacher's** proficiency with the CSTPs. A **unit member teacher** may make growth in their focus area, but may struggle with a particular CSTP or district standard 7. The evaluator shall provide notice to the **unit member teacher** of any identified concern as quickly as possible after the concern has been identified, as well as support expectations to correct the concern. Should the **unit member teacher** not demonstrate proficiency in all CSTPs by the final evaluation, the evaluator may refer the **unit member teacher** to the Performance Improvement Plan process.

Should the **unit member teacher** choose to formally respond to the evaluation, the **unit member teacher** may submit a written response that will be included with the evaluation.

11.6.6 Performance Improvement Plan

The need for a Performance Improvement Plan is determined by the evaluator by the final evaluation meeting. Either the administrator or the **unit member teacher** may request support from a mutually agreed upon peer **unit member teacher** as part of the performance improvement process. Confidentiality shall be maintained among the administrator, **unit member teacher**, and peer **unit member teacher**. The role of the peer **unit member teacher** is supportive, not evaluative. The administrator may allocate additional assignment hours at the certificated non-instructional rate of pay for the peer **unit member teacher**. The administrator shall establish the approved number of hours at the commencement of the support. The PIP shall be reviewed with the **unit member teacher** within two weeks after the final evaluation. The **unit member teacher** will be formally evaluated the subsequent year using the evaluation process that is focused on the CSTPs and district standard 7. Progress toward the expectations set forth in the PIP shall be reviewed at each reflective conversation during the second evaluation year.

ARTICLE 12. Leaves

12.4 When unit members are going to be absent from duty, they shall follow the directions as supplied by the District Office each school year which states:

- ~~When a substitute is required, Leave is deducted in three and a half (3.5) hour (AM or PM half days) or seven (7) hour increments (full day).~~
- ~~In situations of emergency or short-term nature of less than thirty (30) minutes, unit members may mutually agree to cover the assignment upon notice provided to the school office. Should this occur on a regular basis, the site administrator may require approval of such agreements.~~ **In unavoidable or in emergency situations when unit members are required to leave less than 30 minutes early, unit members will notify**

supervisors to arrange coverage. This leave will not be deducted from an employee's leave bank.

- ~~Leave that does not require substitute coverage will be deducted in one (1) hour increments.~~
- A unit member's absence in the absence management system needs to match the number of contracted hours (see 7.1.2), inclusive of preparation time, that the employee will be off campus.

12.5.10 When an employee exhausts all of their sick time and does not qualify for extended illness leave, any future unrelated personal illness absences will be paid at the differential rate with proof of a doctor's note. Any other absences will be marked as unpaid leave.

12.6 Extended Illness Leave

12.6.1 If a unit member has utilized all accumulated sick leave and remains absent from duties on account of illness or accident for a period of five (5) school months or less, the amount deducted from the unit member's monthly salary shall not exceed the district's long term substitute rate of pay during the unit member's absence or, if no substitute was employed, the amount that would have been paid to a substitute. The District shall make every reasonable effort to secure the services of a substitute employee if it is deemed necessary.

12.14 Family Medical Leave Act/California Family Rights Act

12.14.1 The District will grant unpaid family and medical leave to eligible unit members in accordance with the provisions of the Federal Family and Medical Leave Act of 1993 (FMLA). In accordance with FMLA, the District will grant up to twelve (12) work weeks of unpaid family and medical leave with continuation of existing District-paid health and welfare benefits to eligible unit members for the birth, adoption, or foster care placement of a child with the unit member, or for care of the unit member, unit member's child, spouse, designated person, or parent with a serious health condition. A unit member is eligible for this leave if the unit member has worked for the District for a total of at least twelve (12) months and has worked at least one thousand two hundred fifty (1,250) hours over the previous twelve (12) months.

12.14.2 For purposes of this article, "designated person" means any individual related by blood or whose association with the employee is the equivalent of a family member relationship. Employees are limited to one (1) Family Care and Medical Leave of absence for a designated person per 12-month period.

ARTICLE 17. School Calendar

17.2 The calendar will include 197 days of duty for counselors, digital media specialists, student support specialists and nurses. The calendar will include 211 days of duty for coordinators.

17.3 A Minimum days will be scheduled for Back-to-School night, Open House night, and Elementary conferences.

ARTICLE 18. Salary Schedule

- 18.3** The basis of the salary schedule is a point system. The value of ~~\$247.6735.88~~ shall be awarded for school year ~~20232-20243~~ (refer to Appendix A). On the Counselor Salary Schedule (refer to Appendix A), the value of ~~\$261.0748.64~~ shall be awarded for school year ~~20232-20243~~. On the Nurse Salary Schedule (refer to Appendix A), the value of ~~\$298.3684.15~~ shall be awarded for school year ~~20232-20243~~. **On the Coordinator Salary Schedule (refer to Appendix A), the value of \$319.40 shall be awarded for school year 2023-2024.** An additional five points will be added to a unit member's salary after completion of 16 years of service and an additional 20 points will be added after completion of 23 years of service
- 18.5** In cases where a unit member's monthly paycheck is less than the amount due, the Business Office will issue the difference in the form of a revolving cash check within twenty-four (24) hours. ~~When an overpayment occurs, an adjustment will be made on the following monthly payment unless the unit member makes the correction prior to the next pay period.~~ **When an overpayment occurs, the Business Office will notify the unit member of the overpayment, and the unit member will have 30 day(s) to provide a response before the Business Office commences recoupment actions. If the unit member submits a response prior to the next pay period, the District will consider the response and determine whether recoupment is appropriate. If the unit member does not respond within 30 day(s), the unit member has no objection to recoupment, or if the District otherwise determines recoupment is appropriate, the Business Office will make the appropriate adjustment through a payroll deduction covering at least the same number of pay periods in which the error occurred. Payroll deductions shall not exceed 25 percent of the unit member's net disposable earnings for each payroll amount.**
- 18.6** Direct student hourly instruction rate of pay shall be ~~\$57.354.62~~ per hour (includes grading of student work not on the teacher's roster) and other district-approved work performed by a bargaining unit member on a voluntary basis shall be paid at an hourly rate of ~~\$50.1947.80~~.

Summer School pay shall be as follows:

<u>Years of LBUSD Experience</u>	<u>Hourly Rate</u>
1-5	\$57.354.62
6-15	\$64.521.45
16-21+	\$71.7268.30

These hourly rates of pay shall be increased each school year by the same percentage increase as is applied to the Certificated Unit Member Salary Schedule.

- 18.9** ~~Step advancement on the salary schedule occurs once the unit member works at least seventy-five (75%) of the work year. See Article 12.13.9 for pregnancy disability leave.~~

ARTICLE 19. Fringe Benefits

- 19.1** The District agrees to provide certificated employees **on a sixty (60) percent contract or greater**, and their dependents, medical, dental, life and vision (life and vision for employees only) insurance up to the district cap specified in 19.2.

19.6.4 It shall be the unit member's responsibility to make the over-the-cap fee and dependent premium payment to the Business Office by the 10th of each ~~school~~ month. Default of two consecutive monthly payments shall result in the immediate termination of coverage. The District shall not assume the responsibility of reminding the retiree of premiums due.

APPENDIX A – Certificated Unit Member Salary Schedule

A.4 The basis of this salary schedule is a point system. For ~~2023-2024~~ 2022-2023, each **certificated salary schedule has a point has a value of as follows:**

\$247.67 235.88	Teacher/Speech Language Pathologist
\$261.07	Counselor/Student Support Specialist
\$298.36	Nurse/Digital Media and Library Specialist
\$319.40	Coordinator

A.4.4 Experience Credit

A.4.4.1 A minimum salary of:

~~\$ 71,083~~ 67,697 for ~~2023-2024~~ 2023-2024 will be granted to a unit member without teaching experience.

A.4.4.2 A one-half year experience increment shall be granted to those unit members serving in the District one-half or more of a school year. Such experience must have been gained beginning with the 1967/68 school year. A full year intern unit member shall receive one-half year credit on this schedule. **Please note, effective July 1, 2023, no additional employees will be assigned to the half yearly salary schedule. In July 2025, any remaining unit members on the half yearly salary schedule will be transitioned to the yearly salary schedule.**

A.4.6 **Professional Growth.** The District has made provision for incentive to encourage directed professional growth. It is the District's intention that activity used from credit under this section be directed to the growth of the unit member related to their area of assignment. The school principal will be the recommending agent. The District will recognize 20 points for an approved program earned by completion of college classes, attendance at workshops, conferences and conventions focused on the District's strategic goals and ~~Common Core~~ State Standards for which there is no District financial support and through an approved education travel program. **Proof of completion of pre-approved professional growth activities from Sept 16 of the prior year to Sept 15 of the current year must be submitted by Nov 30 to Human Resources for application to the current year's salary.**

A.4.7 General Conditions:

A.4.7.1 Units earned under this section may not be used for credit in A.4.3 of this schedule, ~~but may apply as hurdle requirements under A.5.2.~~

(a) Requests for professional growth units shall be submitted **to the site principal for pre-approval.** ~~for recommendation by the Professional~~

~~Growth Committee and~~ Final approval will be made by the Assistant Superintendent of Human Resources.

- (b) Compensation for professional growth units shall be awarded on the next contract following the completion of the activity and shall remain a permanent factor in computing a unit member's salary.

~~A.5—Special Provisions—~~

~~A.5.1—Changes in Classification.~~ Changes in classification must be made by May 1 of each year based on unit credits earned or in progress during a current semester or quarter. These courses must terminate on June 30, and must be officially certified by a written statement from the employee.

It is the unit member's responsibility to see that official transcript or records are filed in the Human Resources Office by the deadline. Salary adjustment for reclassification of courses completed by September 15 shall be computed during the month of November for the December 1 paycheck, such payment shall be retroactive to the first of the year.

~~—A.5.2—Hurdle Requirements (Increments)~~

~~A.5.2.1~~ By May 1 of the third year of service with the District and by May 1 of each fourth year of service thereafter, each unit member shall file in the Human Resources Office official transcripts showing completion of six (6) semester units of lower division work OR four (4) semester units of upper division or graduate work in order to receive an increment on the salary schedule for the following school year.

~~A.5.2.2~~ Courses in progress during the spring semester or quarter and terminating on June 30 may be officially certified by a written statement from the unit member.

~~A.5.2.3~~ Travel or other evidence of professional advancement may be substituted for four of the six semester units of lower division work, subject to prior approval by the Superintendent.

~~A.5.2.4~~ If a unit member meets the hurdle requirements by the due date for submission, they will be placed at their appropriate experience level beginning with the following year.

~~—A.5.3—Limitations~~

A.5.3.1 Fifteen (15) unit points must be earned before credit is given for more than six (6) years' experience.

A.5.3.2 Thirty (30) unit points must be earned before credit is given for more than eight (8) years' experience.

A.5.3.3 Forty five (45) unit points must be earned before credit is given for more than ten (10) years' experience.

Upon receiving unit points needed to fulfill the requirements delayed by the above limitation, full experience credit shall be granted.

EXPERIENCE

Years	1	2	3	4	5	7	8	9	10	11
17										
Units										
1 15										
15 30										
30 45										
45 60										

A.6 Doctorate Degree. A unit member with an earned Doctorate Degree from an accredited institution and registered in the Superintendent's Office prior to the beginning of the current school year shall receive \$2,500 over and above his the unit member's placement on the salary schedule. **Official transcripts must be submitted to Human Resources by November 30.**

A.7 Long-Term Substitute Pay. Pay for long term substitute unit members and temporary unit members who assume full responsibility of the regular unit member is as follows:

\$220.00 per day for ~~2023-2024~~ 2022-2023

CERTIFICATED SALARY SCHEDULE CALCULATION EXAMPLES

Credit for 5 years of experience is the maximum allowed teachers new to the District.

Point/Unit Value = ~~\$235.88 (2022-2023)~~(2023-2024)
\$247.67 Teacher/Speech Language Pathologist
\$261.07 Counselor/Student Support Specialist
\$298.36 Nurse/Digital Media and Library Specialist
\$319.40 Coordinator

Example 1: B.A. + 3 years of experience 339.0 points
 30 graduate semester units 30.0 units
 Master's Degree 21.0 points
 390 total points/units x ~~\$247.67~~~~35.88~~ = ~~\$96,591~~~~1,993~~

Example 2 is another method of computing figures used in Example 1:

Example 2: B.A. + 3 years of experience 339.0 points x ~~\$247.67~~~~35.88~~ = ~~\$83,960~~~~75,438~~
 30 graduate semester units 30.0 units x ~~\$247.67~~~~35.88~~ = ~~\$ 7,430~~~~6,676~~
 Master's Degree 21.0 points x \$247.67~~35.88~~ = \$ 5,201~~4,673~~
 TOTAL: ~~\$96,591~~~~1,993~~

Example 3: B.A. + 10 years of experience 458.0 points
 44 graduate semester units 44.0 units
 Master's Degree 21.0 points
 523.0 total points/units x ~~\$247.67~~~~35.88~~ = ~~\$129,531~~~~3,365~~

Example 4 shows an individual frozen at Range 1, Step 6 because of lack of graduate units to advance:

Example 4: B.A. + 8 years of experience 385.5 points
 14 graduate semester units 14.0 units
 399.5 points/units x ~~\$247.67~~~~35.88~~ = ~~\$98,944~~~~4,234~~

Example 5 shows an individual without a Master's Degree, which limits allowable number of graduate units:

Example 5: B.A. + 14 years experience 494.5 points
 60 graduate semester units 55.0 units (55 maximum without M.A. Degree)
 549.5 points/units x ~~\$247.67~~~~35.88~~ = ~~\$136,095~~~~29,616~~

After an employee has been hired by the District, the District will recognize 20 points for an approved program earned by completion of college classes, attendance at workshops, conferences and conventions, **or through an approved education travel program** focused on the District's strategic goals and ~~Common Core~~ state standards for which there is no District financial support ~~and~~.

Example 6: ~~M.A. B.A.~~ + 20 years of experience 546.0 points
 64 graduate semester units 64.0 units
 Master's Degree 21.0 points
16 Year Longevity 5.0 points
 Professional Growth Points/Units 14.0 points
 650 total points/units x ~~\$247.67~~~~35.88~~ = ~~\$160,986~~~~52,143~~

Example 7: **M.A.** + 23 years of experience: 566.0 points
 64 graduate semester units: 64.0 units
 Master's Degree 21.0 points
16 Year Longevity 5.0 points
20 Year Longevity 20.0 points
 Professional Growth Points/Units: 14.0 points
 606.0 total points/units x ~~\$247.67~~~~35.88~~ = ~~\$170,892~~~~56,860~~

Longevity Bonus: After 16 years of experience, add five points to the annual salary amount at any step. After 23 years of experience, add 20 points to annual salary amount at any step.

Board Approved: June 23, 2022

CERTIFICATED COUNSELOR/STUDENT SUPPORT SPECIALIST SALARY SCHEDULE CALCULATION EXAMPLES

Credit for 5 years of experience is the maximum allowed teachers new to the District.

Point/Unit Value = ~~\$261.0748.64~~ (2023~~2~~-2024~~3~~)

<u>Example 1:</u> M.B.A. + 3 years of experience	339.0 points
30 graduate semester units	30.0 units
Master's Degree	<u>21.0 points</u>
	390.0 total points/units x \$261.0748.64 = \$101,81796,970

Example 2 is another method of computing figures used in Example 1:

<u>Example 2:</u> M.B.A. + 3 years of experience	339.0 points x \$261.0748.64 = \$88,50379,519
30 graduate semester units	30.0 units x \$261.0748.64 = \$ 7,832037
Master's Degree	<u>21.0 points x \$261.0748.64 = \$ 5,4824,926</u>
	TOTAL: \$101,81796,970

<u>Example 3:</u> M.B.A. + 10 years of experience	458.0 points
44 graduate semester units	44.0 units
Master's Degree	<u>21.0 points</u>
	523.0 total points/units x \$261.0748.64 = \$136,5400,039

Example 4 shows an individual frozen at Step 6 because of lack of graduate units to advance:

<u>Example 4:</u> B.A. + 8 years of experience	385.5 points
14 graduate semester units	<u>14.0 units</u>
	399.5 points/units x \$261.0748.64 = \$104,29799,332

Example 5 shows an individual without Master's Degree, which limits allowable number of graduate units:

<u>Example 5:</u> B.A. + 14 years experience	494.5 points
60 graduate semester units	<u>55.0 units</u> (55 maximum without M.A. Degree)
	549.5 points/units x \$261.0748.64 = \$143,45836,628

After an employee has been hired by the District, the District will recognize 20 points for an approved program earned by completion of college classes, attendance at workshops, conferences and conventions, **or through an approved education travel program** focused on the District's strategic goals and ~~Common Core~~ state standards for which there is no District financial support ~~and~~.

<u>Example 6:</u> M.B.A. + 20 years of experience:	546.0 points
64 graduate semester units	64.0 units
Master's Degree	21.0 points
16 Year Longevity	5.0 points
Professional Growth Points/Units	<u>14.0 points</u>
	650 45.0 total points/units x \$261.0748.64 = \$160,373

<u>Example 7:</u> M.A. + 23 years of experience:	566.0 points
64 graduate semester units:	64.0 units
Master's Degree	21.0 points
16 Year Longevity	5.0 points
20 Year Longevity	20.0 points
Professional Growth Points/Units:	<u>14.0 points</u>
	690 65.0 points/units x \$261.0748.64 = \$180,82865,346

Longevity Bonus: After 16 years of experience, add five points to the annual salary amount at any step. After 23 years of experience, add 20 points to annual salary amount at any step.

Board Approved: June 23, 2022

The following clarifying language will be added to the updated salary schedules in the 2023-2024 contract:

Teacher, Teacher Half Yearly, Counselor/Student Support Specialist: Unit members are required to be onsite for a minimum of thirty-five (35) hours onsite per week.

Nurses/Digital Library Media Specialists and Coordinators: Unit members are required to be onsite for a minimum of forty (40) hours onsite per week.

APPENDIX B – Athletic Stipends

B.1 Stipends

Stipend indicated in Appendix B is paid for regular season only. The percentage is based on Range 1/Step 1 of the Teacher Salary Schedule.

B.2 Length of Season

Length of season is based on current CIF Blue Book dates. In the event a season extends over a vacation period, those weeks are counted, if the team either practices or performs during the vacation period. The regular season stipend does not include post-season CIF weeks.

B.3 Coaching Periods

Availability of coaching periods shall be determined by the site administrator with input from ~~with~~ the District Athletic Administrator. Should a coaching period be made available to a unit member, the period shall be part of the unit member's regular schedule (i.e. cannot be a 6/5 additional assignment). Coaches who coach at the site where they teach are eligible for coaching periods, should coaching periods be available. This includes unit members, but excludes classified personnel and walk-on coaches. Coaches who receive a coaching period receive the regular stipend indicated in Appendix B.

B.4 Unit members who are not assigned a coaching period receive the increased stipend in accordance with Appendix B. This does not pertain to other contracted district employees (classified and confidential) or walk-on coaches.

B.5 Longevity

Longevity bonus of 5% of the stipend earned shall be offered to coaches with five (5) years of coaching service. Longevity bonus of 10% of the stipend earned shall be offered to coaches with ten (10) years of coaching service. Longevity bonus of 15% of the stipend earned shall be offered to coaches with fifteen (15) years of coaching service. Longevity is calculated on the number of years as a coach for the district. Years of service as a coach do not have to be consecutive. Unit members and contracted district employees (classified and confidential) are eligible for coaching longevity bonuses.

B.6 Coaches who coach more than one sport are eligible for one multi-sport bonus of 5% of the largest stipend earned, provided they are the head coach for at least one sport. This does not apply to coaches of the girls and boys teams of the same sport in the same season.

B.7 Coaches who are the varsity head coach for both boys and girls teams of the same sport (E.G. cross country, track, swimming) receive one stipend and the same season bonus of 20% of the stipend. **This is intended for sports who practice together as a recognition of the additional duties associated with running two sports concurrently.**

B.8 Out of season/CIF pay

Out of season or CIF playoff pay, regardless of funding source, is assigned on a per week basis, and is calculated **as follows using the following formula: ten percent (10%) of the in-season stipend per week of participation.**

~~(stipend earned/weeks in regular season) x number of out of season weeks = out of season pay~~

Marching Band Director and Cheer Coach are also eligible for CIF playoff pay as calculated above.

B.9 Reapportionment of Coaching Stipends

Reapportionment requests shall be submitted in writing by the site administrator and District Athletic Administrator and approved by the Superintendent or designee. The term of approval shall be for one season unless otherwise indicated. The total value of the reapportioned stipends shall not exceed the value of the original stipend.

The following stipend changes have been agreed to and will be reflected in the Athletic Coaching Stipend List attached to the 2023-2024 contract:

- **Reduce the boy's sand volleyball head coach/assistant coach stipend from 8%--5.4% to 5.4%--3.8% due to the sport not competing at the CIF level.**
- **Add the new CIF sport of girl's flag football with one head coach and two assistant coach stipends at 8%--5.4%.**
- **Increase the surf head coach stipend from one to two.**
- **Increase the wrestling head coach stipend from one to two.**

APPENDIX C – Academic Stipends

C.5 Site Discretionary Flexible Pools

To provide flexibility for school-initiated programs, individual schools may use the established "flexible pool" of stipends for school-specific positions. Flexible pool requests shall be submitted in writing by the site administrator after consultation with department or grade level chairpersons, and approved by the Superintendent or designee.

C.6 MTSS Flexible Pool (40%)

To provide flexibility to the multi-tiered systems of support at each school site, individual school may use the established "flexible pool" of stipends for MTSS related initiatives. This can include but is not limited to the following positions: behavior lead, academic lead, intervention lead, tutorial/advisement lead, attendance lead, etc. Unit members and site administration will work collaboratively to develop the MTSS stipend positions at their respective sites.

Stipend Descriptions

GATE Site Coordinator

Recommended: GATE Certification

- ~~Coordinate/write the quarterly site newsletter articles to support District GATE Coordinator.~~
- Host parent GATE meetings in September and May.
- Organize and coordinate site ILP (Individual Learning Plan) meetings with the cluster teachers.
- Maintain a student GATE folder and collect pertinent information including yearly ILP.
- Organize ~~and facilitate~~ optional after school GATE class
- Manages annual GATE testing and parent notification at the site level.
- Assist District GATE Coordinator ~~Keep and update~~ with updating school's data of identified GATE students (Google Sheet, Student Cumulative Folders, Aeries).

- Attend District GATE meetings

Department or Grade Level Chair

Minimum requirements: Department and Grade Level Chairpersons shall be assigned on a rotation cycle of no more than two (2) years. A unit member may decline the rotation. Department and Grade Level Chair meetings may occur up to twice per month.

- Provide site-level leadership in conjunction with the District curriculum process.
- Attend site leadership team meetings, representing the teachers in the department or grade-level.
- Chair regularly scheduled department or grade-level meetings, including setting agendas and keeping minutes.
- May work with the principal on department or grade level budgets.
- Share information with department or grade-level teachers, i.e., staff development opportunities, District curriculum efforts, pertinent research, etc.
- **Coordinate Assist with** student competitions and awards programs in the content area.
- Work closely with **library appropriate** staff to see that educational materials are available to meet student needs.
- Provide orientation for department or grade-level teachers and student teachers.
- Act as a SSC contact person (Chairperson does not have to be a member of School Site Council).
- Plan, with the administration, staff development opportunities for program improvement in targeted areas.
- Participate in the selection of curricular-area personnel.
- Provide input to administration on student placement in courses and grade levels.
- Assist with testing preparation and coordination.
- Oversee and adjust department policies, curriculum, and the development of course pacing guides.

School Site Council Coordinator

Minimum requirements: None

The School Site Council (SSC) **Coordinator Facilitator** is responsible for arranging the work of the School Site Council to fulfill its role in pursuing its purpose:

The SSC facilitator will:

- Know, follow and, when necessary, revise the bylaws
- Maintain a full SSC by conducting elections for the positions as necessary
- Set and distribute the agendas
- Arrange the data and support materials necessary
- Ensure that minutes are generated
- Other organizational duties in pursuit of the SSC's purpose and By Laws.
- Maintains the **School Plan for Student Achievement (SPSA)** and makes changes annually
- Aligns SPSA to other school site plans and documents
- Provide input for the District's **Local Control Accountability Plan (LCAP)**

Purpose of LBHS School Site Council:

- ~~Provide input for LBHS Single Plan for Student Achievement~~
- ~~Analyze data relevant to school-wide goals~~
- ~~Recommend and approve goals for LBHS that are parallel to the District's Local Control Accountability Plan (LCAP), the school's WASC Action Plan and are based on the data.~~

Tech Lead 3%

Minimum requirements: Strong skillset in the integration of technology into instructional practices, including integration into units and lessons

- **Facilitate conversations and meetings with colleagues regarding implementation of technology;**

- Attend technology after school meetings and release day meetings during work hours
- Attend regularly scheduled professional learning opportunities focused on technology;
- Support teachers in the integration of technology in instruction, including California standards and 1:1 programs;
- Support the site-based grading applications and learning management applications;
- Research and identify instructional resources for technology, for use in lessons, units, and assessment;
- Implement Project Based Learning best practices in their classroom;
- Build relationships with site staff to promote open communication and further improve instructional technology practice;
- Assist with updating and maintaining school website and social media;
- Provide site-based training on topics.

Green Team Lead 3%

Minimum requirements: Strong interest in environmental stewardship and sustainability

- Work with Coordinator of Environmental Literacy to implement environmental literacy education and sustainability initiatives at the site
- Coordinate site green team meetings and agenda
- Lead of site's recycling program
- Lead school's efforts related to waste reduction, recycling, composting, and energy conservation
- Attend District Sustainability Committee meetings

HIGH SCHOOL POSITIONS

Journalism Advisor

Minimum Requirements: Knowledge in journalistic writing standards (AP Style), graphic design principles and programming, editing software, journalistic photography standards, and web design. Experience in teaching the complexities of a professional process: decorum/diplomacy; information gathering; fact-checking; acknowledgment of sources (e.g., providing photo credits); avoiding copyright infringement. Understands how school publications are critically reviewed; understands the importance of accuracy and fairness of information. Valid teaching credential **in English** or authorization in English.

- Holds students accountable with publication deadlines
- Produces seven (7) printed publications a year
- Oversees and manages student editorial staff
- Coordinates with contracted publisher representative(s)
- Manages journalism budget

Yearbook/Graphic Publications Advisor

Minimum requirements: Knowledge in journalistic writing standards (AP Style), graphic design principles and programming, editing software, journalistic photography standards, and web design. Experience in teaching the complexities of a professional process: decorum/diplomacy; information gathering; fact-checking; acknowledgment of sources (e.g., providing photo credits); avoiding copyright infringement. Understands how school publications are critically reviewed; understands the importance of accuracy and fairness of information. Valid Teaching Credential in Art, ~~or~~ English Language Arts, **or CTE Arts, Media, Entertainment credential.**

- Coordinate and edit LBHS yearbook, The Nautilus
- Attend and chaperone 4-day yearbook camp over the summer
- Oversee and manage student editorial staff

- Coordinate with contracted yearbook publisher representative(s)
- Resolve all technology related issues with district and publisher technology departments
- Oversee and serves as the point of contact for senior recognition advertisements
- Manage distribution of yearbooks
- Liaison with athletics office and booster parents
- Liaison with arts department
- Coordinate with contracted school photographer
- Manage yearbook budget
- Follow up on necessary missing items, such as photos, articles, quotations, etc.
- Distribute and coordinate communication regarding publication deadlines to students and parents
- Manage photography equipment

Academic Competition/Enrichment Coordinator(s)

Minimum requirements: None

- Coordinate recruitment and entrance application/fees
- Prepare students for competition
- Host preparation meetings as needed
- Assist administration with communication and attendance

MIDDLE SCHOOL POSITIONS

Outdoor Science Coordination

Minimum requirements: None

- Organizes travel, group logistics, and works with administration and the department team to determine the timing of the camps
- Creates and implements system of accountability for students, staff, and chaperones
- Coordinates parent, student, and staff communications including Science Camp Information sessions
- Assists administration and administrative assistant by identifying camp costs, and potential grant writing and fundraising activities
- Assists administration and department team in organizing the timing of camp dates

Destination Imagination Advisor

Minimum requirements: None

- Host and coordinate weekly lunch time instant challenges
- Coordinate site activities
- Organize regional competition at site
- Instant Challenge Play Day coordination
- Communicate and coordinate with team managers and regional directors

Outdoor Science Support School Chaperone

Minimum requirements: Valid teaching credential

- Chaperone students for three days and nights of science camp

Geography Bee

Minimum requirements: None

- Host weekly preparation meetings
- Coordinate official county entrance applications and fees
- Prepare students for competition
- Direct site level Geography Bee competition

Spelling Bee

Minimum requirements: None

- ~~Host weekly preparation meetings~~
- ~~Coordinate official county entrance applications and fees~~
- ~~Prepare students for competition~~
- ~~Direct site level Spelling Bee competition~~

Academic Competition/Enrichment Coordinator(s)

Minimum requirements: None

- Coordinate recruitment and entrance application/fees
- Prepare students for competition
- Host preparation meetings as needed
- Assist administration with communication and attendance

Middle School Administrative Designee

Recommended: Certificate of Eligibility or Administrative Credential

- Assumes responsibility of managing the school site in the absence of the principal.
- Assists the principal in maintaining a school climate that strongly reinforces teachers' achievements, good performance, and teachers' sense of their contribution to the profession.
- Interacts with parents, students, and staff as necessary on disciplinary matters in the absence of the principal.
- May participate in IEP meetings as the administrative designee in absence of site administrators.

ELEMENTARY SCHOOL POSITIONS

Site Testing Coordinator

Minimum requirements: Upper-grade teacher preferred

- Coordinates CAASPP testing for site (creating testing schedule, attends county training, manages opt out list and affidavits, **support student accessibility resources and accommodations**, coordinates make-up testing etc.)
- **Supports physical education teacher with completion of the Physical Fitness Test**
- Develops and facilitates staff trainings in preparation of state testing

Student Council Advisor

Minimum requirements: Valid teaching credential

- Manages student government program **including planning of agendas for weekly meetings and communication with parents and students**
- Plan skits for flag assemblies **and scripts for announcements**
- Coordinates various philanthropic events **with community partners** (canned food drive, clothing drive etc.)

Elementary VAPA Coordinator

Minimum requirements: Valid teaching credential

- ~~Collaborate with teachers to identify needs and supports for standards-based art instruction in the classroom setting.~~
- ~~Assist with District efforts to collaborate with local community art organizations into classroom instruction and field trips as designed by the VAPA Coordinator in collaboration with classroom teachers.~~

- ~~Plan and coordinate elementary art shows in consultation with other VAPA Coordinators and/or TOSAs.~~
- ~~Assisting with vertical alignment for K-12 VAPA education by meeting with grade level chairs and other VAPA Coordinators and/or TOSAs.~~
- ~~Researching training and programs to support K-5 VAPA curriculum.~~
- ~~Attending county level VAPA meetings and communicating relevant information with stakeholders.~~

Pilgrim Advisor

Minimum requirements: Valid teaching credential

- ~~Coordinates the pilgrim trip for their respective class~~
- ~~Stays with the class overnight on the Pilgrim and ensures all students are picked up at the end~~

The following stipend changes have been agreed to and will be reflected in the Extra Duty/Academic Stipend List attached to the 2023-2024 contract:

- Increase WASC coordinator (HS) stipend from one to two
- Increase department chair stipend from eight to nine at the HS
- Increase counseling events stipend from three to four at the HS
- Remove the Destination Imagination, geography bee, and spelling bee stipends from the MS list
- Add four academic competition stipends with the range of .75% to 3.25% for both MS and HS
- Add a MS admin designee stipend of 3%
- Add two site tech lead stipends of 3% to each school site
- Add one green team stipend of 3% to each school site
- Increase the elementary site testing coordinator from two to four
- Reduce the GATE site coordinator from 3.25% to 2.5%
- Increase the student council advisor from 2.5% to 3.25%
- Increase the grade level chair stipend from fourteen to sixteen at ES
- Remove the Pilgrim stipend
- Remove the elementary VAPA coordinator stipend
- Increase the elementary admin designee from 3.25% to 5%
- Add a MTSS flex pool of 40% for each school site

The Laguna Beach United Faculty Association/CTA/NEA

DocuSigned by:
Sara Hopper
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Sara Hopper, President and Bargaining Chair, LaBUFA

The Laguna Beach Unified School District

DocuSigned by:
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Mike Conlon, Assistant Superintendent, Human Resources