

AGREEMENT

CALIFORNIA MILITARY INSTITUTE AND CALIFORNIA MILITARY INSTITUTE TEACHERS ASSOCIATION

July 1, 2021 to June 30, 2024



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1 AGREEMENT

2 The Articles and provisions contained herein constitute a binding agreement (“Agreement”) by and
3 between the California Military Institute (“Charter”) and the California Military Institute Teachers
4 Association (CMITA).

5 Any issue, subject, or matter discussed by the Charter and CMITA during negotiations for this
6 initial collective bargaining agreement not contained in this document shall be considered withdrawn by
7 the party presenting it. Any “oral agreement” or “understanding” not reflected in writing herein shall
8 have no force or effect.

1 ARTICLE I

2 RECOGNITION

3 The Charter confirms its recognition of the Association as the exclusive representative for the
4 certificated unit members as follows: Teachers, Instructional Coaches, School Counselors, and Teachers
5 on Special Assignment (TOSA). Excluded are all positions designated management, supervisory,
6 classified and substitutes.

7 The Association agrees that the unit is appropriate and that it will not seek a clarification of the unit,
8 either as to the specific exclusions or the enumerated inclusions, except as to any new positions created
9 subsequent to the signing of this Agreement.

1 ARTICLE II

2 ASSOCIATION RIGHTS

3 1. Use of Bulletin Board Space

4 The Association may use bulletin board spaces as designated by the Principal and subject to the following
5 conditions:

6 a. All postings shall contain the date of posting and identification.

7 b. A copy of each posting shall be delivered to the Commandant/Principal's mailbox at the
8 same time as the posting.

9 c. Posted information will not be defamatory of the Charter School.

10 d. The bulletin board space designated shall be identified with the Association's name.

11 e. The authorized Association Representative shall have the responsibility of posting
12 materials on the bulletin board and keeping such notices timely.

13 2. Use of Mailboxes

14 The Association shall be entitled to place material in the mailboxes of unit members. Such material will
15 be accurately identified by the Association and approved by the Association President or designee.
16 Placement shall be made by the building representative or other authorized Association representative.
17 Copies of all public mailings shall be mailed or delivered to the Commandant/Principal at the same time
18 the materials are placed in the unit member's mailbox.

19 3. Association Activities

20 Unit members or Association officials will conduct all Association business before and/or after the
21 instructional day or during the unit members duty-free lunch.

1 4. New Employee Access and Contact Information

- 2 a. Upon reasonable advance request, names, addresses and telephone numbers (if authorized) of all
- 3 unit members shall be provided, without cost to the Association, to the extent permitted by law.
- 4 b. The Charter shall notify the Association of all new hires and their effective start date, once the
- 5 employee has been cleared by the Human Resources Department.
- 6 c. The Charter shall provide new employee names; job title; department; work, home and personal
- 7 cell phone number personal email address on file with the Charter; and home address to the
- 8 Association by the first pay period of the month following effective start date of the employee,
- 9 even if the employee previously worked for the Charter.
- 10 d. The Association shall be provided at least 15 minutes to meet with new employees during the
- 11 annual new employee orientation.
- 12 e. For employees that are hired to begin work after the annual new employee orientation, the
- 13 Association shall be provided the opportunity to meet with the employee for 15 minutes during
- 14 non-instructional time. This time shall occur within regular working hours.

15 5. Right to Representation

16 Unit members shall enjoy all representation afforded such employees under applicable law.

1 ARTICLE III

2 CHARTER SCHOOL RIGHTS

3 Except as limited by the provisions of this Agreement, the Charter retains its powers and authority to
4 direct, manage, and control, to the extent permitted by law, including determining its organization;
5 directing the work of its unit members; determining the times and hours of operation; determining the
6 kinds, levels, and methods of services to be provided; establishing its educational policies, goals, and
7 objectives; ensuring the rights and educational opportunities of students; determining staffing patterns,
8 number and kinds of personnel required; maintaining the efficiency of Charter operation; determining
9 the curriculum; building, moving, and modifying facilities; establishing budget procedures and
10 determining budgetary allocation; determining the methods of raising revenue; contracting out work;
11 determining class size hiring, classifying, assigning, transferring, evaluating, promoting, terminating,
12 and disciplining unit members.

13 The Charter has the right to declare an emergency and to take action on any matter, including
14 temporarily suspending portions of this Agreement, as required by the emergency. An emergency is a
15 sudden or unforeseen event that requires immediate action. In the event the Charter does temporarily
16 suspend portions of the Agreement, it shall do so only for the period of time reasonably required by the
17 emergency. The Charter will notify the Association of any Board action concerning a declaration of
18 emergency and any action taken by reason of said emergency, which relates to this Agreement. In the
19 event that the Charter does temporarily suspend portions of the Agreement, it shall do so only for the
20 period of time reasonably required by the emergency. The Charter will notify the Association of any
21 Board action concerning a declaration of emergency and any action taken by reason of said emergency,
22 which relates to this Agreement. In the event that the Charter declares an emergency, upon request of

- 1 the Association, the Charter shall consult with the Association about the reinstatement of the portions of
- 2 the Agreement affected by the emergency.

1 ARTICLE IV

2 PROFESSIONAL FEES AND PAYROLL DEDUCTIONS

3 1. Dues Deduction Rates

4 Any Unit Member who is a member of the Association, or who has applied for membership, may sign and
5 deliver to the School an assignment authorizing deduction of membership dues, initiation fees and general
6 assessments of the Association. Pursuant to such authorization, the School will deduct annual dues in
7 equal amounts from the regular salary check of the unit member every payroll period. Deductions for unit
8 members who sign such authorization after the commencement of the school year shall be appropriately
9 prorated to complete payments by the end of the school year.

10 2. Remittance of Funds to CTA

11 The Charter School agrees to promptly remit such monies to the California Teachers Association
12 accompanied by an alphabetical list of unit members for whom such deductions have been made and
13 indicating any changes in personnel from the list previously furnished.

14 3. Necessary Information

15 The Association agrees to furnish any information needed by the Charter School to fulfill the provisions
16 of this Article.

17 4. Salary Deductions

18 Upon appropriate written authorization from the employee, the School will deduct from the salary of any
19 employee and make appropriate remittance for annuities, credit union, insurance and saving bonds. The
20 Association and the Charter School shall jointly approve deductions for any other plans or programs.

21 5. Deductions of Dues or Service Fee

22 Deductions of dues or service fees under this Article shall be pursuant to the schedule submitted by the
23 Association, for employees who execute a form currently in use or any other mutually agreed upon form.

1 ARTICLE V

2 GRIEVANCE PROCEDURE

3 1. Definitions

4 a. A “Grievance” is a formal written claim by a grievant that there has been a violation,
5 misapplication or misinterpretation of a provision of this Agreement.

6 b. A “Grievant” may be the Association or any unit member.

7 c. A “Day” is a day that the unit member is regularly scheduled to be on duty.

8 d. The “immediate Supervisor” is the lowest level administrator having jurisdiction over the
9 grievant and who has been designated to adjust grievances.

10 2. Right to Representation

11 The Grievant shall have the right to have an Association Representative present at all levels of the
12 grievance procedure.

13 3. Informal Level

14 Before filing a formal written grievance, the grievant shall attempt to resolve it by a conference with
15 his/her immediate supervisor

16 4. Formal Level

17 Level I. Within fifteen (15) days after the occurrence of the act or omission giving rise to the
18 grievance, or after the grievant knew or reasonably should have known of such act or omission, if the
19 grievant desires to pursue the matter further, the grievant must present his/her grievance in writing on the
20 appropriate form to his/her immediate supervisor. This statement shall be a clear, concise statement of
21 the grievance, the specific article that has allegedly been violated, the circumstances involved, and the
22 specific remedy sought.

1 The supervisor shall communicate his/her decision to the grievant in writing within fifteen (15)
2 days after receiving the grievance. If the supervisor does not respond within the time limits, the grievant
3 may appeal to the next level.

4 Either the grievant, or the supervisor, or his/her designee may request a personal conference within
5 the above time limits.

6 Level II. If the grievant is not satisfied with the decision at Level I, within ten (10) days he/she may
7 request mediation of the grievance. The mediator shall be appointed by the State Mediation and Conciliation
8 Service, and the parties shall collaborate on the selection of the date for mediation. If a satisfactory resolution
9 of the grievance is achieved by the mediation process, both parties to the grievance shall sign a written
10 statement to that effect, and thus waive the right of either party to any further appeal of the grievance.

11 Level III. If not satisfied with the decision at Level II, CMITA may within ten (10) days submit a
12 request, in writing, to the Principal/Commandant or designee for binding arbitration of the dispute.
13 CMITA and the Charter shall attempt to agree upon a binding arbitrator. If no agreement can be reached,
14 they shall request the State Mediation and Conciliation Service to supply a panel of five (5) names of
15 persons experienced in hearing grievances in public schools. Each party shall alternately strike a name
16 until only one name remains. The remaining panel member shall be the binding arbitrator. The order of
17 striking shall be determined by lot. The fees and expenses of the arbitrator and the hearing shall be borne
18 equally by the Charter and CMITA. All other expenses shall be borne by the party incurring them. The
19 arbitrator shall, as soon as possible, hear evidence and render a decision on the issue or issues submitted
20 to him/her. If the parties cannot agree upon a submission agreement, the arbitrator shall determine the
21 issues by referring to the written grievance and the answers thereto at each step. The arbitrator will have
22 no power to add, subtract from, or modify the terms of this Agreement or the written policies, rules,
23 regulations and procedures of the Charter. Utilization of this procedure shall not invalidate the Charter's
24 right as outlined in Article 3 of this Agreement.

1 After a hearing, and after both parties have had an opportunity to make written arguments, the
2 arbitrator shall submit, in writing to all parties, his/her findings and recommendations which shall be
3 binding to the parties. By filing a grievance and utilizing the binding arbitration procedures of Level III,
4 CMITA expressly waives any right to other statutory remedies or to the exercise of any legal process other
5 than as provided by CMITA by the grievance/arbitration process. The processing of a grievance utilizing
6 the binding arbitration procedure shall constitute an express election on the part of CMITA and that such
7 is the chosen form for resolving the issues using the grievance process.

8 5. No Reprisal

9 No reprisals shall be taken against any party participating in the Grievance Procedure herein by the
10 Association or the Charter.

11 6. Associations Rights

12 Prior to the resolution of a grievance at Levels I and II above, the Association shall receive a copy of the
13 grievance and the proposed resolution and shall be given the opportunity to file a response.

14 7. Release Time

15 Reasonable release time shall be granted to the grievant and Association representatives for the processing
16 of grievances.

17 8. Forms

18 Grievance forms shall be prepared by the Charter and will be made available to unit members at the
19 immediate supervisor's office. Grievance forms will be filed in a central file in the Charter office.
20 Grievance forms will be updated and/or reviewed prior to each new contract.

21 9. Early Resolution

22 In the event a grievance is filed at such a time that it cannot be processed through all the steps in this
23 grievance procedure by the end of the school year, and if left unresolved until the beginning of the

1 following school year could result in harm to a grievant, the time limits set forth herein may be reduced
2 by mutual agreement of the parties in interest so that the procedure may be exhausted prior to the end of
3 the school year, or as soon as is practicable.

4 10. Timeline Changes

5 The parties may mutually agree in writing to change or delay timelines in this article. Failure of the
6 grievant or Association to appeal to the next grievance level within the timeline set forth within this Article
7 (or any change mutually agreed to in writing) will be deemed a waiver of their right to appeal the grievance
8 further and it shall be considered resolved based on the last response.

1 ARTICLE VI

2 CLASS SIZE

3 Staffing will be allocated to the Charter at a ratio of one unit member for every twenty-five (25) students
4 enrolled. After the first five (5) weeks of the semester, individual classes will not exceed thirty-six (36)
5 students without written approval from the unit member. If there is a need for a probationary teacher to
6 exceed the thirty-six (36) student limit, the CMITA President or Designee will be involved in the
7 voluntary, written-approval process.

8 The following are exceptions to the 36:1 class size limits:

- 9 A. Physical Education at no more than 55:1 student-to-teacher ratio and efforts will be made by
10 site administration to balance class sizes.
- 11 B. Band/JROTC/Military Science are not subject to the class size cap.
- 12 C. ASB/Link Crew/WEB Leadership are not subject to the class size cap.

1 ARTICLE VII

2 PROFESSIONAL WORK DAY/WORK YEAR

3 Unit members recognize that their professional responsibilities require that they be available for
4 student and/or parent consultation, as well as for other professional activities and responsibilities, which
5 may include but are not limited to activities and events that promote family and community engagement
6 in the school within limitation, and which may occasionally, but not routinely, take place outside the
7 normal school workday as specified below.

8 Faculty meetings will be held during the school year. All unit members are required to attend.
9 In case of unavoidable absence, prior approval must be secured from the Commandant/Principal and/or
10 administrative designee. Generally, staff meetings will not exceed 60 minutes.

11 1. Work Year

12 The work year for teachers shall be one hundred eighty-six (186) days of which there will be one
13 hundred eighty (180) student-instructional days. The number of workdays for counselors shall be one
14 hundred and ninety-six (196) days the number of workdays for teachers on special assignment (TOSAs)
15 and nurses shall be two hundred two (202), and the number of workdays for the military science
16 instructor shall be two hundred and twenty (220) days.

17 2. Work Day

18 The regular instructional work day for teachers shall not exceed seven (7) hours and forty five (45)
19 minutes. This is inclusive of a thirty (30) minute duty-free lunch period making the teachers paid work
20 day seven (7) hours and fifteen (15) minutes. Counselors, teachers on special assignment (TOSAs),
21 nurses and the military science instructor shall be required to work eight (8) hours, thirty (30) minutes.
22 This is inclusive of a thirty (30) minute duty-free lunch period making the paid work day for these
23 positions eight (8) hours.

1 3. Planning Period

2 a. CMITA teachers shall be provided with a daily planning period or an equivalent period of
3 time. This provision shall not apply to any other positions. The planning period shall be the equivalent
4 of one (1) period of instruction. The planning period may be used for instructional planning and
5 preparation, meeting with parents, and meetings with administration.

6 b. When an alternative schedule is utilized for testing and other similar events, every effort
7 will be made to provide unit members with commensurate planning time.

8 c. CMITA members may be required to cover a class for an absent teacher during their
9 planning period. The administration will first request volunteers. If volunteers are not available,
10 assignments shall be made on a fair and equitable basis. Unit members will be compensated at the
11 hourly rate in Appendix A.

12 d. A unit member shall not have more than three (3) preparation periods, exclusive of
13 Military Science, unless mutually agreed upon in writing.

14 4. Adjunct Duties

15 a. As part of the professional work day, unit members are responsible for participating in
16 annual Back-to-School Night, Open House, IEP meetings, Promotion Ceremonies (as necessary by
17 teaching assignment), and Parent Conferences. To the extent possible, IEP Meetings shall be held
18 during the unit member's work day and shall not interfere with a 30-minute duty-free lunch period. The
19 day following Back-to-School Night and Open House shall be designated as a late-start day for unit
20 members, wherein the reporting time for unit members shall be one (1) hour later than the normal
21 reporting time, unless the following day is a non-student day, Charter holiday, or weekend.

22 b. Unit members are responsible for supervising three (3) school events throughout the year,
23 administered in an equitable manner. Unit members working less than a full time assignment are
24 responsible for supervising two (2) school events rather than three (3). Each duty shall be no longer than

1 three (3) hours. Any duty assigned beyond the maximum three (3) hours will be compensated at the period
2 substitute rate. Back to back events, such as a JV Basketball game followed by a Varsity Basketball game,
3 shall constitute two (2) separate events. A unit member will be credited with having supervised an activity
4 if the activity is canceled and the unit member is provided less than 24 hours notice of the cancellation.
5 All other activities and student performances are subject to voluntary attendance and participation. The
6 Activities Director and Athletic Director shall not be required to complete the adjunct duties listed in this
7 section.

8 5. Grades

9 Grades will not be required before 4:00 p.m. on the fourth workday after the end of the grading period as
10 established by the school calendar. End of year grades shall not be required before noon on the last
11 workday of the year.

12 6. Supplies and Training

13 a. Unit members will be provided the necessary supplies and equipment required to be
14 successful in the performance of their duties. Supplies shall include, but not be limited to: paper, projector
15 bulbs, and printer ink cartridges.

16 b. Required uniforms will be supplied for all unit members. The Charter will replace required
17 uniforms that are rendered unserviceable due to normal wear and tear or damaged during performance of
18 duties.

19 c. With mutual agreement between the unit member and administration, unit members who
20 are required to attend training outside of their regular work day to maintain their teaching assignment shall
21 be compensated at the period substitute rate. This does not preclude a unit member from being
22 compensated for attending a voluntary training if mutually agreed upon by the unit member and
23 administration.

1 7. Department Chairs

2 a. Members of the department will recommend department chairpersons to the
3 Commandant/Principal. If the Commandant/Principal concurs, the appointment is made.

4 b. If the Commandant/Principal does not concur, the Commandant/Principal shall meet with
5 the department and discuss the appointment and request members to nominate another person. If the
6 nomination is not made within a reasonable time (10 school days), the Commandant/Principal appoints
7 the department chairperson.

8 8. Master Schedule

9 CMI shall provide an opportunity for department chairs and counselors to give input into the master
10 schedule for each semester prior to it being made final. A tentative master schedule shall be provided to
11 the CMITA executive board and/or department chairs no later than five (5) working days prior to the last
12 day of school

1 ARTICLE VIII

2 CERTIFICATED EVALUATION PROCEDURE

3 1. Probationary Classroom Teachers

4 Unit members who have been employed by the Charter as a classroom teacher will be evaluated each
5 year for the first two (2) years of employment. A probationary classroom teacher who, in any one
6 school year, has been present and served for at least seventy-five percent (75%) of the number of
7 designated work days shall be deemed to have served a complete school year. The evaluation process
8 will consist of two (2) Formal Observations and one (1) Informal Observation provided on the
9 Observation Form (see Appendix C). The summary evaluation will be provided to the unit member on
10 the Certificated Evaluation Form (see Appendix C) not later than the 18th week after the first day of
11 active employment. Probationary Classroom Teachers shall be evaluated on all six (6) of the California
12 Standards for the Teaching Profession (CSTP's).

13 2. Permanent Classroom Teachers

14 a. After obtaining a clear credential and completing two (2) complete and consecutive years
15 of initial employment as a classroom teacher, the unit member will be evaluated every other year. This
16 evaluation process will consist of one (1) Formal Observation and one (1) Informal Observation
17 provided on the Observation Form (see Appendix C), conducted prior to the last school day in March,
18 with the summary evaluation provided to the unit member no later than May 15th on the Certificated
19 Evaluation form (see Appendix C). In the event the Certificated Evaluation Form contains an
20 "Unsatisfactory" rating of the unit members performance, the Charter will require an Improvement Plan
21 for each "Unsatisfactory" rating which must be in effect for a minimum of four (4) weeks. All
22 Improvement Plans must be provided to the employee during the summary evaluation program.

1 b. Permanent teachers who have been placed on an Improvement Plan shall be evaluated
2 annually until areas of concern addressed in the Improvement Plan have improved to a, at a minimum,
3 “Meets Standard” rating.

4 c. Upon ratification of this agreement, years of service rendered at CMI or Choice 2000 of
5 each unit member will count as credit toward achieving Permanent Status. Permanent Classroom Teachers
6 shall be evaluated on three (3) of the California Standards for the Teaching Profession (CSTP’s). The
7 evaluation of Permanent Classroom Teachers shall include Standard 6 and two (2) additional Standards -
8 one (1) selected by the unit member and one (1) selected by the administration.

9 d. Permanent classroom teachers who have been employed at least four (4) full years with the
10 Charter and whose previous evaluation rated the employee as “Exemplifying Standards” on at least two
11 (2) of the strands evaluated and has no strands marked as “Needs Improvement” or “Unsatisfactory” shall
12 be evaluated every five (5) years. Permanent classroom teachers on the five-year rotation shall be
13 evaluated on Standard 1 and two (2) additional Standards - one (1) selected by the unit member and one
14 (1) selected by the administration.

15 If, at any time, the evaluator is concerned about a decline in the permanent classroom teacher’s
16 performance, the evaluator shall notify the unit member no later than May 15th that they will be assigned
17 a two-year evaluation cycle the following school-year. The unit member shall be returned to the five-year
18 cycle upon receiving an evaluation that meets the criteria above.

19 3. Probationary Counselors, Instructional Coaches, and Teachers on Special Assignment

20 Unit members who have been employed by the Charter as a Counselor, Instructional Coach, or Teacher
21 on Special Assignment (TOSA) will be evaluated each year for the first two (2) years of employment. A
22 probationary Counselor, Instructional Coach, and Teacher on Special Assignment who, in any one
23 school year, has been present and served for at least seventy-five percent (75%) of the number of
24 designated work days shall be deemed to have served a complete school year. The evaluation process

1 will consist of two (2) Formal Observations and one (1) Informal Observation provided on the
2 Observation Form (see Appendix C). The summary evaluation will be provided to the unit member on
3 the Certificated Evaluation Form not later than the 18th week after the first day of active employment.

4 4. Permanent Counselors, Instructional Coaches, and Teachers on Special Assignment

5 a. After obtaining a clear credential and completing two (2) complete and consecutive years
6 of initial employment as a Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA),
7 the unit member will be evaluated every other year. This evaluation process will consist of one (1) Formal
8 Observation and one (1) Informal Observation provided on the Observation Form (see Appendix C),
9 conducted prior to the last school day in March, with the summary evaluation provided to the unit member
10 no later than May 15 on the Certificated Evaluation Form (see Appendix C). In the event the Certificated
11 Evaluation Form contains an “Unsatisfactory” rating of the unit member's performance, the Charter will
12 require an Improvement Plan for each “Unsatisfactory” rating which must be in effect for a minimum of
13 four (4) weeks. All Improvement Plans must be provided to the employee during the summary evaluation
14 period.

15 b. A Permanent Counselor, Instructional Coach, or Teacher on Special Assignment (TOSA)
16 who have been placed on an Improvement Plan shall be evaluated annually until areas of concern
17 addressed in the Improvement Plan have improved to a, at a minimum, “Meets Standard” rating.

18 c. Upon ratification of this agreement, years of service rendered at CMI of each unit member
19 will count as credit toward achieving Permanent Status.

20 d. Permanent Counselors, Instructional Coaches, or Teachers on Special Assignment (TOSA)
21 who have been employed at least four (4) full years with the Charter and whose previous evaluation rated
22 the employee as “Exemplifying Standards” on at least two (2) of the strands evaluated and has no strands
23 marked as “Developing Beginning Practices” or “Unsatisfactory” shall be evaluated every five (5) years.

1 e. If, at any time, the evaluator is concerned about a decline in the unit member's performance,
2 the evaluator shall notify the unit member no later than May 15th that they will be assigned a two-year
3 evaluation cycle the following school-year. The unit member shall be returned to the five-year cycle upon
4 receiving an evaluation that meets the criteria above.

1 ARTICLE IX

2 COMPLAINTS AND PERSONNEL FILES

3 1. Complaints

4 Complaints against unit members shall be handled according to applicable CMI policies and legal
5 requirements. When appropriate, complainants may be asked to attempt to informally resolve such
6 complaints with the involved unit member.

7 2. Inspection of Personnel Files

8 a. Every unit member shall have the right to inspect and obtain copies of materials in the
9 personnel file consistent with legal requirements.

10 b. Upon written authorization by the unit member, a representative of the Association shall
11 be permitted to examine and/or obtain copies of materials in such unit member's personnel file.

12 3. Placement of Materials in the Personnel File

13 Prior to any derogatory information being placed in a unit member's personnel file, the unit member will
14 be given notice of his or her right to respond and have the response attached to the derogatory information.

1 ARTICLE X

2 LEAVES OF ABSENCE

3 1. Sick Leave

4 Unit members shall earn ten (10) days of paid sick leave per school year of employment. Unit members
5 who are less than full-time shall be entitled to a pro rata amount of sick leave proportionate to a full-time
6 unit member. Sick leave shall be deducted on an hourly basis.

7 2. Extended Illness/Injury Leave.

8 a. Unit members who have exhausted all available sick leave, including all accumulated sick
9 leave, and continue to be absent from duty on account of personal illness/injury shall be paid half the
10 unit member's daily rate for up to an additional sixty (60) working days during a thirty-six (36) rolling
11 calendar month period. This shall be referred to as half-pay. The half-pay shall apply to unit members
12 who are absent for either a portion of their work day or their entire day.

13 b. Unit members shall be permitted to utilize this Extended Illness/Injury Leave intermittently as
14 needed during the thirty-six month period. The unit member must also supply the Charter with a
15 physician's certification verifying each day of absence and a release to return work prior to resuming
16 active duty.

17 3. Personal Necessity and Personal Discretion Leave

18 a. Earned sick leave may be used, at the employee's discretion, for the purposes of personal
19 necessity or personal discretion, provided that use of sick leave does not exceed eight (8) days in any year.
20 Except in emergency situations, all requests for personal necessity or discretion leave must be pre-
21 approved by the Principal or designee.

1 b. Of the eight (8) days available for personal necessity, unit members can use up to five (5)
2 days for personal discretion.

3 c. Neither personal necessity or personal discretion leave can be used to extend a holiday or
4 non-student day.

5 4. Pregnancy, Paternity or Adoption

6 Unit members may use up to the lesser of ten (10) days or 50% of their unused sick leave for pregnancy,
7 paternity or adoption. Leave must be used in a single block

8 5. Catastrophic Leave

9 A catastrophic leave program will be developed by a committee made up of unit members and Charter
10 management.

11 Bargaining unit members may participate in the Charter catastrophic leave program. Catastrophic
12 illness or injury is one that is expected to require the employee to be off work for an extended period of
13 time for their illness or injury, or that of an immediate family member. The employee requesting leave
14 must submit a doctor's statement confirming the need for the leave.

15 Once the request has been received in the Perris Union High School District Human Resources
16 office, a request for donation will be sent to all bargaining unit members. The request will not identify the
17 requestor by name.

18 6. Bereavement

19 Unit members shall be provided up to three (3) days of bereavement leave for the death of an immediate
20 family member. Immediate family is defined as mother, father, grandmother, grandfather, or a grandchild,
21 step-mother or step-father, employee's spouse or child, son-in-law, daughter-in-law, step-child, brother,
22 sister or any other relative living in the immediate household of the employee.

1 7. Jury Duty

2 Unit members shall be entitled to as many days of paid leave as are necessary to for Jury Duty service.
3 The unit member will notify administration as soon as possible. The unit member will make a reasonable
4 attempt to postpone Jury Duty service to dates when school is not in session. Verification of duty will be
5 required.

6 8. Absence Reporting

7 Unit members shall report any absences no later than two and one-half (2½) hours prior to the beginning
8 of the unit members work day in the manner prescribed by the Charter.

1 ARTICLE XI

2 ASSIGNMENT AND REASSIGNMENT

3 1. Timeline of Preliminary Assignments and Vacancies

4 a. An “Intent to Return” Form will be sent to unit members on or before April 15 each year
5 to determine openings and vacancies and the assignment preferences of unit members. Unit members
6 shall return the Intent to Return Form on or before April 30. Failure to return the form on or before
7 April 30 shall be deemed to be a voluntary resignation of the unit member’s position for the following
8 school year.

9 b. Unit members who desire a change in assignment for the upcoming school year shall
10 provide a written request for the change to the Commandant/Principal by April 30.

11 c. Preliminary assignments and reassignments based on these forms shall be made by the
12 Commandant/Principal, or designee on or before May 15.

13 2. Assignment Change

14 a. An assignment change consists of the movement of a unit member from (a) one subject
15 area to another subject area, or (b) one grade level to another grade level

16 b. If the Charter changes the assignment of a unit member after the beginning of the current
17 semester, the Charter shall make a reasonable effort to provide at least five working days’ notice
18 regarding the need for an assignment change. Unit members shall receive two (2) days of release time to
19 prepare for the new assignment. At the discretion of the unit member, in lieu of two (2) days
20 release time, an equivalent amount of time can be claimed as extra duty and compensated at the period
21 substitute rate. Additional time may be granted under unusual circumstances.

1 ARTICLE XII

2 LAYOFF

- 3 1. The Charter reserves the right to layoff unit members for lack of work, lack of funds or other
4 legitimate reasons. Unit members will be selected for the layoff based on a combination of factors,
5 including performance, skills, seniority and the Charter's needs.
- 6 2. The Charter shall provide an updated seniority list to the Association by October 1 of each school
7 year.

1 ARTICLE XIII

2 PROBATIONARY RELEASE AND DISMISSAL

3 1. Probationary Release

4 a. Probationary unit members, as defined in Article VIII, may be released from their
5 employment with the Charter at any time and for any reason.

6 b. During the first and second year of probationary service, a unit member may be released from
7 employment without cause. To the extent possible, the Charter shall provide notice to unit members no
8 later than May 15th if they will not be rehired for the subsequent school year. If released during the school
9 year, the unit member shall be provided severance in the amount of one (1) month's salary.

10 2. Permanent Dismissal

11 a. The provisions of this section shall only apply to recommendations for dismissal initiated on
12 or after July 1, 2023 for unit members who have obtained Permanent Status with the Charter,
13 as described in Article VIII.

14 b. Dismissal shall be imposed on permanent unit members in accordance with the terms of this
15 Article for just cause noted below.

16 c. For purposes of the procedures set forth herein, dismissal is deemed to be termination of
17 employment of a permanent bargaining unit member with the Charter. "Just Cause" for
18 dismissal shall include, but is not limited to the following:

19 i. Falsifying any information supplied to the school Charter, including, but not limited
20 to, information supplied on application forms, employment records, or any other
21 school Charter records.

22 ii. Incompetency.

23 iii. Inefficiency.

- iv. Neglect of duty.
- v. Insubordination.
- vi. Dishonesty.
- vii. Unsatisfactory performance.
- viii. Drinking alcoholic beverages and/or the use of drugs, controlled substances, or narcotics while on duty or in close time proximity thereto.
- ix. Use and/or addiction to controlled substances.
- x. Conviction of a felony, conviction of any sex offense made relevant by provisions law, or conviction of a misdemeanor. A plea or verdict of guilty, or a conviction following a plea of nolo contendere is deemed to be a conviction within the meaning of this section.
- xi. Absence without leave.
- xii. Abandonment of position.
- xiii. Immoral conduct.
- xiv. Discourteous treatment of the public, students, or other employees.
- xv. Improper political activity.
- xvi. Willful disobedience.
- xvii. Misuse of Charter property.
- xviii. Violation of Charter, Board or departmental rule, policy or procedure.
- xix. Failure to possess or keep in effect any license, certificate, or other similar requirement specified in the unit member's classification specification or otherwise necessary for the unit member to perform the duties of the position.
- xx. Refusal to take and subscribe any oath or affirmation which is required by law in connection with his/her employment.

1 xxi. No person who is a member of an organization which advocates support of a foreign
2 government in case of hostilities shall hold office or employment under the State of
3 California or its subordinate governments.

4 xxii. Physical or mental disability, which precludes the unit member from the proper
5 performance of his/her essential functions as determined by competent medical
6 authority, except as otherwise provided by a contract or by law regulating retirement
7 of unit members.

8 xxiii. Unlawful retaliation against any other Charter officer or unit member or member of
9 the public who, in good faith, reports, discloses, divulges, or otherwise brings to the
10 attention of any appropriate authority any information relative to actual or suspected
11 violation of any law of this State or the United States occurring on the job or directly
12 related thereto.

13 3. In taking action against a permanent unit member pursuant to this Article, a written recommendation
14 for dismissal shall be served on the unit member personally, or by certified mail. The notice of proposed
15 dismissal shall contain:

- 16 a. A description of the proposed action and its effective date;
- 17 b. A statement of the reasons for such proposed action, including the acts or omissions on which
18 the proposed action is based;
- 19 c. In cases where the basis for dismissal is unsatisfactory performance, a description of the
20 specific remediation procedures undertaken by the Charter to assist the unit member in
21 rectifying the identified deficiency that gave rise to the dismissal proceeding;
- 22 d. Copies of materials, if any, in the possession of Charter upon which the proposed action is
23 based;

- e. A statement of the unit member's right to a hearing regarding the charges, as provided for below;
- f. A statement of the unit member's right to be represented during this procedure;
- g. A statement of the unit member's right to appeal to the Charter Board should the proposed action be recommended to the Charter Board.

4. A unit member shall be entitled to a *Skelly* hearing within thirty (30) calendar days of receiving a written recommendation for dismissal. The Charter shall designate a hearing officer for any hearing conducted pursuant to this provision. The hearing officer will determine if the recommendation shall be upheld and referred to the Charter Board for consideration.

5. Should dismissal be recommended to the Charter Board, Charter shall have the right to refer such action to an impartial hearing officer selected in accordance with the following procedure.

If the Charter and CMITA cannot agree upon a hearing officer, then a hearing officer shall be selected by requesting a list of officers from the State Mediation and Conciliation Service or the American Arbitration Association. The cost of any such list will be borne by the Charter. If either party deems the list of hearing officers to be unacceptable, an additional list shall be requested, no more than once per requesting party, the cost of which shall be borne entirely by the requesting party. From this list of hearing officers, the parties shall strike alternately until only one (1) name remains, who shall be the hearing officer. The first strike shall be determined by the flip of a coin. Thereafter, the hearing shall proceed under the Voluntary Labor Arbitration Rules of the American Arbitration Association. All costs for the services of the hearing officer shall be borne equally by the Charter and CMITA. All other costs shall be borne by the party incurring them.

- a. Each party shall present its own statement of the issue to the hearing officer.
- b. The decision of the hearing officer shall be advisory to all parties and shall be subject to review by the Charter Board.

1 6. The decision of the Charter Board shall be final, not subject to additional appeal rights nor subject
2 to the grievance process.

1 ARTICLE XIV

2 SAFETY CONDITIONS OF EMPLOYMENT

3 1. Bargain unit members shall immediately report any unsafe, hazardous, unhealthy, or potentially
4 dangerous working conditions to the Commandant/Principal or designee, in writing. The
5 Commandant/Principal or designee shall investigate the reported unsafe condition and then advise the
6 bargaining unit member in writing within five (5) working days of any findings and what action, if any,
7 will be taken to correct the unsafe condition.

8 2. Unit members who are authorized by the School to drive students on an extracurricular (school
9 sponsored) field trip shall have the prior approval of the Commandant/Principal or designee. Unit
10 members must also comply with all rules and regulations set forth by the Charter to obtain driving
11 clearance.

12 3. Unit members shall immediately report workplace injuries suffered in connection with their
13 employment to their Commandant/Principal or immediate supervisor.

ARTICLE XV

COMPENSATION AND BENEFITS

1

2

3 1. Compensation

4 See salary schedules set forth in Appendix A

5 2. Benefits

6 See Benefits set forth in Appendix B.

ARTICLE XVI

SAVINGS

1

2

3 If any provision of this Agreement is invalidated by law or held to be contrary to law by a court of
4 competent jurisdiction, all other provisions or applications shall continue in full force and effect.

1 ARTICLE XVII

2 NEGOTIATIONS PROCEDURES

3 1. Negotiations

4 Reasonable effort shall be made to commence negotiations prior to April 15, providing the parties have
5 complied with the “Sunshine” requirement.

6 2. Distribution of Ratified Agreement

7 Within Forty-five (45) days of ratification of an Agreement by both parties herein, the Charter School
8 shall have sufficient copies, prepared and delivered to the Union for distribution to each unit member in
9 the school.

10 3. New Bargaining Unit Members

11 The Association shall be responsible for providing a copy of the negotiated Agreement to all new
12 bargaining unit members.

13 4. Effect of Agreement

14 To the fullest extent permitted by law, this Agreement shall supersede rules, regulations or practices of
15 the Charter School.

16 5. Term


17 This Agreement will be in effect from July 1, 2021 to June 30, 2024, with each party able to open two
18 (2) reopeners (Article) each year thereunder.

1 DATE: March 18, 2022

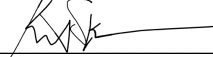
2 **CALIFORNIA MILITARY INSTITUTE:**

3 

4 Nicholas Hilton
5 Director, Human Resources

6 

7 Candace Reines
8 Deputy Superintendent, Business Services

9 

10 Kirk Skorpanich
11 Assistant Superintendent, Human Resources

12 *Igor Nicholas Milosavljevic PhD*

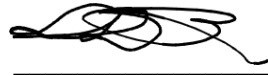
13 Dr. Igor Nicholas Milosavljevic
14 Principal, California Military Institute

15 _____


16 _____
17 Kimberly Nelson

CMITA Negotiations Team Member

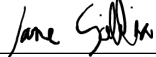
CMITA:



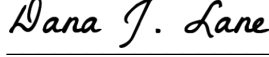
Angel Love-Behrens
Bargaining Chairperson, CMITA



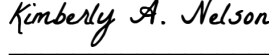
Lorraine Turner
CMITA Negotiations Team Member



Jane Scibilia
CMITA Negotiations Team Member



Dana Lane
CMITA Negotiations Team Member



Kimberly Nelson

CMITA Negotiations Team Member

APPENDIX - A
COMPENSATION

Effective July 1, 2021, an ongoing four percent (4%) increase shall be applied to all salary schedules for all unit members in paid status as of February 1, 2022. Additionally, all unit members will receive a one-time off-schedule payment equal to three and one half percent (3.5%) of their 2021-2022 base salary placement as of February 1, 2022. This off-schedule payment shall be paid on or before the June 2022 pay warrant for those unit members in a paid status as of May 1, 2022.

The Counselor Salary Schedule #214 annual salary shall be recalculated, prior to applying the increase effective July 1, 2021 above, to reflect an annual salary that is 10% more than the same column/row in the Instructor Salary Schedule #211.

Effective July 1, 2021, an 11th row shall be added to Column C, a 16th row shall be added to Column D, and a 26th row shall be added to Column E of Salary Schedules 211, 214, 217, and 218.

Effective July 1, 2022, an ongoing two percent (2%) increase shall be applied to all salary schedules.

Effective July 1, 2022, the clear credential requirement for placement into columns B, C, D, and E of Salary Schedules 211, 214, 217, 218, and 241 shall be removed. As a result of this change the column titled "BA" shall be deleted from the affected salary schedules and the remaining columns shall be re-labelled as follows:

Column A- BA

Column B- BA+ 15 units

Column C- BA+ 45 units

Column D- BA+ 45 units w/MA

Effective July 1, 2022, a 12th row shall be added to Column B, a 17th row shall be added Column C, and a 27th row shall be added to column D of Salary Schedules 211, 214, 217, and 218.

Effective January 1, 2023, an ongoing six and forty-four one-hundredths percent (6.44%) increase shall be applied to all salary schedules for a total compounded salary increase for 2022-2023 of thirteen and forty-two one-hundredths percent (13.42%). Additionally, all unit members will receive a one-time off-schedule payment

of \$4,000. This off-schedule payment shall be paid in November 2022 (5M pay warrant) for those unit members in a paid status as of November 1, 2022. This one-time off-schedule payment shall be prorated for any unit members who are less than full time.

Effective July 1, 2023, an ongoing two percent (2%) increase shall be applied to all salary schedules.

Effective July 1, 2023, a 13th row shall be added to Column B, an 18th row shall be added to Column C, and a 28th row shall be added to Column D of Salary Schedules 211, 214, 217, and 218.

Negotiations for compensation and benefits shall be closed for 2021-2022, 2022-2023 and 2023-2024. The Charter and CMITA agree to reopen negotiations on compensation and benefits for 2022-2023 if the Department of Finance statutory COLA with any augmentation or deficit as included in the final enacted State Budget is greater than six and one-half percent (6.5%). Likewise, the Charter and CMITA agree to reopen negotiations on compensation and benefits for 2023-2024 if the Department of Finance statutory COLA with any augmentation or deficit as included in the final enacted State Budget is greater than six and one-half percent (6.5%).

1. Hourly Compensation:

Effective April 1, 2022, hourly compensation for period subbing, Summer School, Home & Hospital instruction, and other work authorized and performed beyond the bargaining unit member's regular workday shall be temporarily increased to \$60 per hour. This increase has no retroactivity and shall sunset July 31, 2022.

Effective August 1, 2022, hourly compensation for period subbing, Summer School, Home & Hospital instruction, and other work authorized and performed beyond the bargaining unit member's regular workday shall be \$53.20.

Effective January 1, 2023, hourly compensation for period subbing, Summer School, Home & Hospital instruction, and other work authorized and performed beyond the bargaining unit member's regular workday shall be \$59.15.

Effective July 1, 2023, hourly compensation for period subbing, Summer School, Home & Hospital instruction, and other work authorized and performed beyond the bargaining unit member's regular workday shall

be \$60.35 The above hourly compensation rates shall be increased by any overall percentage rate applied to the instructor salary schedule 211, rounded up to the nearest nickel, with no retroactivity.

2. Extended Classroom Teaching Assignments:

Any unit member who is regularly scheduled to teach one (1) additional classroom period in excess of the normal teaching assignment, shall receive one-seventh (1/7) additional pay. The additional pay shall be based on the unit member's per diem salary multiplied by the number of days the additional class was taught. Unit members will be compensated for extended classroom teaching assignments on a monthly basis, except for the first month of a semester which shall be paid in the following month.

3. Salary Schedule Advancement

In order for unit members to improve their salary status through academic work relating to their professional service, unit members may take graduate or upper division courses at an accredited college or university. It will be the responsibility of each unit member to submit official verification for any courses completed to the Human Resources office no later than September 15 if credits are to apply toward salary advancement for that school year. Salary advancement shall be retroactive to July 1 of that school year. Only courses taken during the previous (5) years shall be eligible. Quarter units are converted to semester units by multiplying the quarter units by two-thirds (2/3).

4. Salary Schedules

**CALIFORNIA MILITARY INSTITUTE
 INSTRUCTOR SALARY SCHEDULE #223
 EFFECTIVE 07/01/2022 W/6.56% INCREASE
 186 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row	BA	BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	68,873	72,970	77,072	81,989
2	70,511	74,611	78,712	83,631
3	72,154	76,251	80,352	85,269
4	73,792	77,891	81,989	86,910
5	75,430	79,532	83,631	88,549
6	77,072	81,169	85,269	90,189
7		82,810	86,910	91,831
8		84,450	88,550	93,470
9		86,092	90,190	95,111
10		87,756	91,832	96,751
11		89,334	93,471	98,390
12		90,814	95,112	100,033
13			96,752	101,674
14			98,392	103,312
15			100,034	104,953
16			101,611	106,593
17			103,091	108,233
18				109,874
19				111,514
20				113,154
21				114,794
22				116,436
23				118,076
24				119,715
25				121,357
26				122,934
27				124,414

**CALIFORNIA MILITARY INSTITUTE
 INSTRUCTOR SALARY SCHEDULE #223
 EFFECTIVE 01/01/2023 W/6.44% INCREASE
 186 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row BA		BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	73,308	77,669	82,035	87,269
2	75,052	79,416	83,781	89,017
3	76,801	81,162	85,527	90,760
4	78,544	82,907	87,269	92,507
5	80,288	84,654	89,017	94,252
6	82,035	86,396	90,760	95,997
7		88,143	92,507	97,745
8		89,889	94,253	99,489
9		91,636	95,998	101,236
10		93,407	97,746	102,982
11		95,087	99,491	104,726
12		96,662	101,237	106,475
13			102,983	108,222
14			104,728	109,965
15			106,476	111,712
16			108,155	113,458
17			109,730	115,203
18				116,950
19				118,696
20				120,441
21				122,187
22				123,934
23				125,680
24				127,425
25				129,172
26				130,851
27				132,426

**CALIFORNIA MILITARY INSTITUTE
 INSTRUCTOR SALARY SCHEDULE #223
 EFFECTIVE 07/01/2023 W/2% INCREASE
 186 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row BA		BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	74,774	79,222	83,676	89,014
2	76,553	81,004	85,457	90,797
3	78,337	82,785	87,238	92,575
4	80,115	84,565	89,014	94,357
5	81,894	86,347	90,797	96,137
6	83,676	88,124	92,575	97,917
7		89,906	94,357	99,700
8		91,687	96,138	101,479
9		93,469	97,918	103,261
10		95,275	99,701	105,042
11		96,989	101,481	106,821
12		98,595	103,262	108,605
13		100,075	105,043	110,386
14			106,823	112,164
15			108,606	113,946
16			110,318	115,727
17			111,925	117,507
18			113,405	119,289
19				121,070
20				122,850
21				124,631
22				126,413
23				128,194
24				129,974
25				131,755
26				133,468
27				135,075
28				136,555

**CALIFORNIA MILITARY INSTITUTE
 COUNSELOR SALARY SCHEDULE #224
 EFFECTIVE 07/01/2022 W/6.56% INCREASE
 196 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row BA	BA	BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	\$75,760	\$80,267	\$84,778	\$90,189
2	\$77,562	\$82,073	\$86,583	\$91,994
3	\$79,370	\$83,877	\$88,387	\$93,796
4	\$81,171	\$85,681	\$90,189	\$95,601
5	\$82,972	\$87,485	\$91,994	\$97,404
6	\$84,778	\$89,286	\$93,796	\$99,208
7		\$91,091	\$95,601	\$101,014
8		\$92,895	\$97,405	\$102,817
9		\$94,702	\$99,209	\$104,623
10		\$96,533	\$101,015	\$106,427
11		\$98,110	\$102,818	\$108,230
12		\$99,590	\$104,624	\$110,036
13			\$106,428	\$111,841
14			\$108,232	\$113,643
15			\$110,037	\$115,448
16			\$111,614	\$117,252
17			\$113,094	\$119,055
18				\$120,861
19				\$122,665
20				\$124,470
21				\$126,274
22				\$128,079
23				\$129,883
24				\$131,686
25				\$133,493
26				\$135,070
27				\$136,550

**CALIFORNIA MILITARY INSTITUTE
 COUNSELOR SALARY SCHEDULE #224
 EFFECTIVE 01/01/2023 W/6.44% INCREASE
 196 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row	BA	BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	\$80,639	\$85,436	\$90,238	\$95,997
2	\$82,557	\$87,359	\$92,159	\$97,918
3	\$84,481	\$89,279	\$94,079	\$99,836
4	\$86,398	\$91,199	\$95,997	\$101,758
5	\$88,315	\$93,119	\$97,918	\$103,677
6	\$90,238	\$95,036	\$99,836	\$105,597
7		\$96,957	\$101,758	\$107,519
8		\$98,877	\$103,678	\$109,438
9		\$100,801	\$105,598	\$111,361
10		\$102,750	\$107,520	\$113,281
11		\$104,428	\$109,439	\$115,200
12		\$106,004	\$111,362	\$117,122
13			\$113,282	\$119,044
14			\$115,202	\$120,962
15			\$117,123	\$122,883
16			\$118,802	\$124,803
17			\$120,377	\$126,722
18				\$128,644
19				\$130,565
20				\$132,486
21				\$134,406
22				\$136,327
23				\$138,247
24				\$140,167
25				\$142,090
26				\$143,769
27				\$145,344

**CALIFORNIA MILITARY INSTITUTE
 COUNSELOR SALARY SCHEDULE #224
 EFFECTIVE 07/01/2023 W/2% INCREASE
 196 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row BA		BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	\$82,252	\$87,145	\$92,043	\$97,917
2	\$84,208	\$89,106	\$94,002	\$99,876
3	\$86,171	\$91,065	\$95,961	\$101,833
4	\$88,126	\$93,023	\$97,917	\$103,793
5	\$90,081	\$94,981	\$99,876	\$105,751
6	\$92,043	\$96,937	\$101,833	\$107,709
7		\$98,896	\$103,793	\$109,669
8		\$100,855	\$105,752	\$111,627
9		\$102,817	\$107,710	\$113,588
10		\$104,805	\$109,670	\$115,547
11		\$106,517	\$111,628	\$117,504
12		\$108,124	\$113,589	\$119,464
13		\$109,604	\$115,548	\$121,425
14			\$117,506	\$123,381
15			\$119,465	\$125,341
16			\$121,178	\$127,299
17			\$122,785	\$129,256
18			\$124,265	\$131,217
19				\$133,176
20				\$135,136
21				\$137,094
22				\$139,054
23				\$141,012
24				\$142,970
25				\$144,932
26				\$146,644
27				\$148,251
28				\$149,731

**CALIFORNIA MILITARY INSTITUTE
 SCHOOL NURSE
 SALARY SCHEDULE #226
 EFFECTIVE 07/01/2022 W/6.56% INCREASE
 202 CONTRACT DAYS**



Row	COLUMN A - BA	COLUMN B - BA + 15 UNITS	COLUMN C - BA + 45 UNITS	COLUMN D - BA + 45 UNITS W/MA
1	\$68,514	\$72,708	\$76,901	\$81,932
2	\$70,176	\$74,370	\$78,562	\$83,593
3	\$71,837	\$76,031	\$80,223	\$85,253
4	\$73,498	\$77,692	\$81,885	\$86,915
5	\$75,159	\$79,352	\$83,544	\$88,575
6	\$76,821	\$81,013	\$85,206	\$90,237
7		\$82,675	\$86,867	\$91,897
8		\$84,335	\$88,528	\$93,558
9		\$85,997	\$90,188	\$95,220
10		\$87,658	\$91,849	\$96,882
11		\$89,235	\$93,510	\$98,542
12		\$90,715	\$95,172	\$100,203
13			\$96,833	\$101,864
14			\$98,493	\$103,526
15			\$100,154	\$105,186
16			\$101,731	\$106,846
17			\$103,211	\$108,508
18				\$110,168
19				\$111,829
20				\$113,491
21				\$115,151
22				\$116,812
23				\$118,472
24				\$120,135
25				\$121,796
26				\$123,373
27				\$124,853

**CALIFORNIA MILITARY INSTITUTE
 SCHOOL NURSE
 SALARY SCHEDULE #226
 EFFECTIVE 01/01/2023 W/6.44% INCREASE
 202 CONTRACT DAYS**



Row	COLUMN A - BA	COLUMN B - BA + 15 UNITS	COLUMN C - BA + 45 UNITS	COLUMN D - BA + 45 UNITS W/MA
1	\$72,926	\$77,390	\$81,853	\$87,208
2	\$74,695	\$79,159	\$83,621	\$88,976
3	\$76,463	\$80,927	\$85,389	\$90,743
4	\$78,231	\$82,695	\$87,158	\$92,512
5	\$79,999	\$84,462	\$88,924	\$94,279
6	\$81,768	\$86,230	\$90,693	\$96,048
7		\$87,999	\$92,461	\$97,815
8		\$89,766	\$94,229	\$99,583
9		\$91,535	\$95,996	\$101,352
10		\$93,303	\$97,764	\$103,121
11		\$94,982	\$99,532	\$104,888
12		\$96,557	\$101,301	\$106,656
13			\$103,069	\$108,424
14			\$104,836	\$110,193
15			\$106,604	\$111,960
16			\$108,282	\$113,727
17			\$109,858	\$115,496
18				\$117,263
19				\$119,031
20				\$120,800
21				\$122,567
22				\$124,335
23				\$126,102
24				\$127,872
25				\$129,640
26				\$131,318
27				\$132,894

**CALIFORNIA MILITARY INSTITUTE
 SCHOOL NURSE
 SALARY SCHEDULE #226
 EFFECTIVE 07/01/2023 W/2% INCREASE
 202 CONTRACT DAYS**



Row	COLUMN A - BA	COLUMN B - BA + 15 UNITS	COLUMN C - BA + 45 UNITS	COLUMN D - BA + 45 UNITS W/MA
1	\$74,385	\$78,938	\$83,490	\$88,952
2	\$76,189	\$80,742	\$85,293	\$90,756
3	\$77,992	\$82,546	\$87,097	\$92,558
4	\$79,796	\$84,349	\$88,901	\$94,362
5	\$81,599	\$86,151	\$90,702	\$96,165
6	\$83,403	\$87,955	\$92,507	\$97,969
7		\$89,759	\$94,310	\$99,771
8		\$91,561	\$96,114	\$101,575
9		\$93,366	\$97,916	\$103,379
10		\$95,169	\$99,719	\$105,183
11		\$96,882	\$101,523	\$106,986
12		\$98,488	\$103,327	\$108,789
13		\$99,968	\$105,130	\$110,592
14			\$106,933	\$112,397
15			\$108,736	\$114,199
16			\$110,448	\$116,002
17			\$112,055	\$117,806
18			\$113,535	\$119,608
19				\$121,412
20				\$123,216
21				\$125,018
22				\$126,822
23				\$128,624
24				\$130,429
25				\$132,233
26				\$133,944
27				\$135,552
28				\$137,032

**CALIFORNIA MILITARY INSTITUTE
MILITARY SCIENCE INSTRUCTOR
SALARY SCHEDULE #227
EFFECTIVE 07/01/2022 W/6.56% INCREASE
220 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row	BA	BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	\$79,039	\$83,744	\$88,449	\$94,096
2	\$80,922	\$85,627	\$90,332	\$95,974
3	\$82,805	\$87,507	\$92,214	\$97,857
4	\$84,685	\$89,393	\$94,096	\$99,742
5	\$86,569	\$91,273	\$95,974	\$101,623
6	\$88,449	\$93,154	\$97,857	\$103,505
7		\$95,039	\$99,742	\$105,388
8		\$96,917	\$101,625	\$107,272
9		\$98,802	\$103,507	\$109,152
10		\$100,683	\$109,153	\$116,683

**CALIFORNIA MILITARY INSTITUTE
MILITARY SCIENCE INSTRUCTOR
SALARY SCHEDULE #227
EFFECTIVE 01/01/2023 W/6.44% INCREASE
220 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row	BA	BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	\$84,129	\$89,137	\$94,145	\$100,156
2	\$86,133	\$91,141	\$96,149	\$102,155
3	\$88,138	\$93,142	\$98,153	\$104,159
4	\$90,139	\$95,150	\$100,156	\$106,165
5	\$92,144	\$97,151	\$102,155	\$108,168
6	\$94,145	\$99,153	\$104,159	\$110,171
7		\$101,160	\$106,165	\$112,175
8		\$103,158	\$108,170	\$114,180
9		\$105,165	\$110,173	\$116,181
10		\$107,167	\$116,182	\$124,197

**CALIFORNIA MILITARY INSTITUTE
MILITARY SCIENCE INSTRUCTOR
SALARY SCHEDULE #227
EFFECTIVE 07/01/2023 W/2% INCREASE
220 CONTRACT DAYS**



	COLUMN A -	COLUMN B -	COLUMN C -	COLUMN D -
Row	BA	BA + 15 UNITS	BA + 45 UNITS	BA + 45 UNITS W/MA
1	\$85,812	\$90,920	\$96,028	\$102,159
2	\$87,856	\$92,964	\$98,072	\$104,198
3	\$89,901	\$95,005	\$100,116	\$106,242
4	\$91,942	\$97,053	\$102,159	\$108,288
5	\$93,987	\$99,094	\$104,198	\$110,331
6	\$96,028	\$101,136	\$106,242	\$112,374
7		\$103,183	\$108,288	\$114,419
8		\$105,221	\$110,333	\$116,464
9		\$107,268	\$112,376	\$118,505
10		\$109,310	\$118,506	\$126,681

Stipends

<u>Positions</u>	% of Column 2/Row 1
Activities Director	12%
Athletic Director	12%
AVID Coordinator	6%
Band Director	7%
Baseball - Head Coach	4%
Baseball - Assistant Coach	2%
Basketball - Head Coach	4%
Basketball - Assistant Coach	2%
Cheer - Head Coach	5%
Cheer - Assistant	2%
Chemical Hygiene Officer	3%
Class Advisor - Senior	4%
Class Advisor - Junior	3%
Community Services Coordinator	9%
Cross Country	4%
Cross Country - Assistant	2%
Dance Team	5%
Dance Assistant	2%
Drama	3%
Department Chair - Physical Education	4%
Department Chair - English	4%
Department Chair - Foreign Language	4%
Department Chair - Math	4%
Department Chair - Science	4%
Department Chair - Social Studies	4%
Drill Coach	4%
ELD Coordinator	4%
Football - Head Coach	9%
Football - Assistant Coach	4.5%
Friday Night Live Advisor	3%
Golf - Head Coach	2%

Golf - Assistant Coach	1%
Grade Level Lead (5-8 grade)	4%
Link Crew Coordinator	4%
Military Advisor - Senior	4%
Military Advisor - Assistant	2%
Military Battalion Leader	3%
Military TAC Leader	1%
Miscellaneous Club	3%
Rifle Team	2%
Soccer - Head Coach	4%
Soccer - Assistant Coach	2%
Softball - Head Coach	4%
Softball - Assistant Coach	2%
Tennis - Head Coach	2%
Tennis - Assistant Coach	1%
Testing Coordinator	4%
Track - Head Coach	4%
Track - Assistant Coach	2%
Volleyball - Head Coach	4%
Volleyball - Assistant Coach	2%
WEB Coordinator	9%
Wrestling - Head Coach	2%
Wrestling - Assistant Coach	1%
Yearbook Advisor	4%

Stipends shall be based upon column 2 row 1 of the instructor salary schedule. Stipends are intended to cover all work required of the position, including outside of the work day and work year. Head coaching positions shall be responsible to oversee the entire program, grades 5-12, with assistants according to the size of the program and available funds. The Charter maintains full and complete authority to determine which programs and the quantity of each stipend it shall allocate in a given school year.

APPENDIX - B

BENEFITS

1. In accordance with Appendix B of the Collective Bargaining Agreement the following three-tiered health and welfare plans shall be offered to Charter employees for open enrollment through the Riverside County Employer/Employee Partnership (REEP):
 - a. Anthem HMO 20
 - b. Anthem HMO 30
 - c. Anthem HMO 40
 - d. Anthem HAS
 - e. Anthem Minimum Value Plan (MVP) - 3-tier
 - f. Kaiser HMO 20 (High)
 - g. Kaiser DHMO 500
 - h. Kaiser HAS
 - i. Kaiser Minimum Value Plan (MVP) - 3-Tier
 - j. Delta Dental Incentive PPO
 - k. Delta Dental PPO
 - l. Delta Care HMO Dental
 - m. Anthem PPO Dental
 - n. Medical Eye Services (MES) Vision
 - o. Vision Service Provider (VSP) Vision
2. Attached to this agreement are the plan premiums and eleventhly payroll deductions based upon renewal rate percentages for 2021-2022, along with estimated plan premiums and eleventhly payroll deductions for 2022-2023 and 2023-2024 based upon a four-percent (4%) increase to all medical plans and no increase to dental and vision plans. The premiums for the Employee Assistance Program (EAP) and Talk Space are also included within the medical premiums.
3. Medical premiums shall be offered on a three-tiered rate structure: Single, Employee+1 or Family coverage. Family coverage is defined as employee and all eligible dependents and/or the employee's spouse. Employee+1 is defined as the employee plus any other eligible dependent or the employee's spouse. Dental and vision shall be offered on a composite rate structure. For each year, the amount shall be prorated for benefit eligible employees working less than full time. Please refer to the attached spreadsheet for further information.
 - a. Effective July 1, 2021 the Charter contribution towards premiums for health and welfare benefits for full-time unit members shall be \$9,675-Anthem \$9,675-Kaiser single coverage, \$17,375-Anthem \$15,175-Kaiser employee+1 coverage, and for \$16,375-Anthem \$14,175-Kaiser family coverage.
 - b. Effective July 1, 2022, the Charter contribution towards premiums for health and welfare benefits for full-time unit members shall be increased to \$10,025-Anthem \$10,025-Kaiser single coverage, \$18,175-Anthem \$15,975-Kaiser employee+1 coverage, and for \$17,175-Anthem \$14,975-Kaiser family coverage.
 - c. Effective July 1, 2023, the Charter contribution towards premiums for health and welfare benefits for full-time unit members shall be increased to \$10,375-Anthem \$10,375-Kaiser

single coverage, \$18,975-Anthem \$16,775-Kaiser employee+1 coverage, and for \$17,975-Anthem \$15,775-Kaiser family coverage.

4. Open Enrollment for Health & Welfare shall be set by the Charter and occur each year in May for the upcoming plan year.
5. For the 2022-2023 plan year and the 2023-2024 plan year, CMITA shall review health and welfare plans offered by REEP. Should the ASSOCIATION desire to make changes to the plans being offered, the ASSOCIATION shall do so through the plan design process and in accordance with the timelines and deadlines imposed by REEP.
6. Health & Welfare negotiations shall be closed through June 30, 2024.

APPENDIX - C
EVALUTION FORMS



CALIFORNIA MILITARY INSTITUTE
CERTIFICATED OBSERVATION FORM

Employee's Name:		Status: (Check one)	<input type="checkbox"/> Probationary <input type="checkbox"/> Permanent
Position: (Check one)	<input type="checkbox"/> Teacher <input type="checkbox"/> Counselor	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Teacher on Special Assignment (TOSA)	
Class:	Date and Period of Observations:		
Length of Observation:	Evaluator:		

Observation Notes:
Commendations/Recommendations :
Summary:

This report is a summary of my formal observation and has been discussed with me in conference with my Evaluator. The Evaluatee may, within 10 working days, make a written response to the observation. A signature on this document does not necessarily signify agreement.

Employee's Signature

Date

Evaluator's Signature

Date



CERTIFICATED EVALUATION FORM

Teacher

Employee's Name:	Status: (Check one)	<input type="checkbox"/> Probationary <input type="checkbox"/> Permanent
School Year:	Grades/Subject/Assignment:	
Dates of Observations:	Evaluator:	

Scale:

(E) Exemplifies the standard **(M)** Meets standards **(N)** Needs Improvement **(U)** Unsatisfactory

In the areas of evaluation below, check off your rating of the employee based on the above scale in the boxes provided. An unsatisfactory rating must be accompanied by specific written suggestions to improve performance on an improvement Plan.

AREAS OF EVALUATION: <u>CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION</u>	E	M	N	U
1. STANDARD ONE: Engaging & Supporting All Students in Learning				
1.1 Using knowledge of students to engage them in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Connecting subject matter to meaningful, real-life contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Monitoring student learning and adjusting instruction while teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. STANDARD TWO: Creating & Maintaining Effective Environments for Student Learning				
2.1 Promoting social development and responsibilities within a caring community where each student is treated fairly and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Using instructional time to optimize learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. STANDARD THREE: Understanding & Organizing Subject Matter for Student Learning	E	M	N	U
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. STANDARD FOUR: Planning Instruction & Designing Learning Experiences for all Students				
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. STANDARD FIVE: Assessing Students for Learning				
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. STANDARD SIX: Developing as a Professional Educator	E	M	N	U
6.1 Reflecting on teaching practice in support of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Engaging local communities in support of the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Overall Evaluation:

7.1 Commendations:

7.2 Recommendations:

8. Improvement Plan: This employee performs professional duties conducive to the academic, social, and emotional needs of all students.

Yes No Needs to improve (site professional teaching standards):

Date scheduled to review Improvement Plan (if needed):

9. Employment Status Recommendation:

Employee's signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Teacher's Signature

Date

Evaluator's Signature

Date

Standard 1 Rubric - Engaging and Supporting All Students in Learning

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
1.1	Using knowledge of students to engage them in learning	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.	Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.	Gathers additional data to learn about individual students.	Learns about students through data provided by the school and/or through district assessments.
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.	Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.
1.3	Connecting subject matter to meaningful, real-life contexts	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Uses real-life connections during instruction as identified in curriculum.
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Uses instructional strategies, resources, and technologies as provided by school and/or district.
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.	Asks questions that focus on factual knowledge and comprehension.
1.6	Monitoring student learning and adjusting instruction while teaching	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Seeks to clarify instructions and learning activities to support student understanding	Implements lessons following curriculum guidelines.

California Standards for the Teaching Profession

Standard 2 Rubric - Creating and Maintaining Effective Environments for Student Learning

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Facilitates student self reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.	Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community.	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.	Seeks to understand cultural perceptions of caring communities.
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.	Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.	Experiments with adapting the physical and/or virtual learning environments that support student learning.	Is aware of the importance of the physical and/or virtual learning environments that support student learning.
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.	Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. Engages in reflection	Explores strategies to establish intellectual and emotional safety in the classroom.	Adheres to policies and laws regarding safety that are required by the site, district, and state
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.	Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students	Is aware of the importance of maintaining high expectations for students.
2.5	Developing, communicating, and maintaining high standards for individual and group behavior	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.	Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.	Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.	Refers to standards for behavior and applies consequences as needed.
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.	Seeks to promote positive behaviors and responds to disruptive behavior.	Responds to disruptive behavior.
2.7	Using instructional time to optimize learning	Paces, adjusts, and fluidly facilitates instruction and daily activities.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.	Develops awareness of how transitions and classroom management impact pacing and lessons.

California Standards for the Teaching Profession

Standard 3 Rubric - Understanding and Organizing Subject Matter for Student Learning

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
3.1	Demonstrating knowledge of subject matter* academic content standards and curriculum frameworks	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.	Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.	Has foundational knowledge of subject matter, related academic language, and academic content standards.
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.	Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.	Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.	Teaches subject-specific vocabulary following curriculum guidelines.
3.3	Organizing curriculum to facilitate student understanding of the subject matter	Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.
3.4	Utilizing instructional strategies that are appropriate to the subject matter	Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Uses instructional strategies that are provided in the curriculum.
3.5	Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students	Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.	Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.	Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.	Identifies technological resources needed.
3.6	Addressing the needs of English Learners and students with special needs to provide equitable access to the content	Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.	Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction	Attempts to scaffold content using visuals, models, and graphic organizers.	Provides adapted materials to help English Learners access content.

California Standards for the Teaching Profession

Standard 4 Rubric - Planning Instruction & Designing Learning Experiences for all Students

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.	Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.	Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy	Is aware of the impact of bias on learning.
4.2	Establishing and articulating goals for student learning	Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.	Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.	Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.	Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines.
4.3	Developing and sequencing long term and short term instructional plans to support student learning	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Uses available curriculum guidelines for daily, shortand long-term plans.
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.	Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.	Seeks to learn about students' diverse learning and language needs beyond basic data.	Is aware of student content, learning, and language needs through data provided by the site and district.
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.	Implements lessons and uses materials from curriculum provided.

California Standards for the Teaching Profession
Standard 5 Rubric - Assessing Students for Learning

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.	Explores the use of different types of pre-assessment, formative and summative assessments.	Is aware of the purposes and characteristics of formative and summative assessments.
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.	Explores collecting additional data using supplemental assessments.	Uses data from required assessments to assess student learning.
5.3	Reviewing data, both individually and with colleagues, to monitor student learning	Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.	Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors available assessment data as required by site and district processes.
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.	Integrates a broad range of data to set learning goals for content and academic language across content standards. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.	Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. Plans adjustments in instruction to address learning needs of individual students.	Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.
5.5	Involving all students in self-assessment, goal setting, and monitoring progress	Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.	Implements structures for students to self assess and set learning goals related to content, academic language and individual skills. Integrates student self assessment, goal setting, and monitoring progress across the curriculum.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors progress using available tools for recording
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning	Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.	Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.

5.7	Using assessment information to share timely and comprehensible feedback with students and their families	Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.	Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.
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California Standards for the Teaching Profession
Standard 6 Rubric - Developing as a Professional Educator

Std	Element	Exemplifies the Standard	Meets Standard	Needs Improvement	Unsatisfactory
6.1	Reflecting on teaching practice in support of student learning	Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school wide impact on student learning.	Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.	Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.	Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development	Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to professional organizations, and development opportunities to extend own teaching practice.	Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally	Sets goals connected to the CSTP that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development.	Develops goals connected to the CSTP through required processes and local protocols. Attends required professional development.
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning	Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.	Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.	Consults with colleagues to consider how best to support teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community.	Attends staff, grade level, department, and other required meetings and collaborations. Identifies student and teacher resources at the school and district level.
6.4	Working with families to support student learning	Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.	Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.	Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.	Is aware of the role of the family in student learning and the need for interactions with families.
6.5	Engaging local communities in support of the instructional program	Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community	Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families. Draws from understanding of community to improve and enrich the instructional program.	Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons.	Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons.

6.6	Managing professional responsibilities to maintain motivation and commitment to all students	Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.	Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.	Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs.	Develops an understanding of professional responsibilities. Seeks to meet required commitments to students.
6.7	Demonstrating professional responsibility, integrity, and ethical conduct	Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.	Contributes to building a professional community and holding peers accountable to norms of respectful treatment and communication.	Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.	Does not Contribute to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.



**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Counselor's Name:	Status: (Check one)	<input type="checkbox"/> Probationary <input type="checkbox"/> Permanent
Dates of Observations:	Evaluator:	

SECTION 1: EVALUATION OF PERFORMANCE – Based on the California Standards of the School Counselor Profession (2009)

Rating Scale:	4 = Exemplifies the Standard	3 = Meets Standards	2 = Developing Beginning Practices	1 = Unsatisfactory
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Standard 1. Engage, Advocate for and Support All Students in Learning	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
1.1 Ensure all students are engaged in a system of support designed for learning and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Advocate for educational opportunity, equity and access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Advocate for the learning and academic success of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 2. Plan Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
2.1 Demonstrate Organization Skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Develop Outcome-Based Programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Assess Program Outcomes and Analyze Data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Demonstrate Leadership in Program Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Monitor student personal, academic, and career progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 4. Collaborate and Coordinate with School and Community Resources	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
4.1 Build and maintain student support teams for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Provide consultation and education for teachers and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Develop working relationships within the school that include staff members, parents, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Coordinate support from community agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 5. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
5.1 Promote a positive, safe, and supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Develop and implement programs that address the personal and social risk factors of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Develop and implement programs that reduce the incidence of school site violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard 6. Develop as a Professional School Counselor	4	3	2	1
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>				
6.1 Establish professional goals and pursue opportunities to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Model effective practices and continuous progress in school counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Adhere to professional codes of ethics, legal mandates, and Charter policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: OVERALL RATING OF STANDARDS

Commendations:

Recommendations:

SECTION 3: Improvement Plan

This employee performs professional duties conduct to the academic, social, and emotional needs of all students.

Yes No Needs to Improve (Site Professional Standards):

Date scheduled to review Improvement Plan (if needed):

Section 4: Employment Status Recommendation:

Counselor’s signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Evaluator’s Signature **Date**

Counselor’s Signature **Date**

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: **4 = Exemplifies Standard** **3 = Meets Standards** **2 = Developing Beginning Practice** **1 = Unsatisfactory**

Standard 1. Engage, Advocate for and Support All Students in Learning	4	3	2	1
<p>1.1</p> <p>Ensure all students are engaged in a system of support designed for learning and academic success.</p>	<p>The counselor consistently ensures that all students understand and know how to access personal, social, and career resources; assesses the academic needs of all students and use these assessments in planning for programs, services, activities, and interventions; connect students to a system of support programs, services, activities, and opportunities to ensure learning and high achievement.</p>	<p>The counselor regularly ensures that most students understand and know how to access personal, social, and career resources; assesses the academic needs of most students and use these assessments in planning for programs, services, activities, and interventions; and connect students to programs, services, activities, and opportunities to ensure learning and achievement</p>	<p>The counselor helps some students understand and know how to access resources; assesses the needs of students, but the use these assessments in planning for programs, services, activities, and interventions is not evident; students are sometimes connected to a system of support programs, services, activities, or opportunities to ensure learning and achievement</p>	<p>The counselor only ensures that few students are engaged in a system of support designed for learning and academic success.</p>
<p>1.2</p> <p>Advocate for educational opportunity, equity and access for all students.</p>	<p>The counselor consistently ensures that all students and parent/guardians are informed about and understand the full range of educational options; addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students; and acts as systems change agents to correct policies and practices that adversely affect student learning or that stratify learning opportunities.</p>	<p>The counselor regularly ensures that most students and parent/guardians are informed about and understand the full range of educational options; and addresses current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.</p>	<p>The counselor ensures some students and parent/guardians are informed about and understand educational options; but may not be aware of current and potential biases and discrimination in educational programs, services, and systems that limit, impede, or block the highest educational attainment for all students.</p>	<p>The counselor only ensures that few students and parent/guardians are informed about and understand educational options. The counselor does not address potential biases and discrimination in educational programs, services, and systems that limit, impede, or block student academic success.</p>
<p>1.3</p> <p>Advocate for the learning and academic success of all students.</p>	<p>The counselor consistently facilitates the development, articulation, and implementation of a vision for school counseling that engages and supports all students in learning and achievement; encourages all students to learn and achieve at high levels; and plans and implements strategies to motivate and support learning and achievement of all students.</p>	<p>The counselor regularly facilitates the implementation of a vision for school counseling that engages and supports most students in learning and achievement; encourages most students to learn and achieve at high levels; and implements strategies to motivate and support learning and achievement of most students.</p>	<p>The counselor inconsistently facilitates the implementation of a vision for school counseling that engages and supports some students in learning and achievement; encourages some students to learn and achieve; sometimes implements strategies to motivate and support learning and achievement of some students.</p>	<p>The counselor does not facilitate the implementation of a vision for school counseling that engages and supports students in learning and achievement; encourages few students to learn and achieve at high levels; and does not know or implement strategies to motivate and support learning and achievement.</p>
<p>1.4</p> <p>Identify student problems in their earliest stages and implement prevention and intervention strategies.</p>	<p>The counselor consistently identifies early signs and predictors of student learning problems; work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; develop and implement programs for students and parents/guardians to prevent learning problems and promote academic growth</p>	<p>The counselor regularly identifies early signs and predictors of student learning problems; work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; implement programs for students and parents/guardians to prevent learning problems and promote academic growth</p>	<p>The counselor inconsistently identifies early signs and predictors of student learning problems; sometimes work with teachers, parents/guardians, and family members to help them eliminate barriers to learning and achievement and support high achievement for their children; sometimes implement programs for students and/or parents/guardians</p>	<p>The counselor does not identify early signs and predictors of student learning problems; teachers, parents/guardians, and family members are not consulted with to help them eliminate barriers to learning and achievement; no programs are implemented for students and/or parents/guardians</p>

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: 4 = Exemplifies Standard 3 = Meets Standards 2 = Developing Beginning Practice 1 = Unsatisfactory

Standard 2. Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students	4	3	2	1
<p>2.1</p> <p align="center">Demonstrate Organization Skills.</p>	<p>The counselor consistently utilize skills in systems change and organizational development to build programs for all students; utilize knowledge of local, state, and national standards as a guide in developing student-support programs; and design programs based on current research findings in a variety of fields related to student growth and development including nutrition, exercise, brain development, medical advances, and technology; effectively manages time and task responsibilities</p>	<p>The counselor regularly utilize skills in systems change and organizational development to build programs for most students; utilize knowledge of local and state and/or national standards as a guide in developing student-support programs; uses programs based on research related to student growth and development; effectively manages time and task responsibilities</p>	<p>The counselor utilize skills in systems change or organizational development to build programs for some students; utilize knowledge of local, state, or national standards as a guide in developing student-support programs; use programs related to student growth and development; ineffectively manages time and task responsibilities</p>	<p>The counselor does not utilize skills to build programs for students; no evidence or knowledge of local, state, and national standards as a guide in developing student-support programs; no programs related to student growth and development are offered; manage time and task responsibilities is not evident.</p>
<p>2.2</p> <p align="center">Develop Outcome-Based Programs.</p>	<p>The counselor consistently address student outcomes in personal, social, academic, and career development; develop and implement programs that build student assets, address personal challenges, and strengthen learning and achievement; develop and implement programs that increase interpersonal awareness, social skills, and effective interpersonal communication; and design and implement career-development programs related to education and career choice, and promote life-long learning values.</p>	<p>The counselor regularly address student outcomes in personal, social, academic, and career development; implement programs that build student assets, address personal challenges, and strengthen learning and achievement, increase interpersonal awareness, social skills, and communication; implement career-development programs that increase student knowledge of their skills, personality, interests, and values related to education and career choice, and promote life-long learning values.</p>	<p>The counselor may address student outcomes in personal, social, academic, and/or career development; implement programs that build student assets, and strengthen learning and achievement; limited implementation of programs that increase, social skills, communication or career-development and to education and career choice, and promote life-long learning values.</p>	<p>The counselor does not address student outcomes in personal, social, academic, and career development; no evidence of implementation of programs that build student assets or increase social skills, communication or career-development; life-long learning values are not promoted.</p>
<p>2.3</p> <p align="center">Assess Program Outcomes and Analyze Data.</p>	<p>The counselor consistently implements program evaluation as a regular, ongoing part of the assessment and improvement process; assess measurable student outcomes of programs and services; utilize evaluation data to monitor progress and involve other stakeholders in the assessment and improvement process; present outcomes of programs to all stakeholders as part of ongoing individual and program accountability</p>	<p>The counselor implements program evaluation as a regular, ongoing part of the assessment and improvement process; assess measurable student outcomes of programs and services; utilize data to monitor progress and involve stakeholders in the assessment and improvement process; present outcomes of programs as part of ongoing program accountability</p>	<p>The counselor implements program evaluation as part of the assessment and improvement process; assess student outcomes of programs and services; utilize data to monitor progress involving no stakeholders in the assessment and improvement process; does not present outcomes of programs</p>	<p>The counselor does not implement a program evaluation, assessment and improvement process; no evidence of student outcomes of program, services or utilization of data; stakeholders in the assessment and improvement process or presentation of program outcomes is not evident in program accountability</p>
<p>2.4</p> <p align="center">Demonstrate Leadership in Program Development</p>	<p>The counselor asserts leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; establishes strategies to involve all student-support staff working toward mutually defined goals and related student outcomes; leadership to include students, families, and community-resource personnel in program development/implementation</p>	<p>The counselor displays leadership in identifying student needs, creating programs to address needs, and evaluating student outcomes; strategies to involve student-support staff working toward mutually defined goals and related student outcomes are evident; provide leadership to include students, families, and community-resource personnel in program implementation</p>	<p>The counselor leadership is limited in identifying student needs and programs to address needs; evaluates student outcomes; strategies to involve student-support staff working toward goals and student outcomes are not evident; some leadership to include students, families, and/or community-resource personnel in program implementation</p>	<p>The counselor assumes no leadership in identifying student needs or programs to address needs; no evidence of evaluating student outcomes or involvement of student-support staff working toward related student outcomes; leadership is not present to include students, families, and community-resource personnel</p>

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: 4 = Exemplifies Standard

3 = Meets Standards

2 = Developing Beginning Practice

1 = Unsatisfactory

Standard 3. Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement	4	3	2	1
<p>3.1</p> <p>Assess student characteristics and utilize the information to plan for individual student growth and achievement.</p>	<p>The counselor consistently assesses individual student strengths related to academic, career, personal, and social development; gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; collect and uses data from inventories, surveys, tests, and other assessments; involve parents/guardians in the assessment and planning process for each student</p>	<p>The counselor regularly assesses individual student academic, career, personal, and social development; gather relevant information on items such as health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and resiliency factors; uses data from inventories and other assessments; involve parents/guardians in the assessment and planning process for each student</p>	<p>The counselor sometimes assesses individual academic, career, personal, and social development; gather relevant information on health and development, language and culture, classroom and community environment, learning styles, socioeconomic, and/or resiliency factors is limited ; collect data and involve parents/guardians in the assessment and planning process for some student</p>	<p>The counselor assesses no individual student academic, career, personal, or social development; gather relevant information, collection of relevant data or involve parents/ planning process for each student is not evident</p>
<p>3.2</p> <p>Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.</p>	<p>The counselor consistently informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student’s potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning; consistently work with students to develop plans to achieve and attain their goals and aspirations</p>	<p>The counselor regularly informs students and their parents/guardians about the importance of using multiple sources of information in considering a student’s potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning; regularly work with students to develop plans to achieve and attain their goals and aspirations</p>	<p>The counselor sometimes informs students and their parents/guardians about the meaning and importance of using multiple sources of information in considering a student’s potential and life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning is limited; sometimes works with students to develop their plans and attain their goals</p>	<p>The counselor does not inform students and their parents/guardians about the using multiple sources of information in considering a student’s life goals; interpret and clarify test results so that students and parents can understand what the data means and how it can be used in education and life planning is not evident; does not work with students to develop plans or goals</p>
<p>3.3</p> <p>Monitor student personal, academic, and career progress.</p>	<p>The counselor consistently maintains records of student academic progress toward promotion and graduation; provide students and their parents/guardians with current assessment data to facilitate educational and career planning; consistently counsel students to develop healthy personal and social behavior and well-being</p>	<p>The counselor regularly maintains records of student academic progress toward promotion and graduation; provide students and their parents/guardians with current assessment data to facilitate educational and career planning; regularly counsel students to develop healthy personal and social behavior</p>	<p>The counselor sometimes maintains records of student academic progress toward promotion and graduation; students and their parents/guardians are provided limited assessment data to facilitate educational and career planning; counsel students to develop healthy personal, social behavior and/or well-being</p>	<p>The counselor maintains no records of student academic progress toward promotion and/or graduation; no evidence that students and/or their parents/guardians are provided with assessment data to facilitate educational and career planning; no counsel for students to develop healthy personal, social behavior or well-being is evident.</p>

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale: 4 = Exemplifies Standard 3 = Meets Standards 2 = Developing Beginning Practice 1 = Unsatisfactory

Standard 4. Collaborate and Coordinate with School and Community Resources	4	3	2	1
<p>4.1</p> <p align="center">Build and maintain student support teams for student achievement.</p>	<p>The counselor consistently integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; develop learning communities of student-support professionals, parents, and community members to promote student success</p>	<p>The counselor regularly integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; promotes learning communities of student-support professionals, parents, and community members to promote student success</p>	<p>The counselor sometimes integrates programs and services designed to meet student developmental challenges and eliminate the achievement gap; knowledge of learning communities for student-support professionals, parents, and community members to promote student success</p>	<p>The counselor does not integrate programs and/or services designed to meet student developmental challenges and eliminate the achievement gap; knowledge of learning communities for student-support professionals, parents, and community members to promote student success is not evident</p>
<p>4.2</p> <p align="center">Provide consultation and education for teachers and parents.</p>	<p>The counselor consistently provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; use ethical and professional decision-making processes to consult and collaborate with others</p>	<p>The counselor regularly provides educational information and presentations for school staff, parents, and community members on academic, personal, social, and career development; use ethical and professional decision-making processes to consult and collaborate with others</p>	<p>The counselor sometimes provides educational information and presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; limited use of ethical and professional decision-making processes to consult and collaborate with others</p>	<p>The counselor does not provide educational information and/or presentations for school staff, parents, and/or community members on academic, personal, social, and/or career development; ethical and professional decision-making processes to consult and collaborate with others is not evident</p>
<p>4.3</p> <p align="center">Develop working relationships within the school that include staff members, parents, and community members.</p>	<p>The counselor consistently builds networks of individuals working within the school and community on education-related endeavors; develop collaborative teams of educators, families, and community members, ensuring the inclusion of the diverse populations within the school and community, to maximize the support students need to become successful</p>	<p>The counselor regularly builds networks of individuals working within the school and community on education-related endeavors; collaborative with teams of educators, families, and community members from diverse populations within the school and community, to maximize the support students need to become successful</p>	<p>The counselor sometimes networks within the school and/or community on education-related endeavors; limited collaboration with teams of educators, families, and/or community members, from diverse populations</p>	<p>The counselor does not network with individuals within the school and/or community on education-related endeavors; participation in collaborative teams of educators, families, and/or community members is not evident</p>
<p>4.4</p> <p align="center">Coordinate support from community agencies.</p>	<p>The counselor consistently coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement and work experiences; coordinate a referral process for parents and students that facilitates access to community resources; support a positive school environment that values diversity within the school and community</p>	<p>The counselor regularly coordinates support from community businesses, industries, service clubs, agencies, and families to increase student academic achievement; utilizes a referral process for parents and students that facilitates access to community resources regularly; support a positive school environment that values diversity within the school and community</p>	<p>The counselor sometimes provides support from community businesses, industries, service clubs, agencies, and/or families to increase student academic achievement; a referral process is sometimes used for parents and students to access community resources; limited support for positive school environment that values diversity within the school and community</p>	<p>The counselor does not provide support from community businesses, industries, service clubs, agencies and/or families; no referral process for parents and students to access community resources is utilized</p>

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale:

4 = Exemplifies Standard

3 = Meets Standards

2 = Developing Beginning Practice

1 = Unsatisfactory

Standard 5. Promote and Maintain a Safe Learning Environment for All Students	4	3	2	1
<p>5.1</p> <p>Promote a positive, safe, and supportive learning environment.</p>	<p>The counselor consistently facilitates a positive school environment that promotes active school engagement; Ensure that students understand the relationship between rules, laws, safety, and the protection of individual rights; Promote school safety and the reduction of verbal, emotional, psychological, and physical violence; Advocate for the safety and well-being of all students through prevention, intervention, and treatment.</p>	<p>The counselor regularly facilitates a positive school environment that promotes active school engagement; advocates that students understand the relationship between rules, laws, safety, and the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence; the safety and well-being of students through prevention and intervention is utilized.</p>	<p>The counselor sometimes promotes a positive school environment; few students understand the relationship between rules, laws, safety, and/or the protection of individual rights; school safety and the reduction of verbal, emotional, psychological, and physical violence is promoted on a limited basis; the safety and well-being of all students through prevention, intervention, and treatment is acknowledged.</p>	<p>The counselor does not facilitate a positive school environment that promotes school engagement; no evidence that the safety and well-being of students through prevention, intervention, and treatment is promoted or utilized.</p>
<p>5.2</p> <p>Develop and implement programs that address the personal and social risk factors of students.</p>	<p>The counselor consistently collaborates with others to provide programs that reduce student at-risk behaviors; Identify and respond to individual students who display early warning signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; Consistently educate students, parents, staff members and the school community about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</p>	<p>The counselor regularly collaborates with others to provide programs that reduce student at-risk behaviors; Identify and respond to individual students who display early signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems; Educate students, parents, staff members and/or school community about the effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</p>	<p>The counselor sometimes collaborates with others to provide programs that reduce student at-risk behaviors; few students who display signs of difficulty in school adjustment, interpersonal conflicts and/or personal problems are identified; students, parents, staff members or school community are educated about verbal and physical abuse, gang activity, discrimination and stereotyping on a limited basis.</p>	<p>The counselor does not collaborate with others to reduce student at-risk behaviors for students who display difficulty in school adjustment, interpersonal conflicts and/or personal problems; no evidence that students, parents, staff members and/or the school community are educated about the negative effects of verbal and physical abuse, gang activity, discrimination and stereotyping.</p>
<p>5.3</p> <p>Develop and implement programs that reduce the incidence of school site violence.</p>	<p>The counselor designs and implements ethnic, cultural, social economic programs that address environmental factors that influence student learning and achievement; Collaborate with school staff, community agencies, parents and student groups to build and maintain safe learning environments; Use assessment data to develop positive school climate programs that promote student wellbeing; utilize negotiation, conflict management, and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and school staff</p>	<p>The counselor implements programs to address environmental factors that influence student learning and achievement; Collaborate with school staff, community agencies, parents and student groups to maintain safe learning environments and promote a positive school climate for the wellbeing of students; frequently utilize negotiation, conflict management and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff</p>	<p>The counselor sometimes implements programs that influence student learning and achievement; Collaborate with other school staff, community agencies, parents and/or student groups to maintain safe learning environments on a limited basis; sometimes use assessment data to that promote a positive school climate and the wellbeing of students; sometimes utilize negotiation, conflict management, and/or mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and other school staff</p>	<p>The counselor does not implement programs that influence student learning and achievement; no collaboration with other school staff, community agencies, parents and/or student groups to maintain safe learning environments; use of data to promote positive school climate and the wellbeing of students is not evident ; does not utilize negotiation skills, conflict management skills, and/or mediation skills to help school staff parents, students, teachers, and other school staff</p>
<p>5.4</p> <p>Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.</p>	<p>The counselor consistently utilizes research-based models and violence and promote positive social relations in the classroom and on school campuses; Develop, implement and maintain crisis intervention procedures, practices and crisis management plans; promote the importance of a healthy balanced lifestyle in students including nutrition, fitness and positive use of leisure time.</p>	<p>The counselor regularly utilizes research-based models and programs designed to detect and limit violence and promote positive social relations in the classroom and/or on school campuses; implement and maintain crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is promoted regularly.</p>	<p>The counselor sometimes utilizes research-based models and programs designed to detect and limit violence and promote positive social relations in the classroom and/or on school campuses; sometimes, implements crisis intervention procedures, practices and crisis management plans; the importance of a healthy balanced lifestyle in students is sometimes promoted.</p>	<p>The counselor does not utilizes research-based models or programs designed to detect and limit violence or promote positive social relations; crisis intervention procedures, practices and crisis management plans are not evident; the importance of a healthy balanced lifestyle in students is not promoted.</p>

**CALIFORNIA MILITARY INSTITUTE
COUNSELOR EVALUATION FORM**

Rating Scale:

4 = Exemplifies Standard

3 = Meets Standards

2 = Developing Beginning Practice

1 = Unsatisfactory

Standard 6. Develop as a Professional School Counselor	4	3	2	1
<p>6.1</p> <p align="center">Establish professional goals and pursue opportunities to improve.</p>	<p>The counselor consistently continues to learn and expand professional roles and responsibilities; establish goals and identify opportunities for professional growth and development including knowledge about current trends in the field of school counseling and education; use professional literature and other professional development opportunities including advanced certification and specialization to develop as a highly qualified school counseling professional; benefit from and contribute to professional organizations to improve competence as a school counselor; solicit input from stakeholders to improve professional practices</p>	<p>The counselor regularly seeks to learn and expand professional roles and responsibilities; establish goals and identify opportunities for professional growth and development; use professional literature and other professional development opportunities including specialization to develop as a highly qualified school counseling professional; benefit from and contribute to professional organizations to improve competence as a school; solicit input from stakeholders to improve professional practices counselor</p>	<p>The counselor inconsistently expands professional roles and responsibilities or establish goals and identify opportunities for professional growth and development; no evidence of advanced certification and specialization to develop as a highly qualified school counseling professional; limited benefit from use of professional organizations to improve competence as a school counselor</p>	<p>The counselor displays no evidence to learn and expand professional roles and responsibilities or establish goals and identify opportunities for professional growth and development; professional development opportunities are not used to develop as a highly qualified school counseling professional; no evident benefit from professional organizations to improve competence as a school counselor</p>
<p>6.2</p> <p align="center">Model effective practices and continuous progress in school counseling.</p>	<p>The counselor consistently reflects on professional practices, analyze personal progress as a school counselor, and plan professional development; identify successes and challenges and assess growth as a school counselor over time; analyze counseling activities with regard to their impact on student learning</p>	<p>The counselor regularly reflects on professional practices, analyze personal progress as a school counselor, and plan professional development; identify successes and challenges and assess growth as a school counselor annually; analyze counseling activities with regard to their impact on student learning</p>	<p>The counselor inconsistently reflects on professional practices, analyze personal progress as a school counselor, or plan professional development; infrequently identify successes and challenges and assess growth as a school counselor; limited review of counseling activities with regard to their impact on student learning</p>	<p>The counselor displays no evidence that reflects on professional practices, analyze personal progress as a school counselor, and/or plan professional development; Does not identify successes and challenges and/or assess growth as a school counselor or the impact on student learning</p>
<p>6.3</p> <p align="center">Adhere to professional codes of ethics, legal mandates, and Charter policies.</p>	<p>The counselor consistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keep informed of changes in laws and regulations related to California public education and school Charter policy</p>	<p>The counselor regularly applies legal and ethical principles in the use of standardized tests and other methods of assessment; follow laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education; keep informed of changes in laws and regulations related to California public education and charter policy</p>	<p>The counselor inconsistently applies legal and ethical principles in the use of standardized tests and other methods of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not fully understood and followed; limited knowledge of changes in California public education laws and charter policy</p>	<p>The counselor does not apply legal and ethical principles in the use of assessment; laws and regulations pertaining to children and families such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education are not followed; does not keep informed of changes in laws and regulations related to California public education and charter policy</p>



**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION FORM**

Employee's Name:	Status: (Check one)	<input type="checkbox"/> Probationary <input type="checkbox"/> Permanent
Position: (Check one)	<input type="checkbox"/> Instructional Coach <input type="checkbox"/> Other: _____	<input type="checkbox"/> Teacher on Special Assignment (TOSA)
Dates of Observations:	Evaluator:	

SECTION 1: EVALUATION OF PERFORMANCE

Rating Scale:	4 = Exemplifies the Standard	3 = Meets Standards	2 = Developing Beginning Practices	1 = Unsatisfactory	NA = This strand does not apply to the specific position.
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Standard I. Adheres to Established Procedures in a Timely Manner (Program Manager)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
1.1 Implements/monitors the instructional program consistent with the goals for the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Oversee and monitor the budget expenditures for the instructional program consistent with the program goals and state and federal guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Design short and long term plans to foster program improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Collect and analyze data to influence program development and progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Collect and utilize multiple sources of information to assess program needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Communicate program information to District, Charter, and site personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard II. Fulfills Responsibilities Staff (Instructional Partner)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
2.1 Plans and implements professional development. Develops a timeline for professional development implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Design and sequence professional development activities for program participants to make the subject matter meaningful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Collaborate with the school site and departments to implement a comprehensive program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Serve as a resource for site personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Support the learning environments to meet the needs of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Provide opportunities for professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard III. Demonstrates Knowledge of Job Responsibility (Curriculum Development and Supervision)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
3.1 Consult with administration and staff to determine Charter needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Establish procedures for monitoring the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Make site visitations to supervise the implementation of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Gather data, interpret data, and use data for program planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Maintain documents for curriculum development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Present an assessment of student learning to Charter personnel, school site, parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard IV. Fulfills Responsibilities to Parents (Community Liaison)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
4.1 Serve as a liaison within the District and Charter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Maintain effective communication among program participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Implement communication procedures between the District Office, Charter, school site, parents and/or the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Plans and holds effective community meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Attend and participate in applicable committees and meetings. Communicate program information to District, Charter, and site personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard V. Fulfills responsibility to Students (Instructional Leader)	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
5.1 Develop, prepare, sequence and organize demonstration of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Present direct lessons to students and/or model lessons for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Develop student understanding through instructional strategies that are appropriate for the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Use materials, resources and technologies that make the subject matter meaningful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Use instructional time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Create an environment that engages students and/or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard VI. Develops as a Professional Educator	4	3	2	1	NA
Overall Rating: 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>					
6.1 Reflects on teaching practice and plans professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Establishes professional goals and pursues opportunities to grow professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Works with communities to improve professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Works with families to improve professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Works with colleagues to improve professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: OVERALL RATING OF STANDARDS

Commendations:

Recommendations:

Section 3: IMPROVEMENT PLAN

This employee performs professional duties conducive to the academic, social, and emotional needs of all students.

- Yes No Needs to improve (site professional teaching standards):

Date scheduled to review Improvement Plan (if needed):

SECTION 4: EMPLOYMENT STATUS RECOMMENDATION

Employee’s signature does not indicate endorsement of the evaluation but is recognition that discussion has taken place. Unit member may submit a letter of rebuttal to evaluation, if they so desire.

Non-Classroom Teacher’s Signature

Date

Evaluator’s Signature

Date

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exemplifies Standard	3 = Meets Charter Standards	2 = *Partially Meets Charter Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet Charter Standards (Unsatisfactory) *Requires Comment
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Standard I. Adhere to Established Procedures in a Timely Manner (Program Manager)	4	3	2	1
1.1 Implement/monitor the instructional program consistent with the goals for the department	The Non-Classroom Teacher is extremely proactive in implementing the instructional program consistent with the goals of the department.	The Non-Classroom Teacher effectively implements the instructional program consistent with the goals of the department.	The Non-Classroom Teacher participates in implementing the instructional program consistent with the goals of the department.	The Non-Classroom Teacher is minimally involved in implementing the instructional program consistent with the goals of the department.
1.2 Oversee and monitor the budget expenditures for the instructional program consistent with the program goals and state and federal guidelines	The Non-Classroom Teacher anticipates and responds to site needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.	The Non-Classroom Teacher budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	The Non-Classroom Teacher's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	The Non-Classroom Teacher does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.
1.3 Design short and long term plans to foster program improvement	The Non-Classroom Teacher's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	The Non-Classroom Teacher's plan is well designed to support each site and the teacher in program improvement.	The Non-Classroom Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The Non-Classroom Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
1.4 Collect and analyze data to influence program development and progression	The Non-Classroom Teacher is highly proactive in collecting and analyzing data to influence program development and progression.	The Non-Classroom Teacher effectively collects and analyzes data to influence program development and progression.	The Non-Classroom Teacher occasionally collects and analyzes data to influence program development and progression.	The Non-Classroom Teacher fail to collect and analyze data to influence program development and progression.
1.5 Collect and utilize multiple sources of information to assess program needs	The Non-Classroom Teacher uses multiple sources of information and a wide range of appropriate assessment strategies to assess program needs.	The Non-Classroom Teacher uses a variety of sources to collect information and several appropriate assessment strategies to assess program needs.	The Non-Classroom Teacher uses one or two sources of information and few appropriate assessment strategies to assess program needs.	The Non-Classroom Teacher uses no consistent sources of information and/or uses assessment strategies that are not appropriate to assessing program needs.
1.6 Communicate program information to District, Charter, and site personnel	The Non-Classroom Teacher systematically ensures regular and ongoing communication between charter personnel, site administration, and the district.	The Non-Classroom Teacher ensures regular and ongoing communication between charter personnel, site administration, and the district.	The Non-Classroom Teacher provides communication between charter personnel, site administration, and the district.	The Non-Classroom Teacher provides limited or sporadic communication between charter personnel, site administration, and the district.

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exemplifies Standard	3 = Meets Charter Standards	2 = *Partially Meets Charter Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet Charter Standards (Unsatisfactory) *Requires Comment
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Standard II. Fulfill Responsibilities to Staff (Instructional Partner)	4	3	2	1
2.1 Plan and implement professional development Develop a timeline for professional development implementation	The Non-Classroom Teacher’s knowledge of specialty areas and trends in professional development is wide and deep; Non-Classroom Teacher is regarded as an expert by colleagues and implements meaningful staff development. The Non-Classroom Teacher establishes a clear and timely timeline for staff development and implementation.	The Non-Classroom Teacher demonstrates thorough knowledge of specialty area and trends in professional development and implements meaningful development. The Non-Classroom Teacher organizes a timeline for staff development and implementation.	The Non-Classroom Teacher demonstrates basic familiarity with specialty area and trends in professional development and implements staff development. The Non-Classroom Teacher develops a rudimentary timeline for staff development and implementation.	The Non-Classroom Teacher demonstrates little or no familiarity with specialty area or trends in professional development and does not implement staff development. The Non-Classroom Teacher does not develop a timeline for staff development and implementation.
2.2 Design and sequence professional development activities for program participants to make the subject matter meaningful	Staff development activities are highly coherent and the learning sequence is aligned with the needs of the staff.	Plans are designed with a coherent structure with learning activities for staff well sequenced to promote understanding for the staff.	Plans are designed with a recognizable structure, but the sequence of the staff development is uneven and only promotes partial understanding.	The design sequence of the staff development has no relation to long term goals, has little recognizable structure and does not promote understanding for staff.
2.3 Collaborate with school sites and departments to implement a comprehensive program	The Non-Classroom Teacher takes a leadership role in coordinating the program and collaborating with school sites to implement a comprehensive program.	The Non-Classroom Teacher initiates efforts to coordinate the program and collaborate with school sites to implement a comprehensive program.	The Non-Classroom Teacher makes an effort to coordinate the program and collaborate with school sites to implement a comprehensive program.	The Non-Classroom Teacher makes no effort to coordinate the program and collaborate with school sites to implement a comprehensive program.
2.4 Serve as a resource for site personnel	The Non-Classroom Teacher actively seek out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program.	The Non-Classroom Teacher is fully aware of resources available in the school and District and in the larger professional community for teachers to advance their skills.	The Non-Classroom Teacher demonstrates basic knowledge of resources available in the school and District for teachers to advance their skills.	The Non-Classroom Teacher demonstrates little or no knowledge of resources available in the school or District for teachers to advance their skills.
2.5 Support the learning environments to meet the needs of the students	The Non-Classroom Teacher is continually seeking ways to improve the support program and makes changes as needed in response to site needs and staff expertise.	The Non-Classroom Teacher makes revisions to the support program when it is needed.	The Non-Classroom Teacher makes modest changes in the support program when confronted with evidence of the need to change.	The Non-Classroom Teacher adheres to his/her plan, in spite of evidence of its inadequacy.
2.6 Provide opportunities for professional growth	The Non-Classroom Teacher actively provides a variety of opportunities for professional growth.	The Non-Classroom Teacher provides effective opportunities for professional growth.	The Non-Classroom Teacher provides minimal opportunities for professional growth.	The Non-Classroom Teacher provides no opportunities for professional growth.

**CALIFORNIA MILITARY INSTITUTE
NON-CLASSROOM TEACHER EVALUATION REPORT CRITERIA**

Rating Scale:	4 = Exemplifies Standard	3 = Meets Charter Standards	2 = *Partially Meets Charter Standards (Requires Improvement) *Requires Comment	1 = *Does Not Meet Charter Standards (Unsatisfactory) *Requires Comment
Standard III. Demonstrate Knowledge of Job Responsibility (Curriculum Development and Supervision)	4	3	2	1
3.1 Consult with administration and staff to determine Charter and site needs	The Non-Classroom Teacher is proactive in consulting with administration and colleagues to determine District and site needs.	The Non-Classroom Teacher is effective in consulting with administration and colleagues to determine District and site needs.	The Non-Classroom Teacher periodically consults with administration and colleagues to determine District and site needs.	The Non-Classroom Teacher rarely consults with administration and colleagues to determine District and site needs.
3.2 Establish procedures for monitoring the program	The Non-Classroom Teacher's monitoring plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	The Non-Classroom Teacher's plan to monitor the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The Non-Classroom Teacher has a rudimentary plan to evaluate the instructional support program.	The Non-Classroom Teacher has no plan to evaluate the program.
3.3 Make site visitations to supervise the implementation of the program	The Non-Classroom Teacher creates an efficient timeline for site visitations, notifies the sites, and follows through with site visitations to supervise the implementation of the program.	The Non-Classroom Teacher visits the sites to supervise the implementation of the program.	The Non-Classroom Teacher is sporadic about site visitations to supervise the implementation of the program.	The Non-Classroom Teacher does not have a timeline for monitoring the program and does not do site visitations to supervise the implementations of the program.
3.4 Gather data, interpret data, and use data for program planning	The Non-Classroom Teacher establishes an efficient procedure for gathering data, interpreting the data, presenting the information to District and site administrators and creates a plan to use the data for program planning.	The Non-Classroom Teacher uses an effective system for gathering data, is effective in interpreting the data, presents the data to the appropriate personnel and develops a plan to use the data for program planning.	The Non-Classroom Teacher gathers data sporadically with no plan, interprets only partial data, does limited dissemination of the analysis to District and site personnel and creates only a rudimentary plan to use the data for program planning.	The Non-Classroom Teacher gathers minimal data with no plan or efficiency, does not interpret the data or present the District or site personnel with a plan to improve the program.
3.5 Maintain documents for curriculum development	The Non-Classroom Teacher creates an organized and efficient system to maintain documents for curriculum development.	The Non-Classroom Teacher maintains documents for the curriculum development.	The Non-Classroom Teacher maintains only a partial set of documents that can be used for curriculum development.	The Non-Classroom Teacher does not maintain documents for curriculum development.
3.6 Present and assessment of Student learning to Charter personnel, school sites, parents and the community	The Non-Classroom Teacher presents an assessment of student learning to Charter personnel, school sites, parents, and the community that is of uniformly high quality and appropriate to the needs of those being served.	The Non-Classroom Teacher's presentation of an assessment of student learning is of good quality and appropriate to the needs of those being served.	The Specialist.Coach's presentation of an assessment of student learning is of mixed quality with only some information meeting the needs of those being served.	The Non-Classroom Teacher's presentation of an assessment of student learning is of poor quality or incomplete and does not meet the needs of those being served.

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Standard IV. Fulfill Responsibilities to Parents (Community Liaison)	4	3	2	1
4.1 Serve as a liaison within the District and the Charter	The Non-Classroom Teacher anticipates and responds to Charter and site program needs and is an active liaison within the Charter.	The Non-Classroom Teacher initiates efforts to act as a liaison within the Charter.	The Non-Classroom Teacher occasionally makes an effort to respond to the duties of a liaison within the Charter.	The Non-Classroom Teacher rarely performs the duties of liaison within the Charter.
4.2 Maintain effective communication among program participants	The Non-Classroom Teacher is continually seeking ways to improve effective communication and collaborates with program participants.	The Non-Classroom Teacher maintains effective and appropriate communication and collaborates with program participants.	The Non-Classroom Teacher makes a modest effort to communicate with program participants.	The Non-Classroom Teacher infrequently communicates in a meaningful way with program participants.
4.3 Implement communication procedures between the District Office, Charter, school site, parents and/or the community	The Non-Classroom Teacher uses a wide variety of communication procedures to disseminate information between the Charter office, school sites, parents and the community	The Non-Classroom Teacher implements effective communication procedures to disseminate information between the Charter office, school sites, parents and the community.	The Non-Classroom Teacher occasionally communicates with the Charter office, school sites, parents and the community.	The Non-Classroom Teacher has not implemented communication procedures and rarely communicates to notify the Charter office, school sites, parents or the community of the program.
4.4 Plan and hold effective community meetings	The Non-Classroom Teacher provides meaningful materials for committee meetings to support goals and to clarify concepts for participants.	The Non-Classroom Teacher provides appropriate materials for committee meetings and to support goals and to clarify concepts for participants.	The Non-Classroom Teacher provides some materials for committee meetings that only partially support goals or clarifies concepts for participants.	The Non-Classroom Teacher does not provide appropriate materials for committee meetings.
4.5 Attend and participate in applicable committees and meetings. Communicate program information to District, Charter and site personnel	The Non-Classroom Teacher regularly attends and participates in applicable committee meetings with current information and data. The Non-Classroom Teacher communicates up-to-date and valuable program information to District and site personnel.	The Non-Classroom Teacher attends and participates in applicable committee meetings. The Non-Classroom Teacher communicates current program information to District and site personnel.	The Non-Classroom Teacher attends most applicable committee meetings. The Non-Classroom Teacher occasionally communicates program information to District and site personnel.	The Non-Classroom Teacher seldom/never attends committee meetings. The Non-Classroom Teacher seldom/never communicates program information to District and site personnel.

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Standard V. Fulfill responsibility to Students (Instructional Leader)	4	3	2	1
5.1 Develop, prepare, sequence and organize demonstration of lessons	The quality of the Non-Classroom Teacher’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers/students being served. The Non-Classroom Teacher conducts extensive follow-up work with teachers/students.	The quality of the Non-Classroom Teacher model lessons and workshops is uniformly high and appropriate to the needs of the teachers/students being served.	The quality of the Non-Classroom Teacher model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers/students being served.	Non-Classroom Teacher’s model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers/students being served.
5.2 Present direct lessons to students and/or model lessons for teachers	The Non-Classroom Teacher presents highly effective model lessons to students and models a variety of instructional strategies for staff.	The Non-Classroom Teacher presents model lessons to the students and models instructional strategies for staff.	The Non-Classroom Teacher presents few or disorganized lessons to students and provides minimal instructional strategies for staff.	The Non-Classroom Teacher presents no lessons to staff or students.
5.3 Develop student understanding through instructional strategies that are appropriate for the subject matter	The Non-Classroom Teacher facilitates student/staff understanding of concepts and information through a wide variety of instructional strategies.	The Non-Classroom Teacher facilitates student/staff understanding of content and information through appropriate instructional strategies.	The Non-Classroom Teacher may use a few strategies to make content and information accessible to students and staff.	The Non-Classroom Teacher does not use instructional strategies that are appropriately matched to content and information that needs to be presented to students and staff
5.4 Use materials, resources and technologies that make the subject matter meaningful	The Non-Classroom Teacher facilitates student/staff understanding of concepts and information through highly effective use of materials, resources and technologies.	The Non-Classroom Teacher facilitates student and staff understanding of concepts and information through appropriate use of materials, resources and technologies.	The Non-Classroom Teacher may use some resources, materials and technologies infrequently to make the subject meaningful to students and staff.	The instructional materials, resources and technologies are either not used or used inappropriately and therefore do not make matters meaningful.
5.5 Use instructional time effectively	Pacing of the lesson or presentation is adjusted to ensure the engagement of all students/staff.	Pacing of the lesson or presentation is appropriate to the activities and information to engage all students/staff.	Instructional presentation time is paced so that activities and information is generally effective for most students/staff.	Instructional or presentation time is often rushed or too long or confusing, resulting in few students or staff understanding the concept.
5.6 Create an environment that engages students and/or staff	The Non-Classroom Teacher makes highly effective use of the students’ physical environment with staff contributing to the physical arrangement while creating respectful, trusting and positive relationships.	Non-Classroom Teacher makes good use of the physical environment, resulting in engagement of all participants in the workshop activities within a climate of respect.	The physical environment does not impede workshop activities and the atmosphere is cordial.	Non-Classroom Teacher makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities with little feeling of a respectful atmosphere.

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Standard VI. Developing As a Professional Educator	4	3	2	1
6.1 Reflecting on teaching practice and planning professional development	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time and plans professional development based on reflection.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time and may use reflection to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance and may use reflection to plan professional development.	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.
6.2 Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The teacher pursued opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
6.3 Working with communities to improve professional practice	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning or promote collaboration with the school.	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.
6.4 Working with families to improve professional practice	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds and provides opportunities for families to participate in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds and may provide some opportunities for families to participate in the classroom or school community.	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families and is not sure how to provide opportunities for participation in the classroom or school community.
6.5 Working with colleagues to improve professional practice	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and District-wide decision making, events and professional development.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs and participates in some school-wide events.	The teacher rarely converses with colleagues, rarely seeks out other staff to meet students needs and rarely participates in school or District events or learning activities.

APPENDIX – D
GRIEVANCE FORMS

GRIEVANCE FORM – LEVEL I

Level I: Within fifteen (15) days after the occurrence of the act or omission giving rise to the grievance, or after the grievant knew or reasonably should have known of such act or omission, if the grievant desires to pursue the matter further, the grievant must present his/her grievance in writing on the appropriate form to his/her immediate supervisor.

Submission of Complaint: All portions of this section must be completed by the grievant.

EMPLOYEE: _____ JOB TITLE: _____

UNION REPRESENTATIVE: _____ DATE: _____

STATEMENT OF GRIEVANCE:

SPECIFY ARTICLE ALLEGED TO HAVE BEEN VIOLATED (CITE SOURCE):

REMEDY REQUESTED:

SIGNATURE:

DATE:

IMMEDIATE SUPERVISOR'S RESPONSE:

SIGNATURE:

DATE:

GRIEVANCE FORM – LEVEL II

Level II: If the grievant is not satisfied with the decision at Level I, within ten (10) days he/she may request mediation of the grievance. The mediator shall be appointed by the State Mediation and Conciliation Service.

Request for Mediation – This section must be completed by the grievant. Copy of Grievance Level I form must be attached. I hereby request mediation for the grievance outlined on the attachments.

UNION REPRESENTATIVE: _____ DATE: _____

EMPLOYEE: _____ JOB TITLE: _____

REASON FOR APPEAL:

REMEDY SOUGHT:

SIGNATURE

DATE:

DATE RECEIVED: _____

MEDIATOR ASSIGNED: _____ MEDIATION DATE: _____

GRIEVANCE FORM – LEVEL III

Level III: If not satisfied with the decision at Level II, CMITA may within ten (10) days submit a request, in writing, to the Principal/Commandant or Designee for advisor arbitration of the dispute.

- Request for Advisory Arbitration – This section must be completed by the grievant. Copies of completed Grievance Forms, Level I and Level II must be attached
- Decline to pursue the grievance through the advisory arbitration procedure set forth in Level II. Request for Charter Board review.

UNION REPRESENTATIVE: _____ DATE: _____

EMPLOYEE: _____ JOB TITLE: _____

Upon completion of this section, grievant shall present original and all attachments to the Principal/Commandant or Designee.

Request for Review by Arbitration Association:

_____ Date of assignment of arbitrator

_____ Date of submission of report of American Arbitration Association Review

Request for Review by Charter Board Review :

_____ Date of Scheduled Hearing or Review

_____ Date of submission of report of Charter Board

The Charter Board specifically retains the right to make its final determination on the written record as previously submitted or to reopen the record for the taking of additional evidence. The Charter Board alone has the power to render a final determination of a grievance.