

TENTATIVE AGREEMENT  
BETWEEN  
RIVERSIDE CITY TEACHERS ASSOCIATION AND  
RIVERSIDE UNIFIED SCHOOL DISTRICT  
May 15, 2026

This Tentative Agreement (“TA”) has been reached between the Riverside Unified School District (the “District” or “RUSD”) and the Riverside City Teachers Association (“RCTA”), collectively, (“the parties”).

**Article XVIII - PROFESSIONAL GROWTH SYSTEM AND INDUCTION**

**Section 1 – Purpose**

The Purpose of the Professional Growth System (PGS) is to provide ongoing professional growth and support to enable RUSD educators to create a highly effective learning community to ensure the highest level of achievement for all students. The PGS includes personalized assistance and support from initial hire, as well as further opportunities for professional development and support at any phase of an individual’s career.

**Section 2 – Definitions for Purposes of this Section:**

Support Teacher (ST): Classroom teachers who have taught in the classroom for the previous three (3) years. They are on full-time release to support Participating Teachers. Being a Support Teacher is a ~~five (5)~~ **six (6)** year commitment with the expectation to serve ~~three (3)~~ **five (5)** years as a ST and ~~two (2)~~ **one (1)** successive years as a classroom teacher.

Lead Support Teacher: A ST who coordinates professional development related to PGS and facilitates collaboration time for STs. They are appointed by the Implementation Team to serve a two (2) year term.

Content Mentor: A current, full-time classroom teacher who provides content-specific support to teachers.

Participating Teacher (PT): Novice teachers, experienced teachers new to the District, and permanent teachers who meet the criteria for recommendation. PTs receive personalized support and assistance from a ST.

~~Review Panel~~ Coaching Support Panel: Reviews recommendation to PGS and the progress of PTs.

Implementation Team: Monitors and evaluates the Professional Growth System and makes recommendations to the appropriate parties, including the bargaining team.

Teacher Liaison: Maintains two-way communication between the Association and the PGS Division.

~~Principal Liaison~~ Director: Maintains two-way communication between site principals and the PGS Division.

### **Section 3 – Governance/Program Structure**

#### **1. Implementation Team**

- a. **Composition**: The Implementation Team is composed of an equal number of bargaining unit members selected by the RCTA President or designee and district members selected by the Superintendent or designee, to include the Teacher Liaison and ~~Principal Liaison~~ **Director**. Invited guests can attend with permission from the Implementation Team.
- b. **Decision-Making Process**: The Team makes decisions by consensus.
- c. **PGS Handbook**: The Team updates and publishes the Handbook that contains policies and procedures.

#### **2. Review Coaching Support Panel**

- a. **Composition**: Two (2) Co-chairs – Teacher Liaison and ~~Principal Liaison~~ **Director**; and an equal number of classroom teachers and site principals. A confidential support staff employee is designated by the District to keep and record minutes; prepare materials for meetings; and support the Review Panel and the Professional Growth System.
  - i. A team composed of an equal number of bargaining unit members selected by the RCTA President or designee and District members selected by the Superintendent or designee will collaboratively select the Teacher Liaison and ~~Principal Liaison~~ **Director** by consensus.
  - ii. Both Liaisons are released full-time for their term.
  - iii. The Co-chairs have a three (3) year term, and they can serve consecutive terms.
  - iv. Teacher members of the **Review Coaching Support Panel** are appointed by the RCTA President or designee
  - v. The principal members are appointed by the Superintendent or designee.
  - vi. The members have a three (3) year term, and they can serve consecutive terms.

- b. Decision-Making Process: The **Review Coaching Support** Panel makes decisions by consensus.
- c. Review the final report prepared by the Support Teacher and the observations of the principal and make a report to the Superintendent or designee regarding the PTs progress in PGS.
- d. The recommendations of the panel and the peer review reports by the Support Teachers shall be advisory only, for the benefit of the Participating Teacher and the District. The District makes all decisions and actions regarding the employment status of any employee.

**Section 4 –Recommendation Process**

- 1. Criteria for Recommendation:
  - a. ~~Referred Teacher – a classroom teacher with permanent status who has received an overall does not meet standard of performance final evaluation.~~
  - b. Volunteer Teacher – a classroom teacher with permanent status who voluntarily seeks to improve his/her teaching performance through the PGS program. A teacher on an **Assistance Performance Improvement** Plan may also volunteer and will be given priority. Those not on an **Assistance Performance Improvement** Plan may choose whether or not they would like to participate in the **Review Coaching Support** Panel process. Voluntary participation is based on capacity of the program.
  - ea. Beginning Teacher – a classroom teacher having probationary or temporary status, including pre-intern teachers, intern teachers, teachers with emergency permits, and experienced teachers who are new to the District.

**Section 5 – Induction**

All Induction Candidates receive their service through the PGS Division. Induction Candidates who do not have a Support Teacher with a matching credential will have additional support with an appropriately credentialed Content Mentor, coordinated by the PGS Division.

**Section 6 – Other Provisions**

- 1. Bargaining unit members working in the PGS Division under this Article shall not be considered either management or supervisory employees as defined by Government Code Section 3540.1 (g) and (m).
- 2. Bargaining unit members working in the PGS Division are entitled to defense and indemnification for activities performed as part of the

Induction Program and PGS, as set forth in applicable provisions of the California Government Code.

3. All proceedings and materials related to reports and other personnel matters shall be strictly confidential. Bargaining unit members working in the PGS Division may disclose such information only as necessary to administer this Article.
4. Support Teachers share all their reports with Participating Teachers.
5. Participating Teachers can provide additional information to the Review **Coaching Support Panel**.

This Tentative Agreement (TA) is subject to approval of RUSD's Board of Education and ratification by Riverside City Teachers Association.

**FOR THE DISTRICT**

  
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Kyle Yocum  
Assistant Superintendent, Personnel  
Riverside Unified School District

**FOR THE RCTA**

  
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Fernando Hurtado  
Bargaining Chair