

2026-1-C

**Memorandum of Understanding ("MOU")
Between the
California School Employees Association
and its Patterson Chapter #174 ("CSEA"
collectively)
and the
Patterson Joint Unified School District ("District")
August 11, 2026**

The District and CSEA hereby agree to the following MOU regarding a new job description for the Expanded Learning Program Academic Tutor. The parties are in agreement as follows:

- Title of classification: Expanded Learning Program Academic Tutor
- Terms of Employment: 183 days, hours vary
- Salary Range: F

This job description shall be in effect upon full ratification by both parties.



CSEA President, Patterson Chapter #174
Adrian Patterson



Nancy Lane, Assistant Superintendent
Human Resources
Patterson Joint Unified School District



Adam Uplinger, Labor Relations
Representative
CSEA



JOB DESCRIPTION

EXPANDED LEARNING PROGRAM ACADEMIC TUTOR



Reports to:	Coordinator of Expanded Learning Program and Site Supervisor	Employment Group / Salary Range:	CSEA Range F
Dept:	Educational Services	FLSA:	Non-exempt
Annual Work days	183	Formal Review Date: Board Approval Date:	07/13/26 08/03/26

PRIMARY FUNCTIONS

Under the direction of the Expanded Learning Program Coordinator and Site Supervisor, provides targeted academic support to students participating in the Expanded Learning Program (ELP). The Academic Tutor facilitates structured academic intervention lessons designed to address learning gaps, reinforce grade-level standards, and support student achievement in literacy, mathematics, and other academic areas. The Academic Tutor works collaboratively with program staff and school-day personnel to promote student success and engagement.

ESSENTIAL DUTIES & RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provide direct academic intervention and small-group instruction to students identified as needing additional academic support.
- Facilitate structured lessons aligned with district-approved intervention programs and curriculum.
- Support students in developing foundational skills in reading, writing, mathematics, and language development.
- Monitor student participation, engagement, and academic progress during intervention sessions.
- Maintain accurate records related to student attendance, participation, and progress monitoring activities.
- Collaborate with Site Supervisors, teachers, and program staff to support student learning goals.
- Create a positive, supportive, and engaging learning environment that promotes academic growth.
- Utilize instructional strategies and differentiated teaching techniques to meet the diverse needs of students.
- Assist in identifying students who may require additional academic support or intervention.
- Participate in staff meetings, training, and professional development opportunities as required.
- Follow all district policies, procedures, and safety guidelines.

- Perform related duties as assigned.

QUALIFICATIONS

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Graduation from an associate degree program or 48 semester units (NCLB) and a minimum of one (1) year of experience working in an academic or educational setting required. Experience providing tutoring, intervention, classroom support, or instructional assistance is highly desirable. Bilingual skills are desirable.

Licenses, Certificates and Other Requirements:

A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance program may be required in some assignments.

Annual certification for CPR and First Aid required within three months of appointment and during the course of employment

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- Basic instructional methods and intervention strategies.
- Child growth and development.
- Principles of classroom management and positive behavior support.
- Academic standards and educational best practices.
- Effective communication techniques with students, staff, and families.
- Technology and educational software used to support instruction.

Skills and Abilities to:

- Provide effective academic support to students in individual and small-group settings.
- Build positive relationships with students and encourage academic success.
- Follow lesson plans and instructional guidelines.
- Communicate effectively both orally and in writing.
- Maintain confidentiality regarding student information.
- Work collaboratively with staff, students, and families.
- Maintain accurate records and documentation.
- Manage multiple tasks and responsibilities effectively.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk, kneel and stand; use hands to finger, handle, feel or operate objects, tools or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is frequently required to lift up to 50 pounds and push or pull up to 100 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read documents; observe and interpret people and situations; analyze and solve problems; use basic math; learn and apply new information and skills; and work on multiple, concurrent tasks with frequent interruptions.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Employees in this classification work primarily in an indoor classroom environment, in direct contact with students, the public and other District staff, exposed to strong odors, bodily fluids; potentially contagious illnesses/diseases (tuberculosis, measles, mumps, chicken pox, hepatitis, etc.), with minimum guidance from supervisor.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

Employee Signature

Date

Name Printed