



COLLECTIVE BARGAINING AGREEMENT (CBA)

Between the

LAKE ELSINORE TEACHERS ASSOCIATION (LETA)

And the

LAKE ELSINORE UNIFIED SCHOOL DISTRICT (LEUSD)

TERM OF CONTRACT: July 1, 2022 – June 30, 2024

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ARTICLE 1. AGREEMENT, RECOGNITION AND DEFINITIONS

1.1 Parties to the Agreement

The Articles and provisions contained herein constitute a bilateral binding agreement ("Agreement") by and between the Governing Board of the Lake Elsinore Unified School District ("District") and the Lake Elsinore Teachers Association/California Teachers Association/ National Education Association ("Association"), an employee organization.

1.2 Recognition

1.2.1 The Lake Elsinore Unified School District recognizes the Lake Elsinore Teachers Association, (LETA) an affiliate of the California Teachers Association and the National Education Association as the exclusive representative for the purposes of the Rodda Act (Government Code 3540, et. seq., Title I, Division 4, Chapter 10.7) for the employees in the representative bargaining unit comprised of the following certificated positions: Regular classroom teachers, project teachers, special education teachers, part-time teachers, home teachers, summer school teachers, temporary teachers, speech and language pathologists, nurses, counselors, librarians, activities directors, and psychologists.

1.2.2 All other positions not designated in Article 1.2.1 above, including, but not limited to Principals, Assistant Principals, Assistant Principals: Athletic Director/Activities/Facilities, Superintendents, Associate Superintendents, Assistant Superintendents, Directors, Coordinators, Facilitators, ROTC teachers, ROP teachers, substitute teachers and volunteers are excluded from recognition as included in Article 1.2.1.

1.3 Definitions

1.3.1 Advisement refers to a middle school period not to exceed thirty (30) minutes, to be used for student calendar checks, homework club, Mega-skills, curriculum-related activities, S.S.R. (Sustained Silent Reading), school/student related discussions, special programs (AVID, ASB, Clubs), and school wide activities.

1.3.2 Agreement refers to the written contract between the Lake Elsinore Teachers Association and the Lake Elsinore Unified School District.

1.3.3 Assignment is the unit member's grade level and/or subject area, work schedule, and work site.

1.3.4 Association refers to the Lake Elsinore Teachers Association (LETA).

1.3.5 Bargaining Unit Member refers to any employee who is included in the appropriate unit as defined in Article 1.2.1 and therefore covered by the terms and provisions of this Agreement.

1.3.6 Bilingual classroom is a self-contained classroom containing ten (10) or more NEP or LEP students.

1.3.7 Board refers to the duly elected governing board of the Lake Elsinore Unified School District.

- 1.3.8 Contractual day means any day scheduled by the District and utilized by the unit member to fulfill the contract.
- 1.3.9 Day means any day the District Office is open for business defined by the negotiated calendar.
- 1.3.10 Daily Rate of Pay means the unit member's annual contract salary divided by the number of contractual days.
- 1.3.11 District refers to the Board and its Management Team.
- 1.3.12 Elementary Teacher is a unit member assigned to grades TK-5 (6).
- 1.3.13 Grievance occurs when a unit member has been adversely affected by an alleged violation, misinterpretation, or misapplication of the Agreement by the District.
- 1.3.14 Grievant is a unit member. The Association may be the grievant at Level 2 or at Level 1 if the grievance involves two (2) or more sites.
- 1.3.15 Immediate Family is defined as mother, father, grandmother, grandfather, sister, mother-in-law, father-in-law, brother, son, daughter, grandchild, son-in-law, daughter-in-law, foster parents, foster child, or the employee's spouse or any, other than a tenant, in the immediate household of the employee.
- 1.3.16 Immediate Supervisor refers to the building principal or administrator having immediate jurisdiction over the unit member.
- 1.3.17 Involuntary Transfer is a change of work location to another school or facility not agreed to by the unit member.
- 1.3.18 Negotiate in Good Faith means a serious and honest effort on the part of each party to reach agreement, including, but not limited to, the duty on the part of each party to provide the other within ten (10) working days of receipt of written request with public information (records, data, worksheets) and budgetary materials which may be relevant to the negotiations within scope of representation and also the duty to meet and negotiate as provided by Section 3543.7 of the Collective Bargaining Act.
- 1.3.19 Opening refers to a site specific section and/or assignment not currently filled by a unit member.
- 1.3.20 Paid Leave of Absence means that a unit member shall be entitled (a) to receive wages and all fringe benefits, including, but not limited to, insurance and retirement benefits, (b) to return to a certificated position, and (c) to receive credit for annual salary increments provided during his or her leave.
- 1.3.21 Professional Development refers to trainings Bargaining Unit Members participate in to further their professional practice. Professional Development may either be offered outside the school day, with compensation, or during the school day.
- 1.3.22 Reassignment is a change in assignment at the same site.

- 1.3.23 Scope of Representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment. Terms and conditions of employment mean health and welfare benefits as defined by Section 53200 of the Collective Bargaining Act, leave and transfer policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, organizational security, and procedures for processing grievances with the Lake Elsinore Unified School District.
- 1.3.24 Secondary Teacher is a unit member assigned to grades 6-12.
- 1.3.25 Staff Development involves all Bargaining Unit Members and pertains to staff functions and/or school-wide initiatives that affect and/or benefit all students. Each staff development presentation shall not exceed one-third (1/3) of the staff meeting minutes per topic, as outlined in Article 2.7.1.
- 1.3.26 District Seniority as applied on Contract Articles 2.6.5.2, 2.9.1.2, 6.3.3.1, 6.4.2.2 and 6.6.2.2 shall be determined by the years of completed paid service in the District. LETA and the District agree to jointly implement a lottery to make a determination of District Seniority when unit members have the same number of completed years of paid service in the District.
- 1.3.27 Superintendent refers to the Chief Executive Officer of the District or his/her designee.
- 1.3.28 Teacher refers to any certificated employee who has classroom supervision of pupils.
- 1.3.29 Transfer is a change of work location to another school or facility.
- 1.3.30 Unpaid Leave of Absence means that a unit member shall be entitled (a) to return to a certificated position, (b) to receive all benefits by paying the required premiums.
- 1.3.31 Vacancy is a position not filled by a reassignment.
- 1.3.32 Voluntary Transfer is one initiated or agreed to by the unit member.
- 1.3.33 Work Year is the period of time between the first day of regular employment and the last day of regular employment during the school year.

ARTICLE 2. TERMS AND CONDITIONS OF EMPLOYMENT

2.1 Work Year

The length of the work year shall be one hundred eighty-five (185) days. New bargaining unit members may be required to attend fifteen (15) hours of additional inservice to be scheduled by the District during the school year. No additional compensation will be provided for the inservice training. The length of the regular workyear for any unit member may be adjusted to increase or decrease from one hundred eighty-five (185) days, with the mutual consent of the District and the unit member and shall be compensated at the unit member's per diem salary rate.

2.1.1 Regular teacher workyear include:

2.1.1.1 One hundred eighty (180) days of student instruction, as per Appendix 1a-b.

2.1.1.2 At the beginning of the school year TK-8 teachers shall extend in writing the opportunity for parents of every student enrolled in their class(es) to have a parent/teacher conference at any time during the school year. The teacher shall conference with each parent upon request, either person to person, or via telephone. Teachers shall request parent/teacher conferences with parents of all students enrolled in their class(es) that are at risk behaviorally and/or academically. All conferences shall be documented by teachers.

2.1.1.3 Three (3) workdays, fifty percent (50%) of which will be meeting free and devoted to classroom preparation. One of the three workdays for all certificated school staff shall be devoted to student grading/preparation for the subsequent term. This day shall occur mid-year annually.

2.1.1.4 Two (2) workdays shall be 100% devoted to strategic and grade span appropriate professional development district wide for all certificated staff (Teachers and all other positions other than teachers).

Beginning in 2023/2024, the teacher workday currently placed on the day after the last instructional day shall be converted to a professional development day. To accommodate this day the 2023/2024 calendar shall be amended by mutual agreement.

Beginning in the 2023/2024 workyear, one (1) day shall be added as a professional development day and contained within all certificated employees' work year calendars. To accommodate this ongoing additional day, the calendar shall be determined by mutual agreement.

2.1.1.5 The two professional workdays shall be designed by LETA and the District, partnering to plan engaging and meaningful professional development for all certificated staff.

2.1.1.6 School year calendars as negotiated will be placed in the Appendix.

2.1.2 The regular work year for unit positions other than teacher shall be: counselor 196 days, speech and language pathologists 185 days, nurse 193 days, librarian 185 days, and psychologists 201 days. Unit members other than teachers shall attend the two (2) professional development days.

2.1.3 With the exception of all day TK/Kindergarten classes, Ortega High School and the Alternative Education Center, the following shall be the maximum number of instructional minutes at each grade-level span. It is agreed that the maximum number of instructional minutes shall not be increased unless required by State law or through the negotiation process.

Preschool	36,720
TK/Kindergarten	36,720
Grades 1-3	50,760
Grades 4-5	54,900
Grades 6-8	59,400
Grades 9-12	66,780

2.2 Work Week

The parties recognize that a unit member's normal work week is seldom less than forty (40) hours. Further, the nature of the profession requires a significant degree of individual accountability for the completion of professional duties which not only include instructional responsibilities, but also the preparation for instruction, professional development, parent and student consultation, and those other duties traditionally associated with teaching and student supervision. Many of these duties are appropriately met away from the unit member's assigned work site.

2.3 Work Day

Unit members shall report to their assigned site at least thirty (30) minutes prior to the scheduled starting time of instruction. Unit members shall remain at the site until their professional responsibilities have been completed.

Resource Specialists at comprehensive high schools will provide direct instruction for two and one half (2 1/2) blocks each term, if assigned to work a 4x4 block schedule. If Resource Specialists are assigned to work in a 6 period schedule, they will provide direct instruction for a minimum of four (4) instructional periods.

Board Policy 5141.6 (a) provides directions for sites and the District to call Hot Weather/Smog alerts. Sites will be provided with a thermometer to measure and determine atmospheric temperatures. Sites will keep a log of all days the site schedules were changed because of hot days/rainy days. When the site principal determines the need to establish a Hot Day/Rainy Day schedule, or a different Hot Day/Rainy Day Schedule than already exists, which is different from the regular school schedule, the site principal shall schedule a meeting open to all site teachers to review and discuss the need for a Hot Day/Rainy Day Schedule. The site principal will receive and consider input from the site teachers.

The site principal will present at a Staff Meeting a Hot Day/Rainy Day Schedule. The schedule must be approved by the site teachers by a simple majority vote of those teachers present and voting. It is agreed that school site schedules may change. It is understood that the site may change and adjust the Hot Day/Rainy Day Schedule during the school year by the same process used to establish the schedule.

2.4 Duty Free Lunch Period

Bargaining unit members shall be entitled to a duty-free lunch period equivalent to the student lunch period of not less than thirty (30) minutes. Unit members may leave the campus during their prescribed lunch period.

2.5 TK/Kindergarten Assignments (inclusive of Preschool/Kindergarten)

2.5.1 TK/Kindergarten teachers shall teach one (1) TK/Kindergarten session.

2.5.2 A minimum of sixty (60) minutes daily shall be spent providing instruction to students enrolled in another TK/TK/Kindergarten teacher's classroom, beyond their own class schedule, unless the TK/Kindergarten teaching team at a site agrees that such time may be assigned to a primary classroom. If there are not other TK/Kindergarten classes in which to provide instruction, the TK/Kindergarten teaching team at the site shall be available for assistance or assignment in the instructional program of the primary grades when not involved in the TK/Kindergarten program, as per Education Code 46118(d). Combination kindergarten/first grade classes are not considered part of the TK/Kindergarten teaching team.

2.6 Conference Periods

2.6.1 No secondary teacher (6-12) shall be required to teach more than five (5) class periods in one day, excluding advisement period. Six (6) periods including the assignment conference period, shall be consecutive. If special courses are needed to fulfill the requirements of the curriculum, the principal and teacher may agree to non-consecutive periods.

Unit members assigned to comprehensive high schools that operate a 4x4 block schedule shall teach three (3) block periods in one day. Four (4) block periods including the assigned conference period, shall be consecutive.

The District may implement a 6 period day no sooner than the 2005-06 school year.

2.6.2 Each secondary teacher (6-12) will be assigned one conference period. Teachers shall be available during conference periods to meet with students, parents, colleagues, and administrators.

2.6.3 No bargaining unit member will be required to teach during his/her conference period. If a bargaining unit member volunteers to substitute during his/her conference period, he/she will be compensated for one hour at step/column D1 of the certificated salary schedule or one (1) period of compensation time.

2.6.3.1 If a unit member assigned to comprehensive high schools elects to substitute teach during their 4x4 Conference Block, they should be compensated at 1/3, not 1/5, of the bargaining unit rate for substitute teaching.

2.6.4 Title I or Special Education teachers, Speech and Language Pathologists, Psychologists, Nurses, and Counselors and any other Non-classroom Bargaining Unit Members shall not be required to substitute.

2.6.4.1 The District shall continue to work with other Riverside County School Districts to maintain a joint use nurse substitute pool. Should this nursing substitute pool not be sufficient to cover student medical needs, the LEUSD will employ an outside agency to cover absent nurses.

2.6.5 The District may elect to staff by offering a Sixth Period Assignment. The subject area and period scheduled will be determined by the site administrator. The site administrator will give, in writing, a Sixth Period assignment opening announcement to all unit members scheduled with the selected conference period at the school site. The opening will be posted at the site by the site principal and the association notified as per contract. Only unit members at the site with the selected conference period may submit a letter of interest to the site administrator within three (3) working days of the posting. All site unit members who submitted a letter of interest in a timely manner will be considered for the assignment. Site administrators will submit their recommendation to Personnel Services. The approved unit member shall be compensated by pay one-sixth (1/6) of their per diem of each day of assignment. The assignment shall not extend beyond the end of the current school year and may be canceled at any time by the District.

Teachers teaching an extra period in period zero or period five will be compensated at a one-sixth (1/6) per diem rate. The ninety (90) day term shall count as a year's assignment for Blocks 1, 2, 3, or 4. Period 0 or 5 may be granted for one hundred and eighty (180) days as a year's assignment.

Assignment will be based upon the following:

2.6.5.1 Credential, authorizations, and effective July 1, 2007, Highly Qualified status required to perform the assignment.

2.6.5.2 District Seniority. A unit member will not be awarded a sixth period assignment based upon district seniority for the following year, if there are other candidates qualified by Article 2.6.5.1. A sixth period assignment is defined as 135 school days or more of the school year for this procedure to apply.

2.7 Staff Meetings

- 2.7.1 Mandatory Staff Meetings shall not exceed one hundred thirty-five (135) minutes per school month. Mandatory Staff Meetings shall not exceed seventy-five (75) minutes in duration.
- 2.7.2 Mandatory Staff Meetings will be scheduled to start within fifteen (15) minutes after the dismissal of students. Unit members assigned to “p.m. schedules” may have staff meetings preceding their instructional day. With the agreement of the majority, staff meetings may be held before student attendance hours.
- 2.7.3 Staff members who are unable to attend Mandatory Staff Meetings may be required to attend a makeup meeting. This makeup meeting shall be limited to items presented at the original meeting.

2.8 Mandatory Staff Development

- 2.8.1 Mandatory Staff Development meetings will be held on days or times in which students are not in attendance.
- 2.8.2 Mandatory Staff Development Meetings which extend beyond the teacher’s normal working hours will be compensated at the extra-duty rate of pay in quarter hour increments.

2.9 Summer School/YRE Intersession

- 2.9.1 The District may elect to provide a Summer School/YRE Intersession. The site(s), subject(s) or grade level(s), and the length of the assignment will be determined by the District. Salary will be an hourly rate, calculated by the Per Diem of placement D-5 of the current salary schedule. Each assignment will be provided one (1) hour of planning time for each twenty-four (24) hours or part thereof of paid status. Unit members will be in paid status fifteen (15) minutes before and fifteen (15) minutes after their assignment. Assignment opening(s) will be posted by Personnel Services at all school sites and the District Office for at least five (5) working days. Unit members may submit a letter of interest to Personnel Services within the posted period. Each YRE Intersession will be considered an assignment. Each of the High School Summer School semesters will be considered an assignment. Selection will be based upon the following:

- 2.9.1.1 Credential required to perform the assignment.
- 2.9.1.2 District Seniority. A unit member will not be awarded consecutive assignments based upon district seniority when there are other candidates qualified by Article 2.9.1.1.

2.10 District Guidelines for Temporary Teaching Contracts

- 2.10.1 The District may start growth positions with substitute or temporary employees as permitted by Education Code.
- 2.10.2 The District may replace employees on unpaid leave of absence with substitutes or temporary employees as permitted by Education Code.

- 2.10.3 The District may employ a temporary employee for one semester only, as permitted by Education Code.
- 2.10.4 The District will follow Education Codes regarding temporary employee rights for probationary status, re-employment, and permanent status.
- 2.11 Year-Round Education Program (YRE)
- 2.11.1 The YRE Program may be modified or discontinued at the discretion of the District, provided such action is otherwise consistent with the terms of the Agreement. The District shall notify the Association at least sixty (60) calendar days prior to action being taken on such modifications or discontinuance.
- 2.11.2 The District reserves the right to schedule special sessions between the regular YRE sessions. The duration, frequency, staffing, and schedule of such sessions shall be determined by the District.
- 2.11.3 Workyear
- 2.11.3.1 The YRE school year calendar shall be attached as an Appendix.
- 2.11.3.2 The total minutes of classroom instruction in the YRE program shall be equal to the total minutes of classroom instruction provided in the traditional attendance day calendar.
- 2.11.3.3 Bargaining unit members who have a contract for a workyear beyond 185 days shall be granted one (1) additional sick day for each 185 days beyond 185 working days.
- 2.11.3.4 Bargaining unit members accepting Substitute Teacher assignments during their non-duty status will be paid \$175 per day.
- 2.11.3.5 All bargaining unit members shall be paid on a twelve (12) month basis.
- 2.11.3.6 The length of the regular workyear for Resource Specialists, Music Teachers, Adaptive PE teachers, Nurses, or Speech and Language Pathologists at YRE school sites may be adjusted to increase or decrease from one hundred eighty-four (185) with the mutual consent of the District and the employees at the employee's per diem salary rate.
- 2.11.3.7 Teachers assigned to single track sites shall be consulted and have an opportunity to participate in any decision regarding their school track designation (A, B, C, or D).
- 2.11.3.8 The District shall make every effort to assign children of District employees to the same school calendar track as employees.
- 2.11.4 Flexible Scheduling
- 2.11.4.1 A unit member may be permitted to exchange instructional days with another

unit member who is appropriately credentialed and on satisfactory status.

2.11.4.2 An exchange contract must be agreed to between the two (2) teachers and the site principal(s). The contract should be submitted to the site principal(s) at least fifteen (15) working days prior to the beginning of the exchange. The disapproval of a site principal must be in writing and state reasons for the disapproval, and may be appealed to the superintendent/designee. The Association shall be notified and have the right to be present at this meeting.

2.11.4.3 Failure to carry out the service obligations under the exchange contract shall result in loss of pay for the unit member who fails to complete the contractual Agreement.

2.11.5 Communications

Each YRE site principal shall communicate appropriate District/Site announcements to unit members who are off-track, as the need arises. Examples include information regarding application for open positions, extra-duty assignments, school events, faculty matters, etc.

2.11.6 YRE Room Assignments

2.11.6.1 Unit members assigned to TK/Kindergarten and self-contained special education programs shall be exempt from YRE roving room assignments.

2.11.6.2 The site administrator will make YRE roving or YRE rotating room assignments after consultation with the affected teachers. Every effort will be made to ensure the YRE rotating or YRE roving room assignments are equitably distributed at each site.

2.11.6.3 The grade level teacher teams may meet with the site administration and agree to a “YRE roving teacher” designee instead of rotation room assignments. If there is not an agreement on a YRE roving teacher, a rotating schedule will be developed by the site principals.

2.12 Site Schedules

The Association, site unit members, and/or site principals, may submit to the District modifications to a school site schedule. The District shall provide written notification to LETA thirty calendar days prior to implementation. LETA may request in writing the application of Article 18.3 before the schedule is implemented. The District may elect to continue the modification into the following school year, unless written request from the Association to apply Article 18.3 for the following school year is received by the District prior to May 15 of the current school year.

2.12.1 Modified Schedules: Sites within the District may implement a modified schedule in which instructional minutes will be added to the school instructional day in order to create minimum days during the school year with mutual consent of LETA and the District. Such modified

schedule(s) shall continue by mutual consent of LETA and the District. The District may end the modified schedule(s) by Business Necessity. Either party may terminate the modified schedule(s) by giving notice in writing sixty (60) calendar days before the commencement of a new school year. The Association shall have the right to canvass unit members at the site(s) to determine unit member preferences.

2.12.2 Block Schedules: Sites within the District may implement a block schedule with mutual consent of LETA and the District. Such block schedule(s) shall continue by mutual consent of LETA and the District. The District may end the block schedule(s) by Business Necessity. Either party may terminate the block schedule(s) by giving notice in writing sixty (60) calendar days before the commencement of a new school year. The Association shall have the right to canvass unit members at the site(s) to determine unit member preferences.

2.12.3 All Day TK/Kindergarten: Sites within the District may implement an extended TK/Kindergarten day schedule with mutual consent of LETA and the District. Such extended TK/Kindergarten day schedule(s) shall continue by mutual consent of LETA and the District. The District may end the modified schedule(s) by Business Necessity. Either party may terminate the extended TK/Kindergarten day schedule(s) by giving notice in writing sixty (60) calendar days before the commencement of a new school year. The Association shall have the right to canvass unit members at the site(s) to determine unit member preferences.

2.13 Reassignment of Students in Grades TK-5

In the event that students must be reassigned from their regular classroom when a substitute teacher is not available, the teachers that receive additional students shall be compensated at \$10.00 per student and 1.5 hours at step/column D1. Teacher participation shall be voluntary. In the event teachers do not volunteer in sufficient numbers to allow for an equitable distribution of students, school site administration shall attempt to reassign students in an equitable manner among classes.

2.14 Minimum Days TK-12

The purpose of minimum days is to provide an opportunity for staff communication and work in order to improve student achievement; examples of staff activities include, but are not limited to development or review of instructional materials; development or review of assessment instruments used to determine progress of students towards the attainment of academic standards; alignment of instructional materials and assessments with academic standards; discussion and/or presentation of instructional strategies and techniques; review of student performance data; meetings for site committees; planning for the sequence of instructional units or other activities designed to promote student achievement. Activities shall be scheduled by collaborative planning between school site administration, grade level representatives and LETA school site representatives. Staff members shall make every reasonable effort to participate in scheduled activities.

ARTICLE 3. NON-TEACHING DUTIES

3.1 Duties Beyond Regular Work Hours

Teachers shall be responsible for the following duties beyond their regular working hours without additional compensation:

3.1.1 Back-to-School Night

3.1.2 Open House

3.1.3 Graduation/Promotion Exercise (Secondary Teachers)

3.1.4 Two (2) extra-duty assignments (Secondary Teachers) or two and one half (2 1/2) hours of bus or yard duty (middle school 6-8).

3.1.5 Two (2) parent/teacher activities (Elementary Teachers): Non-paid site activities/committees are voluntary and may be substituted for parent/teacher activities. These parent/teacher activities shall be limited to two (2) hours each. (social committee excluded)

3.2 Playground and Bus Duty

Student supervision on playground and bus areas shall be equitably assigned.

3.2.1 "Equitably assigned" means that TK/Kindergarten teachers at a site shall have approximately an equal amount, and frequency of, non-instructional student supervision assignments. Unit members assigned to primary grades shall be compared with other unit members with primary grade assignments. Unit members assigned to upper grades shall be compared with other unit members with upper grade assignments. Unit members assigned to middle schools or high schools shall be compared to other unit members in the same assignment. The District will provide student supervision by instructional and campus aide assistance when available during their normal working hours. Middle school bargaining unit members may be assigned duties in lieu of extra-duty assignments.

3.2.2 Unit members assigned to nurse, speech and language pathologists, psychologist, and librarian positions shall not be assigned playground and bus area supervision duties.

3.2.3 Comprehensive high school and middle school site bargaining unit members will not be assigned playground and bus duty except as noted in Article 3.1.4.

3.2.4 The Association president shall not be assigned playground or bus area supervision duties.

3.2.5 Effective the third Monday of the school year, any area of student supervision assignment that exceeds fifteen (15) minutes beyond the assigned unit member's normal workday, shall be compensated (from District funds) at the extra-duty hourly rate in quarter hour increments to begin in 2016/17. Unit members shall be provided compensation beyond seventy-five (75) student supervision assignments. If supervision schedules need to be adjusted due to student safety needs, the supervision schedule shall be reviewed by the site leadership team.

- 3.2.6 Upon request, the site principal will forward a copy of the current site's playground/campus and bus area supervision duty schedules to the Association president.

ARTICLE 4. SAFETY

- 4.1 A bargaining unit member may exercise during the performance of his/her duties, the same degree of physical control over a pupil that a parent would be legally privileged to exercise, but which in no event shall exceed the amount of physical control reasonably necessary to protect property, or protect the health and safety of pupils and employees. (Under the provisions of Education Code 44807)
- 4.2 No bargaining unit member will be required to engage in any activity that can reasonably be deemed hazardous to life and limb. All bargaining unit members must follow accepted standard safety procedures.
- 4.3 To ensure that exposure to unsafe conditions is minimized, unit members are to be safety conscious in their own actions and to report on the appropriate form alleged unsafe or potentially unsafe conditions to their immediate supervisor. Acknowledgment of receipt will be made by supervisor/designee at the time the report is submitted. The immediate supervisor will respond to the unit member within five (5) working days as to what action will be taken.
- 4.4 Any assault upon a unit member will be reported promptly to the immediate supervisor and to the appropriate law enforcement agencies as defined in Education Code 44014. The written report of the incident shall contain the unit member's name, date, location, and details of the assault.
- 4.5 A teacher may suspend a student from his/her class under provisions listed in the Education Code Section 48900. Each teacher will be provided a Staff handbook by the site administrator, which includes student discipline procedures.
- 4.6 No grievance shall be filed pursuant to Article 8 GRIEVANCE PROCEDURES of this Agreement concerning this Article until the report required by Article 4.3 of this Article is submitted and the immediate supervisor has been given five (5) working days to respond to what action will be taken.
- 4.7 The District shall maintain a safe and healthy working environment.

ARTICLE 5. CLASS SIZE

5.1 Elementary Regular Class Size (Grades TK-5)

5.1.1 The District shall staff TK-3 classrooms at 24:1 each year and the alternatively negotiated site ratio for state computation purposes shall not exceed 26:1.

5.1.2 Elementary class sizes at the same site and grade level shall differ no more than three (3) students. Fifteen (15) working days from the first day of school shall be granted to make adjustments. Overages that occur after the fifteenth (15th) day of the school year shall be granted five (5) days to make adjustments.

5.1.3 For staffing purposes, the District shall exclude TK and TK/K combination classes from the site ratio average for the District computation. If an individual class size exceeds 26 students in TK-3rd grade, impacted unit members shall receive \$40 per day per student. Payment for any overages shall be retroactive to the first day student enrolled in the class. When this occurs, a meeting shall be held with the grade level team and site administrator to collaboratively determine a plan of action for future enrollment.

5.1.4 The maximum class size for 4th-5th grade elementary teachers shall not exceed 33:1. If the maximum class size exceeded in 4th and 5th grades, unit members shall be compensated at \$40 per day per student according to Article 5.1.2 Payment for any overages shall be retroactive to the first day student enrolled in the class. The maximum class size shall not exceed 35:1. When the class size is at 34:1, a meeting shall be held with the grade level team and site administrator to collaboratively determine a plan of action for future enrollment.

5.1.5 Combination classes shall be formed containing a difference of no greater than five (5) students between the grade levels. Combination classes shall not have more students than any single class at the grade levels being combined. When a combination class is at a difference of five (5), a meeting shall be held with the grade level teams and site administrator to collaboratively determine a plan of action for future enrollment. (refer to article 10.1.3 regarding stipend information)

5.2 Secondary Class Size (Grades 6-12)

5.2.1 The maximum size of an individual middle school and high school class (per teacher) will be an average of thirty-six (36) students. For example, a teacher teaching five sections would have no more than 180 students, however one section could have 37 students and another section could have 35 students. Fifteen (15) working days from the first day of school shall be granted to make adjustments if the maximum is exceeded. Overages that occur after the fifteenth (15th) day of the school year shall be granted five (5) days to make adjustments. Payment for any overages shall be retroactive to the first day the student enrolled in the class.

5.2.1.1 If the maximum class size average (per Article 5.2.1) is exceeded (for example averages that exceed 180 students), the District shall make

adjustments or compensate the unit member as follows: \$10 for the 181st student over the average per day and an additional \$25 for the 182nd student over the average per day. Payment for any overages shall be retroactive to the first day student enrolled in the class. In the event a unit member's class roster ranges from 183-190 the unit member shall receive a 1/6th assignment in lieu of the per student compensation effective upon enrollment of the 183rd student. Class size maximums shall not exceed 38:1. When the class size average is exceeded (per Article 5.2.1), a meeting shall be held with the member and site administrator.

- 5.2.2 Identical course sections scheduled during the same period shall differ by no more than five (5) students. When balancing course sections becomes impacted due to student attrition, a meeting shall be held with the affected members, counselor, and site administrator. The teacher may sign a voluntary class size waiver.

5.2.3 Exclusions

The District and Association agree to include science lab courses outlined in the A – G Requirements designated as a ‘D’ requirement. Laboratory classes (Lab Science, Industrial Arts, Home Economics). Maximum class size shall not exceed thirty-two (32) students. All other grades nine through twelve science classes shall not exceed a maximum of 33 students. When middle school (6-8) science is part of the heterogeneous core classes, villages or interdisciplinary teams the maximum class size will be 36 students. Lab classes in Home Economics are Advanced Foods. Typing/keyboarding classes shall not exceed 36 students or the number of typing stations. Band, Chorus, Athletic PE (participation in a sport), ASB (participation in ASB activities) and Advanced Drama classes are exempt from this Article

5.2 Physical Education classes shall have a maximum class size: fifty (50) students.

- 5.2.3.1 If the limit of students in Article 5.2.2 is exceeded, the site will return to the limits within fifteen (15) working days from the first day of the school year. Overages that occur after the 15th student day of the school year shall be granted five (5) days to make adjustments.

- 5.2.3.2 Teacher Assistants (TAs) shall not be counted in the maximum class size average.

5.3 Notice of Excess Class Size

- 5.3.1 Each school site will post the class size by individual classes each Friday starting with the third Friday of the site's school attendance year. The posting will be in an area where all teachers may view. A copy will be provided to the Association's site representative.
- 5.3.2 The principal may recommend, but not require, that the affected teacher(s) sign a waiver request. Such Waiver Request must be signed by the following: the teacher(s) directly involved, the Association President, and the Superintendent/Designee. The time schedule of five (5) working days will stop when the teacher(s) sign(s) the Waiver Request and will restart on the day following written notice is received from the Association that the class size waiver is rejected, a minimum of five (5) working days will be provided to the District to move students.

5.4 Special Education Teacher/Student Enrollment Ratio

5.4.1 Speech and Language Pathologists

Speech and Language Pathologists' caseloads shall not exceed 55 for 185 days (FTE) of employment. The maximum caseload for a Speech and Language Pathologist providing services exclusively to individuals with exceptional needs, between the ages of three and five years, inclusive, as defined in Section §56441.11 or §56026 shall not exceed a count of 40. If a Speech and Language Pathologist provides services to a blend of ages between preschool and TK-12 students, the ratio shall be multiplied by 1.4 per preschool student.

5.4.1.1 When the bargaining unit member and the District as per Article 2.1 agrees to increase the work year at the bargaining unit member's per diem, the same percentage may be added to the maximum caseload. The District will inform LETA of any increase in the work year before the increase is implemented.

5.4.1.2 Each Speech and Language Pathologist who volunteers and provides services to students above the authorized caseload at District request shall be compensated at the extra-duty pay rate at Column D Step 5 for two (2) hours per month for each student determined to be above the caseload per Article 5.4.1. Students served shall be verified through the use of timesheets outlining services provided and to whom (student name).

5.4.1.3 Speech and Language Pathologists with a Master's Degree, a Certificate of Clinical Competence and a state License in Speech-Language Pathology shall be awarded annual stipends of \$5,000.

5.4.1.4 Speech and Language Pathologists with only a Speech and Language Credential shall be awarded annual stipends of \$2,500 instead of the annual stipend of \$5,000.

5.4.1.5 District shall offer a one-time signing bonus of \$5,000 to a fully credentialed

Speech and Language Pathologists with a Master's Degree.

5.4.1.6 Speech and Language Pathologists (SLPs) shall be exempt from the restrictions in experience credit stipulated in Article 10.4.

5.4.2 Resource Specialists

Resource Specialists' caseloads shall not exceed 28 pupils. The caseload for Resource Specialists shall not exceed the State maximum limit for 185 days (FTE) of employment, when the bargaining unit member and the District as per Article 2.1, agree to increase the work year, at the bargaining unit members per diem, the same percentage may be added to the maximum caseload. The District will inform LETA of any increase in the work year before the increase is implemented.

5.4.3 Special Day Classes (Applies To Pre/TK/K-5 Special Education Only)

The class size and caseload for mild/moderate special day elementary classes shall not exceed seventeen (17) students. The class size and caseload for moderate/severe special day elementary classes shall not exceed fifteen (15) students. The instructional aide allocation for special day classes shall be based on class enrollment as follows:

5.4.3.1 Up to 15 students: 1 full time equivalent (F.T.E.) paraeducator is either one (1) six hour or two three (3) hour positions. An F.T.E. paraeducator is employed for six (6) hours.

5.4.3.2 At 16 students: 1.5 F.T.E. aides.

5.4.3.3 When the maximum caseload in a Pre/TK/K-5 Special Day Class is exceeded the unit members shall be compensated at \$40 per day per student according to Article 5.4.3. Payment for any overages shall be retroactive to the first day student enrolled in the class. When the caseload is at the maximum limit, a meeting shall be held with the effected members and site administrator to collaboratively determine a plan of action for future enrollment.

5.4.4 Secondary Special Day Classes (Applies to 6-12 Special Education Only)

The secondary caseloads for special day teachers of mild/moderate students shall not exceed twenty-two (22). The secondary caseloads for special day teachers of moderate/severe students shall not exceed fifteen (15) students. Equitable distribution of caseloads will be considered.

5.4.4.1 When the maximum caseload in a Secondary Special Day Class is exceeded the unit members shall be compensated at \$40 per day per student according to Article 5.4.4. Payment for any overages shall be retroactive to the first day student enrolled in the class. When a caseload is at the maximum limit; a meeting shall be held with the effected members and site administrator to collaboratively determine a plan of action for future enrollment.

- 5.4.4.2 The maximum size of Secondary Special Day Class (per teacher) will be an average of twenty-five (25) students in core academic courses. For example, a teacher teaching five sections would have no more than 125 students, however one section could have 24 students and another section could have 26 students. Fifteen (15) working days from the first day of school shall be granted to make adjustments if the maximum is exceeded. Overages that occur after the fifteenth (15th) day of the school year shall be granted five (5) days to make adjustments.
- 5.4.4.3 If the maximum class size average (per Article 5.4.4.2) is exceeded, for example averages that exceed 125 students; the District shall make adjustments or compensate the unit member as follows: \$10 for the 126th student over the average per day and an additional \$25 for the 127th student over the average per day. Payment for any overages shall be retroactive to the first day student enrolled in the class. In the event a unit member's class roster ranges from 128-130 the unit member shall receive a 1/6th assignment in lieu of the per student compensation effective upon enrollment of the 127th student.
- 5.4.4.4 At a minimum, there shall be one full-time equivalent (F.T.E.) instructional paraeducator in each Special Day Class period. This excludes one-on-one paraeducators assigned to a specific student.
- 5.4.4.5 Secondary special Day Class teachers shall receive a total of ten release days (August-May) not to exceed two days in one month, for the purpose of conducting student assessments and IEPs on campus. The release day shall be taken on a Tuesday, Wednesday or Thursday unless mutually agreed upon by the teacher and site administration. No part of the release day shall be used to provide period coverage. For the 2022/2023 school year only, seven release days shall be provided for this purpose.

5.5 Notice of Excess Class Size

- 5.5.1 Each school site will post the class size by individual classes each Friday starting with the third Friday of the site's school attendance year. The posting will be in an area where all teachers may view. A copy will be provided to the Association's site representative.
- 5.5.2 The principal may recommend, but not require, that the affected teacher(s) sign a waiver request. Such Waiver Request must be signed by the following: the teacher(s) directly involved, the Association President, and the Superintendent/Designee. The time schedule of fifteen (15) working days from the first student day of the school year, or five (5) days for overages that occur after the 15th day of the school year, will stop when the teacher(s) signs the Waiver Request and will restart on the day following written notice is received from the

Association that the class size waiver is rejected. A minimum of five (5) working days will be provided to the District to move students.

5.6 Special Programs: Staffing Formulas

5.6.1 Personnel in assignments other than teaching will be as follows:

5.6.1.1 The District shall make all reasonable efforts to maintain an equitable workload distribution among psychologists, music teachers, and nurses at each level (Elementary, Middle School or High School) to which they are assigned.

5.6.1.2 The pupil/counselor ratio is established at **450:1**. If the site ratio reaches **450:1** plus **65** students, a one-sixth assignment at counselor's per diem will be split among the counselors at that site. The number of one-sixth assignments will be increased by an additional one-sixth assignment for every increase of **65** students above the ratio. For example, if a school site's enrollment is **968** students with 2.0 FTE counseling staff, a one-sixth assignment would be split between two counselors. For each day that the ratio meets the standard as described in this article, a sixth-period assignment or assignments shall be paid. The District shall meet with the counselors and LETA and site administrators at new sites to work together to determine the enrollment of the school.

5.6.1.3 The District agrees that Article 5.4.1 and past settlement agreements shall be followed by each school site. This shall include the following: regular education class size, RSP caseload per unit member, SLP caseload per unit member, and APE caseload per unit member. This information shall be forwarded to an Association Designee weekly.

5.7 The District and LETA agree to form a joint committee to review and make recommendations to the District Superintendent and LETA Executive Board regarding class sizes and caseloads. The District and LETA agree to meet and discuss the recommendations of the committee.

ARTICLE 6. ASSIGNMENTS AND TRANSFERS

6.1 Assignment

6.1.1 Assignments will be determined by actual student enrollments and/or student curricular needs.

6.1.2 Site principals shall notify unit members of their assignments prior to, but not less than fifteen (15) working days before the first student attendance day of the school year. Assignments are considered tentative until the sixteenth (16) day of student attendance. Absent changes in student enrollment and/or curricular needs, assignments shall continue. If a unit member's assignment is changed for the upcoming school year, prior to the fifteen (15) working day deadline outlined above, the following shall occur:

- The principal shall hold a meeting with the unit member and provide rationale for the change in assignment
- The principal shall provide the Assignment Change form (Appendix 4c)
- The principal shall document the rationale on the Assignment Change form
- The principal and unit member shall sign the Assignment Change Form

6.1.2.1 Unit members not in agreement with their assignment for the following school year, may appeal the decision and request a conference with the site principal and Superintendent. If requested, the conference shall be held within five (5) working days of the request. The unit member may be represented by an Association representative if (s)he desires.

6.1.3 The work site(s) of a psychologist shall be defined as the location where they provide services to students. In the event the work site of a psychologist is split between more than one site, the site with the highest student enrollment shall be deemed as their primary site. If a change of assignment is deemed necessary due to student enrollment and/or curricular needs, Article 6, Assignments and Transfers, shall apply to school psychologists. All provisions of Article 6: Assignments and Transfers shall apply to all Psychologists.

6.1.4 The Association and the District agree that unit members granted release time from regular assignments to be assigned to a position that provides specialized services (as a Teacher on Special Assignment or a site program or curriculum specialist) shall continue to be assigned to such position each subsequent year at the District's discretion.

6.1.5 Riverside County Office of Education has developed distinct Transitional Kindergarten (TK) content standards. As the result of LEUSD teacher input, the District adopted separate curriculum to address the standards and to meet the unique needs of TK students, whose fifth birthday falls from September 2 to December 2. Due to the distinct nature of the TK curriculum, TK and Kindergarten (K) shall be different grade levels. As such, classes that contain both TK-K students shall be considered combination classes (Refer to Article 5.1.4). Bargaining Unit Members assigned to TK or TK-K combination classes for the 2014-15

school year are considered to be involuntarily reassigned and are subject to Article 6.6.4 and 6.6.5.

6.2 Vacancy and Opening Announcement

- 6.2.1 Announcements of all vacancies shall be provided to all bargaining unit members electronically (via email) and posted on the Lake Elsinore Unified School District Website at least five (5) workdays (weekdays in the summer) prior to the application deadline. Paper copies of all such announcements shall be mailed to the LETA President. Transfer request forms shall be included in all announcements. Transfer requests for a specific vacancy shall be submitted to the District Personnel Office within the appropriate application period. (Appendix 4g) pg 123
- 6.2.2 Announcements of openings shall be provided electronically (via email) at least five (5) workdays (week days in the summer) prior to the application deadline to all unit members at the applicable site. Paper copies of all such announcements shall be mailed to the LETA President. Reassignment requests shall be provided to the site principal within the appropriate application period.

6.3 Voluntary Transfers

- 6.3.1 A unit member may submit a written transfer request in response to a posted vacancy. Transfer requests in response to a vacancy posted after the sixteenth (16th) day of student attendance on each track may be denied during the student attendance year, but could be held until the start of the following school year. (Appendix 4g)
- 6.3.2 If the voluntary transfer request for a specific vacancy is denied, upon written request, the District must provide the unit member the reason(s), in writing, for the denial.
- 6.3.3 Voluntary requests for transfer to fill a specific vacancy will be based upon the credentials, authorizations, and Highly Qualified status of the applicant, and Major/Minor academic field of study and the following procedure:
 - 6.3.3.1 District Seniority: The applicant with the earliest seniority hire date shall be given ten (10) points. The applicant with the next earliest seniority hire date shall be given nine (9) points. Points will be awarded using this process through zero (0).
 - 6.3.3.2 District Experience: The District assignment records of applicants receiving seniority points in Articles 6.3.3.1 will be reviewed. One point will be awarded up to ten (10) points for each year in the same assignment as the specific vacancy posted.
 - 6.3.3.3 Interview: The District will conduct an interview of persons selected for an interview pool. The interview pool will include, but not be limited to, up to four (4) unit members with the greatest number of points determined by

Articles 6.3.3.1 and 6.3.3.2. The District may deny an interview to a probationary unit member and/or a permanent unit member who has received an Evaluation ranking of “N” (Needs Improvement) in four (4) or more Evaluation areas on a single evaluation in the past two school years. When there are less than three (3) unit members in the interview pool, the District may add outside qualified candidates. When three (3) or more unit members are in the interview pool, at least one unit member shall successfully receive the voluntary transfer.

6.3.3.4 Voluntary transfers under Article 6.3 will be subject to the following modifications:

6.3.3.4.1 The District shall not transfer a unit member who requests to be transferred to a school offering TK/Kindergarten or any of grades 1 to 12, inclusive, ranked in deciles 1 to 3, inclusive, on the Academic Performance Index if the principal of the school refuses to accept the transfer.

6.3.3.4.2 After April 15th of the school year prior to the school year in which a voluntary transfer would become effective, notwithstanding Articles 6.3.1 through 6.3.3.3 above, selection of a unit member shall be based solely on the principal’s interview; along with, the candidate’s credentials, authorizations, Highly Qualified status, major/minor academic field of study, candidate’s evaluations, and the best educational interests of the District. For example, seniority as applied in Articles 6.3.3.1 through 6.3.3.3 above and priority pooling as applied in Article 6.3.3.3 above shall not be a consideration for selection.

6.4 Involuntary Transfers

6.4.1 No unit member will be involuntarily transferred to fill a vacancy if there is a volunteer who is fully credentialed for the available position. No unit member will be required to teach outside of their credential authorization.

6.4.2 Involuntary transfer(s) required by changes in school(s) enrollment and/or student curricular needs will be made in accordance with the following criteria in the order listed:

6.4.2.1 Credentials, authorizations, and Highly Qualified status required to perform the assigned duties.

6.4.2.2 Least District seniority

6.4.2.2.1 When faced with a lottery as afforded by Article 1.3.24 to

determine District seniority applicable to involuntary transfer under Article 6.4, a unit member may waive this process.

- 6.4.2.2.2 When the unit member chooses to waive the lottery process, the unit member shall be deemed to have less District seniority than the other candidate(s). Such a waiver shall apply only to the immediate involuntary transfer situation and shall not be construed as to setting precedence or a permanent state of less seniority for the person waiving the lottery.
- 6.4.2.2.3 Should a unit member choose to waive the lottery process, the unit member shall retain all rights specified under Article 6.4.
- 6.4.2.2.4 If more than one unit member waives the lottery provision, the lottery will proceed according to Article 1.3.24.
- 6.4.2.2.5 Waivers of the lottery shall be signed by the Superintendent/Designee and the LETA President.

- 6.4.3 The unit member being considered for involuntary transfer may request a conference before any transfer is made. If requested, a conference will be held within five (5) working days with the unit member and the Superintendent/Designee. The unit member may be represented by an Association representative if the unit member so desires.
- 6.4.4 A unit member who has been involuntarily transferred will be given priority when a specific vacancy occurs in an assignment in which he/she had a previous teaching experience at the original school.
- 6.4.5 If once involuntarily transferred, a unit member will not be considered for an involuntary transfer again for three (3) years.
- 6.4.6 Before an involuntary transfer is made, the District will consider the possibility of hiring qualified personnel from outside the District to fill the vacancy.
- 6.4.7 The district may involuntarily transfer a unit member when the unit member's behavior has created a relationship with other employees (excluding his/her administrator) resulting in an environment that is hostile, threatening, discriminatory, and/or disruptive to an employee's duties. The District shall be restricted to no more than three (3) involuntary transfers District-wide each school year; unless, the Association and District mutually agree to exceed the limit or the involuntary transfer is necessitated by law.
 - 6.4.7.1 Article 6.4.7 does not limit the number of involuntary transfers outlined by Article 6.4.2, nor does Articles 6.4.4 and 6.4.5 apply to Article 6.4.7.
 - 6.4.7.2 A unit member for whom Article 6.4.7 is applied shall be moved to an opening or a vacancy. If more than one opening or vacancy is available, the unit member may indicate opening/vacancy preferences. The unit member must

be properly credentialed with appropriate authorizations under State and Federal law.

- 6.4.7.3 Prior to involuntary transfer under Article 6.4.7, the District and Association shall attempt to informally resolve the perceived behavior through conflict resolution.
- 6.4.7.4 If the affected unit member(s) refuse(s) to participate in the conflict resolution, or the issue is not resolved through conflict resolution to the satisfaction of the Assistant Superintendent of Personnel Services or Designee within five (5) school days from the time the behavior was identified by the site administrator, the District shall initiate an investigation conducted by the Assistant Superintendent of Personnel or Designee to determine whether there is reasonable cause to believe that the affected unit members' behavior has a relationship with other employees (excluding his/her administrator) resulting in an environment that is hostile, threatening, discriminatory, and/or disruptive to an employee's duties. If the District determines reasonable cause exists, it may involuntarily transfer the affected unit member(s).
- 6.4.7.5 In the event of a disagreement with the District's determination of reasonable cause, the affected unit member and/or Association may seek review through the mediation process outlined in Level 3 of the grievance procedure under Article 8.
- 6.4.7.6 Bargaining Unit Members transferred after the beginning of this school year who do so voluntarily in lieu of an involuntary transfer of a less senior person shall have the rights of an involuntary transfer. The affected unit member shall retain all rights specified under Article 6.4. This only applies to sites the District has notified of a reduction in staffing.

6.5 Voluntary Reassignment

- 6.5.1 Voluntary reassignments will take place before initiating involuntary reassignments.
- 6.5.2 Mid-year reassignment opportunities will be posted at the site for at least five (5) days on the Association bulletin board. This article will be implemented concurrently with Article 6.2.
- 6.5.3 Reassignments following the sixteenth (16th) day of student attendance on each track shall be based upon student enrollment and curriculum needs.
- 6.5.4 A unit member may submit a written reassignment request in response to a posted opening to the site principal. Reassignment request in response to a posted opening after the sixteenth (16th) day of student attendance on each track may be denied during the student attendance year but could be held until the start of the following school year.

6.5.5 If the voluntary reassignment request for a specific vacancy is denied, the District must provide the unit member upon written request, the reason(s), in writing, for the denial.

6.5.6 Reassignment requests to fill a specific opening will be considered on the basis of an interview and the following criteria:

6.5.6.1 Credentials, authorizations, and Highly Qualified status required to perform the assigned duties.

6.5.6.2 District Seniority

6.6 Involuntary Reassignment

6.6.1 No unit member will be involuntarily reassigned to fill a vacancy if there is a volunteer who is fully credentialed for the available position.

6.6.2 Involuntary reassignment(s) required by changes in enrollment and/or student curriculum needs will be made in accordance with the following criteria in the order listed:

6.6.2.1. Credentials, authorizations, and Highly Qualified status required to perform the assigned duties.

6.6.2.2 Least District Seniority. Unit members involuntarily reassigned based upon least District seniority shall not be involuntarily reassigned again for three years.

6.6.3 The unit member being considered for involuntary reassignment may request a conference before the effective date of the reassignment. If requested, a conference will be held within five (5) working days with the unit member and the Superintendent/Designee. The unit member may be represented by an Association representative if the unit member so desires.

6.6.4 A unit member who has been involuntarily reassigned shall be given first right of refusal when an opening occurs in their most recent previous assignment.

6.7 Opening New School Sites

The District may limit transfers to new school sites to twenty-five percent (25%) of unit members or no more than the percentage of students transferred to the new school at a given site to avoid decimating an existing school or department within a school. The District may use up to twenty-five percent (25%) of positions at a new school site for probationary unit members or employees new to the District.

6.8 Assistance to Unit Member

6.8.1 Pre-packed teaching materials will be moved to a new work location by maintenance and/or operations, if requested in writing by the unit member.

6.8.2 Elementary Assistance

6.8.2.1 When a unit member is transferred, voluntarily or involuntarily, during the school year, the unit member shall receive compensation up to \$1000 that can be used for any combination of preparation/planning,

appropriate grade level supplies/materials with prior approval by the receiving site principal, and/or release days for the purpose of transferring sites. Release time for this transfer shall be taken within one month and compensation provided to the unit member shall be expended in the current school year. If a unit member is involuntarily transferred prior to the school year, the unit member shall receive \$1000 for the criteria outlined above. Release time for this transfer shall be taken in the first month of the following school year and compensation provided to the unit member shall be expended by the end of the following school year.

6.8.2.2 When a unit member's grade level assignment is changed during the school year, the unit member shall receive compensation (\$500) for the purpose of meeting instructional goals and students' needs. Compensation provided to the unit member shall be expended in the current school year and consistent with Article 6.8.2.1.

6.8.3 Secondary Assistance

6.8.3.1 When a unit member is transferred, voluntarily or involuntarily, during the school year, the unit member shall receive compensation up to \$1000 that can be used for any combination of preparation/planning, appropriate grade level supplies/materials with prior approval by the receiving site principal, and/or release days for the purpose of transferring sites. Release time for this transfer shall be taken within one month and compensation provided to the unit member shall be expended in the current school year. If a unit member is involuntarily transferred prior to the school year, the unit member shall receive \$1000 for the criteria outlined above. Release time for this transfer shall be taken in the first month of the following school year and compensation provided to the unit member shall be expended by the end of the following school year.

6.8.3.2 When a unit member's assignment is changed during the school year, the unit member shall receive compensation (\$100/period) for the purpose of meeting instructional goals and student needs. Compensation provided to the unit member shall be expended in the current school year and consistent with Article 6.8.3.1.

ARTICLE 7. LEAVES

7.1 Sick Leave

Each unit member will be granted one day of sick leave per working month during the regular school year.

7.1.1 Unused sick leave will be cumulative from year to year and will be unlimited in accumulation.

7.1.2 Credit for sick leave during any one (1) year need not be accrued prior to taking such leave by the employee and such leave of absence may be taken any time during the school year, at the discretion of the employee.

7.1.3 The District will provide each unit member with a written statement of: 1) his/her accrued sick leave and 2) his/her entitlement for the school year. Such statement will be provided no later than October 1 of each school year.

7.2 Any earned sick leave may be used by the employee, within the limits defined in Board Policy, and the Education Code, at his/her election in cases of personal necessity.

7.3 A unit member exercising sick leave provisions will notify the District Office of his/her need to be absent from service as soon as known. The notification will also include an estimate of the expected duration of the absence.

7.4 Prior to approval of any paid leave, the District may require a unit member to furnish verification of illness according to Board Policy.

7.5 All bargaining unit members beginning in this school District will be entitled to transfer into the District all accumulated sick leave from any other public school system within the State of California.

7.6 Any unused sick leave credit may be used by the unit member at members' discretion for sick leave purpose without loss of compensation. Upon exhaustion of all accumulative sick leave credit, a unit member who continues to be absent for purposes of this section will receive differential pay as per Education Code 44983.

7.7 Any bargaining unit member who uses zero (0) sick days for any reason or purpose during a school year will receive a one-time check at the end of the school year for \$500.00. Any member who misses one (1) day will receive \$350.00, and if two (2) days are missed \$200.00 will be paid. Any bargaining unit member who misses three (3) or more days will receive no payment.

7.8 Parental Leave

Disabilities resulting from pregnancy, childbirth, and recovery therefrom are considered temporary disabilities and, in general, will be treated as conditions of illness. Sick leave may be used for such disabilities.

7.8.1 Before the sixth month of pregnancy, a statement from the unit member's physician must be filed in the Personnel Office. This statement should include that continuing service will not

be detrimental to the health of the unit member, and the approximate date of commencement of absence from duties.

- 7.8.2 The date of commencement of absence from duties because of pregnancy, miscarriage, childbirth, or recovery therefrom will be determined by the unit member and her physician (as stated in Educational Code). This date is not to be construed as the due date of the baby in cases of pregnancy.
- 7.8.3 The District recognizes that the date of commencement of absence from duties in the case of pregnancy is an approximate date only, the unit member may continue working beyond the stated date with the approval of her physician.
- 7.8.4 A maximum of 42 calendar days will be allowed for recovery after the childbirth, or miscarriage. After this time, it is expected the employee will return to her duties on a regular basis. Continued absence beyond this period will require a subsequent statement from the employee's physician indicating that the employee's health condition is such that she may not return to full duty. In any event, the District will be notified in writing, at least ten (10) calendar days prior to return to duty of the expected date of return. This notice will include a statement from the physician indicating that the employee's health condition warrants return to full duty on the date specified.
- 7.8.5 In the event of miscarriage, an employee on maternity leave will be allowed to return earlier than the expected return date. A written request for early return shall be submitted to the Personnel Office with the medical clearance as noted in Article 7.8.4.
- 7.8.6 Employee compensation and other benefits and privilege will be extended during maternity leave in the same manner as during illness leave.
- 7.8.7 A unit member who is the spouse of a mother of a child born during the school year will be entitled to ten (10) days of leave at differential pay. Such leave will not be deducted from Personal Necessity or Sick Leave.
- 7.8.8 A unit member who is the parent of a child adopted during the school year will be entitled to twenty (20) days of leave at differential pay. Such leave will not be deducted from Personal Necessity or Sick Leave. If both parents of the adopted child are bargaining unit members, a total of twenty (20) days will be granted between both unit members.

7.9 Personal Necessity Leave

- 7.9.1 A unit member may use ten (10) days per year of accumulated sick leave for purposes of personal necessity leave as defined in Educational Code.
 - 7.9.1.1 Personal Necessity Leave not requiring prior approval shall include:
 - 7.9.1.1.1 Serious illness of a member of his/her immediate family.
 - 7.9.1.1.2 Accident, involving his/her person or property, or the person or property of a member of his/her immediate family. This shall

also include imminent danger to the unit member's home occasioned by a factor such as flood, fire, or other natural disasters.

7.9.1.1.3 A condition of circumstance, beyond the control of the unit member, which makes it impossible for him/her to reach his/her place of work assignment.

7.9.1.2 The District may require the unit member to furnish verification of personal necessity leave.

7.9.1.2.1 As verification of personal necessity leave, a unit member may provide the District with a sworn personal affidavit.

7.9.1.3 Personal Necessity Leave requiring prior approval by the immediate supervisor shall include:

7.9.1.3.1 Appearance in court or before any administrative tribunal as a litigant.

7.9.1.3.2 Any other significant event, personal to the employee, for which paid leave of absence is not authorized, which under the circumstances the employee cannot reasonably be expected to disregard, and which requires the immediate attention of the employee during his assigned hours of service.

7.9.1.3.3 Attendance at funeral services.

7.9.1.3.4 Absences required in completing final oral or written examination for advanced degrees, or other business of a nature that can only be taken care of during normal business hours.

7.9.1.3.5 Absences due to attending education conferences not approved and paid for as school business.

7.9.1.4 Personal Business Leave, ten (10) personal business (PB) days may be used and not require explanation as to how these days will be used. When feasible, unit members shall give the district twenty-four (24) hours advance notice to use PB leave. These PB days shall be reflected as PN (I). The PN and PB days shall be inclusive of the ten (10) days annual Sick Leave allotment. (Appendix 6a)

7.9.2 Child Rearing Leave

7.9.2.1 Under this option an employee may request a non-paid leave for a maximum of one (1) year after he/she becomes a parent through pregnancy, adoption, or legal guardianship. Prior to such leave, the employee will submit in writing

to the Personnel Office, a statement indicating the beginning and ending date of the requested leave.

- 7.9.2.2 The District shall make every reasonable attempt to place a returning teacher to his/her prior assignment/site.

7.9.3 Personal Reasons Leave

- 7.9.3.1 Limited leave for business or personal reasons, not provided under Personal Necessity Leave may be granted without compensation, increment, seniority or tenure credit by the District, for a maximum of one (1) year. The application for and granting of such leaves of absence will be in writing. In addition, a unit member on such leave will complete the Spring Letter of Intent, which will be mailed to the unit member, as to intention to return to employment in the District. Failure to so notify the District will be considered an abandonment of position.

- 7.9.3.2 The District shall make every reasonable attempt to place a returning teacher to his/her prior assignment/site.

7.9.4 Bereavement Leave

- 7.9.4.1 When death should occur, bargaining unit members shall be granted leave with full pay for five (5) days for the following family members: spouse, mother, father, sister, brother, child, mother-in-law, father-in-law, grandfather, grandmother, son-in-law, daughter-in-law, grandchild, foster parent, stepparent, stepson, stepdaughter, foster son, foster daughter, brother-in-law, sister-in-law, or any person living in the immediate household of the bargaining unit member. The leave shall be for three (3) days in the event of death for any of the following family members: aunts, uncles, nieces, and nephews. The Superintendent/Designee may extend the bereavement leave.

The Bereavement Leave does not need to be taken all at one time but shall be completed during the six months after the death of the person for whom the leave is being taken. The Superintendent/Designee may extend the timeline of completion of the bereavement leave.

Documentation of the death shall be provided to the employer and shall be submitted within thirty (30) days of the first day of bereavement leave. Documentation may consist of a death certificate, obituary, or written verification of death, burial or memorial service from the mortuary, funeral home, burial society, crematorium, religious institution or government agency.

7.9.5 Judicial Appearance Leave

- 7.9.5.1 The District shall grant leaves of absence to employees with pay, up to the amount of the difference between the employee's regular earnings and any amount he/she receives for jury or witness fees, less expenses incurred, when such leaves of absence are granted for the purpose of the unit member's appearance in court, other than as a litigant, or for regularly called jury duty in the manner provided by law. Unit members using such leave shall be required to submit to the Personnel Department verification from the court for those days they are required to be in attendance.

7.9.6 Industrial Illness and Accident Leave

- 7.9.6.1 Industrial Illness and Accident Leave will be provided to all certificated unit members as provided for in Education Code Section 44984.

7.9.7 Sabbatical Leave

- 7.9.7.1 The Board of Trustees may grant any certificated unit member a Sabbatical Leave, not to exceed one (1) year, for the purpose of permitting study or travel by the unit member which will benefit the schools and pupils of the District.
- 7.9.7.2 No Sabbatical Leave shall be granted to any certificated unit member who has not rendered at least seven (7) years consecutive service in this District, immediately preceding the granting of the leave, and not more than one (1) such Sabbatical Leave shall be granted in each seven (7) year period to any individual.
- 7.9.7.3 Compensation will not be less than one-half (1/2) of the salary of the unit member on leave. The compensation will be paid the unit member while on leave in the same manner as if the unit member were teaching in the district. The employee will furnish the District a suitable bond indemnifying the Board of Trustees against loss in the event the unit member fails to render at least two (2) years of service in the employ of the District following the return of the unit member from the Sabbatical Leave. The bond shall be exonerated in the event of the death or physical or mental disability of the unit member on Sabbatical Leave, which prevents the unit member from returning and rendering two (2) years of service.
- 7.9.7.4 At the expiration of the Sabbatical Leave granted a unit member of the District under the provisions of the Agreement, the unit member will, unless he/she otherwise agrees in writing, be reinstated in the position held by him/her at the time of the granting of the leave of absence.

7.9.7.5 Full fringe benefits are provided for those using this leave.

7.9.8 Military Leave

7.9.8.1 Employees who are members of any reserve corps of the Armed Forces of the United States, the National Guard, or the Naval Militia, or who are inducted or who are otherwise ordered to active duty, shall be granted such leave as required by law.

7.9.9 Short-Term Instructional Leave

7.9.9.1 The District shall set aside in its budget, additional amounts for additional pay to provide, at the discretion of the administration, short-term instructional improvement leave for teachers.

7.9.9.2 Short-term instructional improvement leaves may be granted for the following purposes:

7.9.9.2.1 Visitations to other schools within or outside the District to observe examples of successful teaching procedures or techniques and for observation of unique or noteworthy innovations in teaching.

7.9.9.2.2 To provide demonstrations for the benefit of other teachers.

7.9.9.2.3 For the purpose of attending demonstrations, workshops, or symposiums, etc., devoted to the instructional area of the members.

7.9.9.2.4 Study and research, which may include travel and which, for special and adequate reasons, can only be undertaken during the normal school year.

7.9.9.3 A Short-term instructional improvement leave may be as short as one day and will not exceed twenty (20) days per year.

7.9.9.4 The member will receive full salary during the period of leave granted under short-term instructional improvement leave.

7.9.9.5 The teacher shall file an application for such leave at least ten (10) days prior to the beginning date.

7.9.9.6 Upon approval of the leave requested, it will be the teacher's responsibility to provide adequate planning for the conduct of his/her classes while on leave.

7.9.9.7 The intent of short-term instructional improvement leave is not to provide purely travel opportunities; however, projects and research approved under this article may include travel.

7.9.10 Study Leave

- 7.9.10.1 A unit member may request an unpaid leave of absence to pursue educational improvement and advancement. Rules for granting this study leave shall be as defined under Personal Reasons Leave.

7.9.11 Legislative Leave

- 7.9.11.1 A unit member who is elected to a public office shall be allowed to take an unpaid leave of absence for the length of his/her terms in office. Rules for granting this legislative leave shall be as defined under Personal Reasons Leave.

7.9.12 Criteria for Unpaid Leaves

- 7.9.12.1 A unit member on unpaid leave may participate in the District's insurance program at his/her own expense, subject to the approval of the insurance carrier and pre-paid to the District.
- 7.9.12.2 The policy of approving or denying unpaid leaves will be applied uniformly to all unit members. Should a unit member's request for an unpaid leave be denied, the reason(s) will be submitted to the unit member in writing.
- 7.9.12.3 If the unpaid leave was granted for health reasons, the unit member will be required to submit, prior to return to active duty, a medical statement indicating an ability to assume assigned duties without restrictions or detriment to the unit member's physical or emotional well-being.
- 7.9.12.4 Unless specifically stated otherwise, unpaid leaves are granted without benefits and will not be credited as time of service.
- 7.9.12.5 Unit members shall maintain but not add to, earned sick leave.
- 7.9.12.6 Upon return to service, the unit member will be placed upon the step and column salary placement to which the unit member is entitled.
- 7.9.12.7 The District shall make every reasonable attempt to place a returning teacher to his/her prior assignment/site.

7.10 Comp Time Leave

- 7.10.1 When a Bargaining Unit Member elects to take comp time for volunteering to substitute or accepting reassigned students, the Bargaining Unit Member shall earn one (1) day of compensation time for each five (5) periods said Bargaining Unit Member substitutes during his/her conference period at the secondary level. At the elementary level, a Bargaining Unit Member shall earn one (1) day of compensation time for each twenty-five (25) students reassigned to his/her classroom when a substitute teacher is not available.
- 7.10.2 Bargaining Unit Members shall be able to use accrued comp days at the Bargaining Unit Member's discretion. Before using a comp day, the

Bargaining Unit Member shall provide his/her site administrator with 48 hours written notice (via district email). Site Administrators may deny use of comp time if the Bargaining Unit Member has not provided 48 hour notice. Site Administrators may deny the use of more than five (5) consecutive days of comp time.

- 7.10.3 The District shall maintain records of comp time earned and used by Bargaining Unit Members using a form to be agreed upon by the District and the Association. (Appendix 4e)
- 7.10.4 Bargaining Unit Members shall be able to carry over to the following school year up to three (3) days of comp time. Any comp time earned above three (3) days and not used during the year shall be paid to the Bargaining Unit Member at the conclusion of the school year, at the rate established in Article 2.6.3. Comp time shall be portable should a Bargaining Unit Member change sites.

ARTICLE 8. GRIEVANCE PROCEDURES

8.1 Informal Grievance Conference

- 8.1.1 Before filing a Level 1 Grievance, the grievant must attempt to resolve the issue by an informal conference with the immediate supervisor. A unit member or the Association has thirty (30) school days from the occurrence of the act or from when the alleged violation was discovered to file a Level 1 Grievance. The informal grievance conference will be held within five (5) working days of the grievant's request to meet with the immediate supervisor. The bargaining unit member has the option of involving the Association at this point.
- 8.1.2 The bargaining unit member or the Association may file a Level 1 Grievance following an informal grievance conference.
- 8.1.3 The Association either on its own behalf or the behalf of a bargaining unit member, may file a grievance.
- 8.1.4 Agreements at the Informal Level shall not establish past practice and may be grieved by the Association.

8.2 Level 1 - Immediate Supervisor

- 8.2.1 A Level 1 Grievance must be filled out on the Grievance Form and submitted to the immediate supervisor. (Appendix 4d)
- 8.2.2 The immediate supervisor must supply a written statement with his/her findings and the decision to the grievant within five (5) working days.
- 8.2.3 Upon receiving the reply to the Level 1 Grievance, the grievant has five (5) working days to decide whether to accept the decision of the immediate supervisor or to file a Level 2 Grievance.
- 8.2.4 If the immediate supervisor fails to respond in five (5) working days, the grievant may move to Level 2 of the grievance procedure.

8.3 Level 2 - Superintendent/Designee

- 8.3.1 A Level 2 Grievance must be filled out on a new Grievance Form, include a reason for the appeal, and be submitted to the Superintendent/Designee.
- 8.3.2 The Superintendent/Designee must supply a written statement with his/her findings and the decision to the grievant within five (5) working days.
- 8.3.3 Upon receiving the reply to a Level 2 Grievance, the grievant has five (5) working days to decide whether to accept the decision of the Superintendent/Designee or to file a Level 3 Grievance.

8.4 Level 3 - Mediation

- 8.4.1 The grievant has five (5) working days from receiving the Level 2 reply to file a Level 3 Grievance. A Level 3 Grievance must be filled out on a new Grievance Form, include notice

to the District that the grievant is proceeding to mediation, and be submitted to the Superintendent's Office.

8.4.2 Within five (5) working days, the Superintendent/Designee must request of the State Conciliation Services to provide a mediator.

8.4.3 The mediator shall, within five (5) working days after arrival, attempt to bring the parties to a satisfactory agreement.

8.4.4 If the grievant is not satisfied with the results of Level 3, he/she has five (5) working days from the mediator's decision to file a Level 4 Grievance.

8.5 Level 4 - Board of Trustees

8.5.1 The grievant has five (5) working days from receiving the Level 3 reply to file a Level 4 Grievance. A Level 4 grievance must be filled out on a new Grievance Form, including a notice to the District that the grievant is proceeding to the Board of Trustees and be submitted to the Superintendent's Office.

8.5.2 The grievant may present his/her case to the Board of Trustees at their next regularly scheduled meeting, or at the Board's discretion, at an earlier special meeting.

8.5.3 The Board shall, within five (5) working days after the hearing, render a written decision.

8.5.4 If the grievant is not satisfied with the results of Level 4, he/she has twenty (20) working days from the written decision to file a Level 5 Grievance.

8.6 Level 5 - Binding Arbitration

8.6.1 The grievant has twenty (20) working days from the conclusion of mediation to file a Level 5 Grievance. A Level 5 Grievance must be filled out on a new Grievance Form, include notice to the District that the grievant is proceeding to binding arbitration, and be submitted to the Superintendent's Office.

8.6.2 Within ten (10) working days, the parties shall attempt to select a mutually acceptable arbitrator.

8.6.3 If no agreement can be reached, then within the next five (5) working days, the Superintendent or Designee must request of the State Conciliation Services to supply a panel of five (5) names of persons experienced in hearing grievance in public schools.

8.6.4 Within five (5) working days of the receipt of the names, the parties will select an arbitrator by alternately striking a name from the list until one name remains. The remaining panel member shall be the arbitrator. The order of the striking shall be determined by lot.

8.6.5 The fees and expenses of the arbitrator and the hearing shall be borne equally by the District and the Association. All other expenses shall be borne by the party incurring them.

8.6.6 The arbitrator shall, as soon as possible, hear evidence and render a decision on the issue or issues submitted to him/her. If the parties cannot agree upon a submission agreement, the

arbitrator shall determine the issues by referring to the written grievance and the answers thereto at each step.

- 8.6.7 After a hearing and after both parties have had an opportunity to make arguments, the arbitrator shall submit in writing to all parties, his/her findings and decisions, which shall be final and binding.

8.7 Other Provisions

- 8.7.1 Bargaining unit members may represent themselves (or have LETA represent) at all levels.
- 8.7.2 In the event a grievance is filed at such a time that it cannot be completed before the ending of the grievant's working days, the time schedule of the grievance will restart when the grievant's working days restart.
- 8.7.3 Starting with Level 2, if the District respondent at each level of the grievance procedure fails to supply a written statement with his/her finding(s) and decision(s) within the time limits as set forth in this Article, then the District will award the grievant the remedy sought through the grievance, after approval by the Association.
- 8.7.4 There shall be no reprisals of any kind whatsoever by the District administration or Board of Trustees against any grievant or against the Association or any other participant in the grievance procedure by reason of such participation.
- 8.7.5 Provisions of the grievance procedures shall continue in effect for such a period of time as is necessary to complete the processing of any grievance prior to the termination of this Agreement.
- 8.7.6 The District shall maintain a separate grievance file for documents, communications and records dealing with the processing of grievance(s). The Association President (or his/her designee) and the District Superintendent (or his/her designee) agree to share non-confidential documents which have been exchanged during the processing of grievances.

ARTICLE 9. EVALUATIONS

PRINCIPLES OF EVALUATION

- 9.1 Each bargaining unit member shall be evaluated in writing by one of his/her site administrators in accordance with the Education Code.
 - 9.1.1 Each unit member will be notified within 20 working days of the start of their work year who shall be their evaluator. The evaluator for unit members assigned to classrooms must be an administrator assigned to the school site.
 - 9.1.2 If the unit member feels there is a conflict with the appointed evaluator, the unit member has five (5) working days to request in writing a conference with the Superintendent/Designee. The unit member has the option of involving the Association.
 - 9.1.3 The conference with the Superintendent/Designee will be held within five (5) working days of the request, and will include the proposed evaluator only if requested by the unit member.
 - 9.1.4 During the conference, the Superintendent/Designee and unit member will attempt to resolve the conflict, or choose another evaluator (if one exists at the site).
 - 9.1.5 If no agreement can be reached during the conference, the unit member may proceed to Level 2 of the grievance process.
- 9.2 The evaluator shall base the evaluation on the standards listed in Appendix 5d, instructional goals and objectives, and information gathered through observation conferences with unit member, and first hand knowledge of total performance. Instructional Goals and Objectives are to be completed by each bargaining unit member within 40 working days of the start of bargaining unit members' work year (Appendix 5d).
 - 9.2.1 Each certificated employee shall write six (6) yearly objectives that are aligned with the standards listed. (Appendix 5d)
 - 9.2.1.1 Classroom teachers shall write five (5) objectives related to standards 1-6. Non-classroom bargaining unit members shall write three (3) objectives related to support of student achievement and shall write two (2) objectives generated from instructional techniques and strategies, suitable learning environment, adjunct duties, and adherence to District curriculum goals and objectives.
 - 9.2.1.2 All bargaining unit members shall write one (1) objective that relates to standard seven.
 - 9.2.1.3 Each unit member to be evaluated as per Standard Seven (7) of the Bargaining Unit Member Evaluation shall select two of the following assessments to be utilized to implement the Standard Seven (7) evaluation process.

- 9.2.1.3.1 Common Assessments agreed upon by grade level or subject area Professional Learning Communities that are aligned to the content standards (California Content Standards where applicable)
- 9.2.1.3.2 Measure of Academic Progress (MAP) assessments
- 9.2.1.3.3 English Language Development Benchmarks (if appropriate for students served)
- 9.2.1.3.4 Special Education Progress Reports
- 9.2.1.3.5 Student Achievement Grades
- 9.2.1.3.6 Performance-based assessments that are aligned to the content standards (California Content Standards where applicable)
- 9.2.1.3.7 Running Records for TK/Kindergarten through fifth grade
- 9.2.1.3.8 End of course exams agreed upon by grade level or subject area Professional Learning Communities. Selection of this assessment shall extend the date of the evaluation conference (as per Article 9.19) up to ten (10) working days after the date the end of course exams are implemented.
- 9.2.1.3.9 Writing assessments agreed upon by grade level or subject area Professional Learning Communities that are given three (3) times a year.

The unit member shall write an objective for each assessment selected in the yearly objective for Standard Seven (7)

- 9.2.1.4 These objectives are to be presented to the supervisor within 40 working days of the start of the workyear of a bargaining unit member.

- 9.3 A unit member has the right to include an addendum to any evaluation, and the right to request a follow-up evaluation.
- 9.4 Appropriate evaluation criteria and evaluation forms necessary to implement this Article shall be included in the Appendix of this Agreement. (Appendix 5a-5g)
- 9.5 The District and Association will agree to the evaluation criteria and forms for the evaluation procedure, and the evaluation criteria and forms cannot change without agreement by both parties.
- 9.6 Unit members shall not be evaluated with respect to aspects of the educational program over which the unit member has no authority or responsibility.
- 9.7 Unit members shall not be evaluated by other unit members, nor by the person involved in the training of clinical supervisors.
- 9.8 The results of nationally normed standardized tests, and the results of surveys utilized for the purpose of School Improvement Programs shall not be used in the evaluation of unit members.

9.9 During the course of the evaluation period, circumstances may change which require the modification of the unit member's originally stated instructional goals and objectives. In such a case, either the evaluator or the unit member may initiate this modification.

9.10 Unit member observation reports and evaluations will be treated as confidential personnel records.

9.11 PROCEDURES FOR EVALUATION

In accordance with the provisions of Education Code 44662, certificated employee performance shall be evaluated as it reasonably relates to the progress of pupils towards the standards established for expected pupil achievement at each grade level and in each area of study. Ratings established for item number 32, identified as standard number 7 on the current Bargaining Unit evaluation instrument, shall be established in accordance with the provisions of Article 24.5 Teacher Evaluation Based Upon Pupil Progress. The District and Association shall agree upon and publish a list of student assessment instruments/procedures for the purpose of evaluation no later than October 1st in every evaluation year. A joint committee of employees designated by the District and the Association shall meet annually during the month of August in order to establish a listing of assessments in core academic subjects that shall be used in accordance with the provisions of Article 24. In the absence of agreement/identification of assessments in other subject areas, the evaluator and Bargaining unit member shall discuss and identify two or more measures by which determination of pupil progress may be assessed.

9.12 New employees, other than temporary employees, shall serve a probationary period of two (2) complete academic years. A probationary unit member must teach at least seventy-five (75%) days during a regular school year to receive credit for teaching one complete academic year.

9.13 Probationary unit members will be evaluated annually. The written formal evaluations will be completed prior to March 15 of each year. Teachers who will be off track on March 15, will have an evaluation completed prior to going off track.

9.13.1 Unit members who will complete at least seventy-five (75%) of working days during the school year, shall be evaluated under the terms of this Article.

9.13.2 Unit members who will not complete at least seventy-five (75%) of working days during the school year may be evaluated.

9.14 Employees who successfully complete their probationary period shall become permanent employees. Permanent unit members shall be evaluated at least once every two (2) years and at least every five (5) years for personnel with permanent status who have been employed at least ten (10) years with the school district, are highly qualified, as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time. The evaluation shall be completed thirty (30) days prior to the unit members' last contracted day of the evaluation year.

- 9.14.1 Any permanent unit member receiving an evaluation report which includes a Needs Improvement or Unsatisfactory in the overall evaluation shall be evaluated the following year.
- 9.15 The evaluator shall meet with the unit member within forty (40) working days from the start of a bargaining unit member's work year to provide a copy of the evaluation criteria, and provide examples of yearly objectives.
- 9.16 The evaluation shall include at least one (1) formal observation.
- 9.16.1 Formal observations shall last at least thirty (30) minutes.
- 9.16.2 The formal written observation shall be mutually arranged at least two (2) working days in advance of the formal observation. The formal observation shall be preceded by a pre-conference to discuss the observation lesson. At that time, a discussion of the observation lesson will take place.
- 9.16.3 A change in time of the formal observation may be requested by either the unit member or the evaluator, if necessary, at least one (1) working day in advance of the formal observation.
- 9.16.4 Informal observations may take place at any time and need not be pre-conferenced or written.
- 9.17 Within five (5) working days after a formal written observation, an observation conference shall be held to discuss the observation and any recommendation(s).
- 9.17.1 The unit member will be provided a written observation report, signed by the evaluator. The report shall indicate the time and date of the observation, as well as a summary of the evaluator's observation.
- 9.18 When a deficiency is noted on the observation form which may result in an "unsatisfactory" rating in the unit member's final evaluation report, a follow-up observation shall be arranged between the evaluator and unit member before the evaluation report is written.
- 9.18.1 Only this one (1) additional formal observation is required before writing an evaluation report.
- 9.19 Prior to thirty (30) working days before the end of a bargaining unit member's work year, an evaluation conference will be held to discuss the results of the evaluation. The evaluator will provide the unit member with a copy of the evaluation.
- 9.19.1 Both parties, (the evaluator and unit member) will sign a copy of the evaluation. The signature of the unit member shall indicate receipt of the document, not necessarily agreement therewith.
- 9.19.2 The unit member shall have the right to review the evaluation and add a written response.
- 9.20 Any deficiency noted in the evaluation will be clearly stated by the evaluator. Specific recommendations will be made as to how the unit member can correct the deficiency and assistance will be given toward correcting the deficiency.
- 9.21 All evaluation reports shall include a notation as to the overall evaluation. Needs Improvement and Unsatisfactory evaluations must be based on a minimum of two (2) mutually arranged formal written observations.

- 9.22 If requested by April 1, a probationary unit member or the evaluator may request an additional evaluation to be conducted by another District administrator before the end of the bargaining unit members work year.

9.23 Informal Observation – Walkthrough

The District and Association agree that informal observations (walkthroughs) may occur at all sites to gather global documentation for District Program Compliance (including, but not limited to, PID and ELL programs). Data collected to document program compliance during such informal observations shall not include information that can be used to identify the unit member being observed. Information gathered by informal observers other than the unit member's evaluator shall not be applied to the unit member's evaluation. Any data collected by the unit member's evaluator during an informal observation that may have a negative impact on the unit member's evaluation shall be informally shared with the unit member within five (5) working days. A summary of the school wide data collected during informal observations shall be presented to all unit members at the site.

9.24 Optimum Learning and Working Conditions

- 9.24.1 Needed audiovisual equipment, a computer and machine capable of producing copies shall be available at each site for teachers' use and shall be properly maintained.
- 9.24.2 The District shall make every effort to supply an adequate number of books and materials for classroom use.
- 9.24.3 Office, parent business, or maintenance of a disruptive nature shall be conducted during non-teaching times unless defined as urgent by the site administrator or teacher.
- 9.24.4 Non-classroom bargaining unit members shall be provided with adequate working space to provide services to students at school sites that meets the following criteria:
- 9.24.4.1 All bargaining unit members shall be provided with a working space that is safe.
 - 9.24.4.2 All bargaining unit members shall be provided with a working space that is quiet enough to provide effective teaching and testing.
 - 9.24.4.3 All bargaining unit members shall be provided with a space in order to conduct confidential parent meetings in a professionally conducive area.

9.25 Personnel Files

- 9.25.1 There shall be a single personnel file for each unit member. Personnel files shall be kept in the central administrative office of the District.
- 9.25.2 Materials in the personnel file of a unit member, except as noted below, shall be made available for inspection by the unit member during office hours. Upon written authorization by the unit member, an Association representative may review the unit member's file or accompany the unit member during review of the file. Material which may be excluded from inspection shall be limited to ratings, reports, or records which:

- 9.25.2.1 Were obtained prior to employment of the unit member involved.
- 9.25.2.2 Were prepared by identifiable examination committee members.
- 9.25.2.3 Were obtained in connection with a promotional examination.
- 9.25.2.4 All material placed in a unit member's personnel file shall be dated and signed by the person who caused the material to be prepared.
- 9.25.2.5 Access to a unit member's personnel file shall be limited to a "need to know" basis. Access authorization must be obtained from either the Superintendent or Personnel Officer. The contents of all personnel files shall be kept in strictest confidence. The District shall keep a log indicating the persons who have requested to examine a personnel file and the dates such requests were made. Such log shall be available for examination by the unit member or their authorized Association representative.
- 9.25.2.6 Unit members shall have the right to inspect and obtain a copy of their personnel file materials upon request. A Personnel Services representative shall be present when an employee and/or authorized representative inspect their personnel file.

9.26 Complaint Procedure

Citizens, and parents or guardians of pupils enrolled in the District may present informal (verbal) and/or formal (written) complaint(s) regarding employees to the District. Parents or guardians shall be encouraged by the immediate supervisor, District administrator, or School Board members to present informal (verbal) complaint(s) first to the employee who is the subject of the complaint prior to presenting any formal (written) complaint(s) to the District. The employee shall be notified of any formal (written) complaint(s) as soon as possible (within five (5) working days) after its receipt by the District.

9.26.1 Informal (Verbal Complaint(s)) and/or anonymous complaint(s) may be informally investigated by the District, but shall not be placed in the employee's personnel file unless the employee is notified that the anonymous complaint(s) warrants an investigation as per Article 9.25.2.

9.26.2 Formal (Written) Complaint(s). No record of any formal (written) complaint(s) shall be placed in the personnel file of the employee unless:

- 9.26.2.1 The employee has been given prior notice of the formal (written) complaint(s) and notice that the District is conducting an investigation.
- 9.26.2.2 The employee's immediate supervisor or a District administrator conducts an investigation about the complaint(s). Such investigation shall include a conference with the employee. The employee is entitled to Association representation. Should the involved employee believe the allegations in the

complaint(s) are sufficiently serious to warrant a meeting, she/he may request a meeting with the involved parties. The immediate supervisor or District administrator shall have the prerogative of meeting with the parties involved. An Association representative may be present at said meeting if requested by the employee.

- 9.26.2.3 If a reference to the formal (written) complaint is to be placed in the employee's personnel file, the employee shall be given notice. The employee shall have the right to respond in writing within ten (10) working days and have that response attached to the document being placed in their personnel file.
- 9.26.2.4 If a complaint, or investigation of said complaint, is to result in discipline of the involved employee, said discipline shall be for just cause.
- 9.26.2.5 Unsubstantiated complaints shall not be kept as part of any record related to the employee.

ARTICLE 10. SALARY

10.1 Compensation

- Refer to Appendix for current salary schedules.

10.1.1 Beginning for the 2019/2020 school year, newly hired bargaining unit members with a July 1, 2019 contract date and beyond, will be given credit up to twelve (12) years served in full-time teaching status in a public school. Step thirteen (13) is the maximum entry level. Credit for private school experience shall be granted as public school if accredited by the Western Association of Schools and Colleges. Increasing experience credit will assist with recruiting, hiring and retaining highly qualified individuals for LEUSD.

10.1.2 Effective July 1, 2019, bargaining unit members will be given credit for up to twelve (12) years served in full-time teaching status in a public school (as per Article 10.1.1) towards salary steps E-18, E-22, and R-26. Credit for prior experience, up to twelve (12) years, will be added with current experience in Lake Elsinore Unified School District to determine Salary Step placement. (refer to Appendix for current salary schedule)

10.1.3 Beginning in the 2019/2020 school year, teachers who teach a general education combination class at the elementary level shall receive a \$3,000 stipend as it is recognized that planning for a combination class does require additional time and expertise. Once a teacher has been assigned a combination class teaching assignment, that teacher will not be considered for an additional combination teaching assignment again for three (3) years, unless the teacher requests to continue as the combination class teacher.

10.2 Extra-Duty Pay

An hourly rate of compensation shall be computed annually by multiplying Column D Step 5 of the certificated salary schedule by .00085 and rounding to the nearest cent for all extra work performed with students under the ELO (Expanded Learning Opportunities Funding) Allowable Uses, such as after school tutoring, Summer School, Intersession, Summer Literacy Camp.

An hourly rate of compensation shall be computed annually by multiplying Column D Step 1 of the certificated salary schedule by .00085 and rounding to the nearest cent for all extra work performed without students or extra work performed with students that is outside the ELO Allowable Uses.

If/when ELO Funding expires, the district shall continue to fund extra duty at the above rates and uses.

10.2.1 Paid committee assignments and extra-duty assignments that are District-wide shall be posted at all sites, and copies shall be provided to the Association President, and each designated Site Representative. Selection criteria will be determined and assignments will be awarded based upon an interview process. The Association may appoint a member of the interview panel.

10.2.2 The Association and the District agree that a representative subcommittee of, and approved by, the Curriculum Advisory Council will review applications, screen for qualification,

determine the need for, and participate in an interview and recommend to the District, bargaining unit members for all extra duty paid positions related to curriculum and instruction committees and projects that are District-wide.

10.2.3 Stipends provided by grants and projects outside the regular District funding sources may be passed through directly to unit members following prior written notification to LETA of thirty (30) calendar days before grant implementation. LETA may request in writing the application of Article 18.3 before the grant is implemented.

10.2.4 All Extra Curricular Salaries in Appendix 2h shall be increased by the same percentage applied to the Certificated Salary Schedule at the conclusion of each contract ratification.

10.3 Mentor Teachers

Mentor teachers shall receive an annual stipend equal to the amount of the stipend provided under the State Budget.

10.4 Experience Credit

Bargaining unit members may be given credit for twelve (12) years served in full-time teaching status in a public school. Step thirteen (13) is the maximum entry level. Credit for private school experience shall be granted as public school if accredited by the Western Association of Schools and Colleges.

10.4.1 New Bargaining Unit Members shall be provided one (1) year of experience credit (Article 10.4) for partial year service when coupled with LEUSD partial year service if the service combined results in 75% or more of the same school year. This agreement pertains to any unit member hired in the 2014/15 school year and beyond.

10.4.2 The Association and District mutually agree to exempt the Speech & Language Pathologists (SLPs) from the restrictions in experience credit stipulated in Article 10.4.

10.4.3 Exempt School Nurses from the restrictions in experience credit stipulated in (Article 10.4). Provide this exemption for nurses hired during the 2013/14 or 2014/15 school years with an effective date July 1, 2015. When a School Nurse is absent from his/her position and a qualified substitute cannot be secured, the School Nurse who covers emergencies/critical student healthcare needs at different school sites shall be compensated at the District's extra duty rate at Column D Step 5 for covering these specific duties paid in half hour increments. When a School Nurse provides these student healthcare needs, (s)he shall submit a timesheet outlining the school site and time worked as well as shall extend their workday commensurate to the time spent covering the student healthcare needs.

10.5 Salary Column Advancement

All grades of "B", "Pass", or better shall be earned in all educational training utilized for increasing compensation on the District salary schedule. All educational training is to be upper division or graduate level, unless a specific undergraduate course can be used to meet (a) a credential requirement,

- (b) prerequisite for advancement coursework, (c) a course directly related to teacher assignment as determined by the Superintendent or his designee.
- 10.6 One (1) unit of credit shall be given for fifteen (15) hours of an inservice workshop approved by the Superintendent/Designee, up to a maximum of five (5) credits per school year between salary classification columns on the District salary schedule. All such workshops for credit shall have approval by the Superintendent/Designee prior to registration.
- 10.7 Unit members must notify the District in writing prior to May 15, on a form provided by the District, if the unit member plans to complete units to move to a new salary schedule column for the following school year. All coursework must be approved in advance and completed prior to September 1 to be considered for a salary column change for the school year. (Appendix 4i)
- 10.7.1 Bargaining Unit Members may utilize units earned outside of their Masters program to advance to Columns D or E (Masters + 15, or Masters + 30) regardless of the order of course completion
- 10.7.2 It is the Unit Member's responsibility to provide documentation that coursework was outside of their Masters program.
- 10.8 All unit members will be given annual notification of their salary placement for the next school year on the Spring Offer and Notice of Reemployment. Upon written request, the District will provide written notice to unit member of the number of units required for salary advancement.
- 10.9 Master's Equivalency Proposal: Any bargaining unit member, previously unable to move beyond Column C of the salary schedule because of not holding a master's degree, shall now be able to move to Column D or E under the Master's Equivalency Program. A committee shall be established to approve and oversee all coursework done by the Bargaining Unit Members entering the Master's Equivalency Program.
- 10.9.1 The committee shall consist of two (2) administrators and two (2) bargaining unit members who possess a minimum of a master's degree themselves.
- 10.9.2 To move to Column D under the Master's Equivalency Program the bargaining unit member must:
- 10.9.2.1 Submit to the committee a course of study and receive acceptance into the program before beginning any coursework.
- 10.9.2.2 All coursework must be approved by the committee prior to taking any courses.
- 10.9.2.3 All coursework must be at the graduate level (500's or 600's).
- 10.9.2.4 To receive the Master's Equivalency Program, the applicant must complete 30 semester graduate hours, of which 24 must be in the specified subject area.
- 10.9.2.4.1 The Association and District agree that a Master's Equivalency Proposal pursuant to Article 10.9 may be designed to acquire a

subject matter authorization (as per the requirements for a Highly Qualified Teacher) in another subject area of study not currently held by the unit member. Such proposals shall have Article 10.9.2.3 waived.

10.9.2.5 Upon completion of the 30 hours, transcripts must be submitted to the committee for verification.

10.9.2.6 A grade of "B", "Pass", or better, shall be earned in all coursework.

10.9.2.7 Upon verification, the bargaining unit member shall be granted Master's Degree Equivalency and the new placement on the salary schedule at the beginning of the following school year.

10.10 Pay Periods

All unit members assigned to a Year-Round Calendar will be compensated on a twelve (12) month pay plan. Unit Members assigned to a Traditional Calendar will be paid on a twelve (12) month pay plan following their first year of employment with the exception of Bargaining Unit Members hired on or after Jan. 1, 2015 shall be paid on an 11-month cycle and/or have the opportunity to participate in Deferred Net Pay, which would provide the Unit Member with the option to receive a July paycheck.

10.11 Signing Bonus

The District shall only offer additional signing bonuses upon both parties having mutually agreed in writing to provide such signing bonuses.

ARTICLE 11. HEALTH AND WELFARE BENEFITS

- 11.1 All bargaining unit members and dependents shall be granted full fringe benefits covered by a District maximum annual contribution not to exceed \$12,500.00 per employee. The monthly District maximum contribution shall be \$1,136.36 eleven-month or \$1,041.67 twelfth-month. The total amount of money available for the purchase of group insurance benefits is defined as the District maximum annual contribution per employee (\$12,500.00) multiplied by the total number of participating employees. The District shall notify each bargaining unit member, prior to open enrollment, of the estimated payroll deduction that may be required for each group insurance option.
- 11.1.1 The District and Association hereby agree that no new Coordinated Benefit enrollment will be offered to Bargaining Unit Members on or after Jan. 1, 2015. This agreement shall not apply to Bargaining Unit Members currently enrolled in Coordinated Benefits. Unit members hired after Jan. 1, 2015, shall be required to sign up for Health & Welfare benefits.
- 11.1.2 The District and association agree for the 2016-2017 and 2017-2018 no increase to employees who are currently on coordinated benefits and receiving cash in lieu of health and welfare benefits.
- 11.2 Benefits shall include major medical, dental, vision, and life insurance.
- 11.3 Each bargaining unit member shall be provided with a full description of the programs under this Article (11).
- 11.4 Unit members are eligible for full fringe benefits on the first of the month following their first day in paid status, provided they were in paid status ten (10) or more days during the month.
- 11.5 The District and LETA agree to work together in a District Insurance Committee to explore options to meet all District employees' insurance needs. District Insurance Committee recommendations will be subject to negotiations. The District and LETA agree to work together annually to select insurance packages which provide mutually acceptable coverage written by the most cost effective provider and broker before the start of each insurance coverage year.
- 11.5.1 The Association and the District agree to form a joint committee to meet with the third party administrator or their representative and/or District administrator of 403(b) and 457 plans to review the administration of 403(b) and 457 plans and educational process regarding 403(b) and 457 plans offered to unit members. The option parameters for administration of the 403(b) and 457 plans for unit members shall be mutually agreed upon.
- 11.6 A Long-Term Disability Insurance program will be provided at no additional cost to the District, and the District will work together through the Insurance Committee to recommend a Long term Disability Insurance Program which will be subject to the negotiation process.

- 11.7 A Section 125 Plan will be provided at no additional cost to the District. LETA and the District will work together through the Insurance Committee to recommend a Section 125 Plan which will be subject to the negotiation process.
- 11.8 Retirement benefits shall be available to bargaining unit members of fifty-five (55) years of age or more with ten (10) or more continuous years of service to the District. Fringe benefits shall be provided to the retiree at the same level as the unit member at the rate of 100% for the first year of retirement; 80% for the second year; 60% for the third year; 40% for the fourth year; 20% on the fifth year. On the sixth year and thereafter, the employee shall pay 100% of the cost. The employee cost shall be payable in equal quarterly installments.
- 11.8.1 To be eligible for Article 11.8, unit members hired after July 1, 2007 must be sixty (60) years of age or more with fifteen (15) or more continuous full-time years of service to the District immediately prior to retirement, who are receiving STRS benefits.
- 11.8.2 The District and Association agree and acknowledge a unit member as meeting the age requirement criteria specified provided that the unit member attains the required age prior to the first professional work day of the following school year.
- 11.9 Eligible unit members may elect cash benefits in place of the coverage provided in Article 11.8. The following retirement cash benefit shall be available to any unit member age fifty-five (55) or more who retires with ten (10) or more continuous years of service to the District.
- Year One: Fifty percent of the existing cap at the time of retirement payable on 30 October
- Year Two: Forty percent of the existing cap at the time of retirement payable on 30 October
- Year Three: Thirty percent of the existing cap at the time of retirement payable on 30 October
- Year Four: Twenty-five percent of the existing cap at the time of retirement payable on 30 October
- Year Five: Twenty percent of the existing cap at the time of retirement payable on 30 October
- 11.9.1 The District and Association agree and acknowledge a unit member as meeting the age requirement criteria specified provided that the unit member attains the required age prior to the first professional work day of the following school year.
- 11.10 The District may offer voluntary coordinated benefits to spouses who are both employees of the District and/or to employees who are covered by their spouse's insurance plan. Fifty (50%) percent of the actual savings will be provided to the employees. The District agrees to hold the Association harmless from any actions which may arise from the implementation of Article 11.9.
- 11.10.1 The District and Association agree and acknowledge a unit member as meeting the age requirement criteria specified provided that the unit member attains the required age prior to the first professional work day of the following school year.
- 11.11 Retirement benefits shall be available to bargaining unit members of at least sixty (60) years of age with twenty (20) continuous years of service to the District. Upon retirement, the District shall provide fringe benefit contribution to retirees at the maximum annual District premium contribution in effect

at the time of retirement. The District shall continue to contribute the maximum annual group health insurance premium amounts for retirees up to age sixty-five (65), at which time no benefit shall be provided. The maximum annual District premium group health insurance contribution shall be fixed at the maximum contribution in effect at the time of retirement. In the event that District group health insurance premium contributions are insufficient to fund the full cost of health insurance premiums, the retiree shall be required to pay such difference in advance, quarterly.

11.11.1 The District and Association agree and acknowledge a unit member as meeting the age requirement criteria specified provided that the unit member attains the required age prior to the first professional work day of the following school year.

11.12 Unit members not eligible or electing to participate in any parts of Articles 11.8, 11.9, or 11.11 may elect to participate in a Retirement Enhancement Salary Schedule Placement. Column on the Salary Schedule shall be enhanced by \$15,000 at steps E-14, E-18, E-22 and R-26.

11.12.1 Eligible unit members shall be at least 55 years of age and have completed fifteen (15) years of continuous service.

11.12.2 Eligible unit members shall submit by September 1 written request for placement on Column R with their Resignation/Retirement Letter effective on or before the Close of Business on June 30.

11.12.3 The District and Association agree and acknowledge a unit member as meeting the age requirement criteria specified provided that the unit member attains the required age prior to the first professional work day of the following school year.

ARTICLE 12. PRE-RETIREMENT PROGRAM

12.1 Intent of Program

It is the intent of this program to provide options for unit members for part-time employment to phase in their retirement program. Thus, return to full-time service of any unit member who has entered into this program is not contemplated by the District. This benefit shall only be available to unit members as long as the program is authorized by law.

12.2 Eligibility

12.2.1 The certificated unit member must have reached the age of fifty-five (55) prior to reduction of workload.

12.2.2 The unit member must have been employed full-time in a position in the Lake Elsinore Unified School District requiring certification for at least ten (10) years of which the immediately preceding five (5) years were full-time employment.

12.2.3 The option of part-time employment must be exercised at the request of the unit member and can be revoked only with the mutual consent of the District and the unit member.

12.2.4 To be eligible to participate in this program, a unit member must have attained the maximum step on his/her column on the Teacher's Salary Schedule, with the exception of Column E. The step in Column E that must be attained is step fourteen (14).

12.3 Compensation

The unit member shall be paid a salary which is the pro-rated share of the salary the unit member would be earning had the unit member not elected to exercise the option of part-time employment, but shall retain all other rights and benefits for which he/she makes the payment that would be required if the unit member remained in full-time employment. The unit member shall receive health benefits equal to a full-time member.

12.4 Minimum Employment

The minimum part-time employment shall be the equivalent of one-half of the number of duty days of service required of regular full-time certificated unit members of the District in the specified year. An eligible unit member who wishes to participate in this program may apply for a one hundred percent (100%) assignment for one semester and a zero percent (0%) for the other semester. At the discretion of the District, other work year calendar adjustments may be agreed to by the District and the employee.

12.5 STRS Credit

A unit member participating in this program shall receive the credit under the STRS the unit member would receive if the unit member were employed on a full-time basis. Both the unit member and the District shall contribute to the Teachers' Retirement Fund the amount that would have been contributed if the unit member were employed on a full-time basis.

12.6 Duration of Assignment

A unit member in the Reduced Teaching Services Program may remain therein for a period of up to and including 10 years, regardless of age while participating.

12.7 District's Discretion to Determine Number of Participants

The District shall determine the number of unit members who may enter the program in any year.

12.8 Changes After Entering Program

Any modification in the level of part-time service of any unit member who has entered into this program or any return to full-time service, shall be permitted only with the mutual consent of the District and the unit member.

ARTICLE 13. REIMBURSEMENTS

13.1 The District shall reimburse unit members for the cost of replacement or repair of property damaged in the line of duty provided the unit member exercises reasonable precaution and prudence to protect such property. The burden to show prudence and/or precaution shall rest with the unit member submitting a claim. No claim shall be paid in cases where it is determined by the District that a unit member submitting a claim has acted in a negligent manner. The District's limit of liability shall not exceed one hundred dollars (\$100.00) or the actual value of the property or the cost of repair, whichever is less.

13.2 **Mileage**

The District shall provide transportation for required travel or reimburse the unit member at the maximum rate the Internal Revenue Service allows.

13.3 **Telephone**

Unit members who are required to use their personal telephones for parental contact shall be reimbursed for such long distance calls. All calls require prior approval from site level administrator.

ARTICLE 14. SHARED TEACHING CONTRACT

SHARED TEACHING ASSIGNMENTS

- 14.1 Bargaining unit members, subject to the approval of the District, are permitted, but shall not be mandated, to reduce their workloads by sharing the responsibilities of a full position on a regular basis with another unit member. Persons sharing a contract must accept the responsibility of assuring the staff, administration and parents that compatible classroom management will exist.

SHARED ASSIGNMENT CONTRACTS

- 14.2 Shared contracts will be issued reflecting all pertinent information concerning the assignment (i.e. dated, indicated duration of the assignment, description of the subject/grade level, location, salary and benefits). The shared contract will incorporate the provisions of this contract, with the following exceptions:
- 14.2.1 Unit members working in such positions shall receive a pro-rated amount of salary and leave provisions.
- 14.2.2 The unit member shall have the option of maintaining Health and Welfare Benefits with the District paying its pro-rata share and the unit member paying the remaining cost.
- 14.2.2.1 The District will provide up to one (1) Health and Welfare package for the shared teaching position. If one of the unit members declines insurance under Article 14.2.2, the other unit member may receive full coverage.
- 14.2.2.2 The District will apply Article 11.10 to the percentage of Health and Welfare Benefits granted to the unit member.
- 14.2.3 Salary step advancement would be granted only when the unit member has accumulated 185 Full Time Equivalent workdays. Movement on the salary schedule shall be granted on the first (1st) and sixth (6th) paycheck of each school year.

ARTICLE 15. HOME TEACHING

15.1 Home Teaching Assignments

All unit members are eligible and may apply for home teaching positions.

15.2 Criteria for Selection (Elementary)

Home teaching assignment shall be made on the basis of the following criteria in the order listed:

15.2.1 Present homeroom teacher of the student.

15.2.2 Teachers who teach the same grade level at the same school as student.

15.2.3 If two or more applications are received, the member with the highest District seniority will be used.

15.2.4 If no one meets the criteria in Article 15.2.1 and 15.2.2, the District may use other personnel.

15.3 Criteria for Selection (Middle School and High School)

Home teacher assignments shall be offered to teachers in the student's schedule, if not assigned to a regular District home teacher.

ARTICLE 16. DISCIPLINE SHORT OF DISMISSAL

16.1 Employee Suspension

Unit members may be suspended by the District with or without pay at the discretion of the District provided the District utilizes just cause, due process and progressive discipline.

16.1.1 The Board may suspend unit members for specific offenses such as (a) habitual tardiness (defined as arriving less than five minutes before school starts, five times); (b) excessive absenteeism (after the tenth absence a doctor's verification shall be required); (c) physical abuse of students and/or colleagues; and (d) intoxication during school hours and/or at school-related events.

16.2 Progressive Discipline

Progressive Discipline shall normally follow these steps:

16.2.1 The parties agree that when the District is conducting an investigation and interviews a bargaining unit member, if during the interview, the District interviewer concludes that the unit member could be subject to discipline, the District agrees to inform the unit member of their right for representation and will allow the unit member a reasonable amount of time to talk with their union representative before the interview continues. If the unit member decides not to obtain union representation and continues the interview, the unit member shall notify the District in writing prior to the continuation of the interview.

16.2.2 Prior to any disciplinary action, a unit member must be verbally warned that continued offenses may result in discipline. Any verbal warnings will have an active life of one (1) year, after which time they will not constitute just cause to proceed to the next step of progressive discipline.

16.2.2.1 All verbal warning documentation shall include the name of the unit member who received the verbal warning, the name of the administrator who issued the verbal warning, the date the verbal warning was issued, a brief description of the content of the verbal warning and the remedy sought by the administrator. The unit member shall sign for receipt of the verbal warning on the Verbal Warning Documentation Form (Refer to Appendix 4f). A copy of the signed Verbal Warning Documentation Form shall be given to the unit member. Verbal warnings shall be issued and administered in accordance with Article 16.2.2.

16.2.3 Upon repeated offense, the District may issue the unit member a letter of reprimand that, in part, warns the unit member that continued offenses may result in suspension. Any letters of reprimand will have an active life of two (2) years, after which time they will be sealed and shall not constitute just cause to proceed to the next step of progressive discipline, provided that the unit member has not repeated the offense described in the letter of reprimand.

16.2.4 Unit members who repeat offenses after verbal and written warnings may be suspended. A unit member's first suspension without pay shall not exceed ten (10) working days unless the unit member agrees to a longer period of suspension.

16.3 Appeal Process

Unit members disciplined under this provision shall have the right to file a grievance in accordance with the Grievance Procedures of this Agreement, beginning at Level 2.

16.4 Due Process

Unit members shall be entitled to all Due Process rights as provided by law. The District must initiate any discipline proceedings pursuant to this Article within ten (10) days of the occurrence of the act, or from when the alleged act was discovered.

16.5 Suspension Pending Disposition of Certain Charges

It is understood that in allegations of a criminal act or moral turpitude, the Board may suspend a member pending disposition of the charge(s).

ARTICLE 17. NON-DISCRIMINATION

- 17.1 The Board shall not discriminate against any unit member on the basis of race, color, creed, age, sex, national origin, political affiliation, domicile, marital status, sexual orientation, physical handicap, membership in an employee organization or participation in the activities of an employee organization.
- 17.2 There shall be no discrimination with regard to the sex of an employee when determining class composition or assignment.
- 17.3 There shall be no discrimination with regard to marital status of an employee when applying the transfer/reassignment provisions of this Agreement, provided, however, the District may take into account any impact upon the operations of the District or the site.

ARTICLE 18. ASSOCIATION RIGHTS

Negotiation Procedures

- 18.1 The Association shall have the exclusive right to represent the Certificated Bargaining Unit in matters relating to unit wages, hours of employment and other terms and conditions of employment as specified in Government Code Section 3543.2, Title I, Division 4, Chapter 10.7.
- 18.2 The Association shall also have the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the District under the law provided that nothing herein may be construed to limit the right of the District to consult with any employees or employee organization on any matters outside of the representation.
- 18.3 The District shall notify the Association within a reasonable time prior to action that would effect the terms and conditions of employment or past practices of the parties which are within the scope of representation as defined in Section 3543.2 of the government code and offer to participate in good faith negotiations of those items.
- 18.4 An alleged violation of this provision shall be processed as a grievance in accordance with Article 8, Grievance Procedures through Level 3. If unresolved, the alleged violation may either be processed as an unfair practice charge or be advanced to Level 5 at the discretion of the Association.

Use of Facilities

- 18.5 The Association shall have the right to access at reasonable times to areas in which employees work; and the right to use institutional bulletin boards, mailboxes, and other means of communication, subject to the following regulations:
 - 18.5.1 Materials to be posted on designated faculty bulletin boards shall be dated.
 - 18.5.2 Materials sent through District mail shall originate from the Association president or designee and shall be so identified and signed by such.
 - 18.5.3 The Association may utilize District facilities, not otherwise in use, for meeting purposes. Such use shall be in accordance with provisions of the Civic Center Act and shall be scheduled with the appropriate site administrator in advance of such meetings.
- 18.6 The Association shall be given opportunity at the close of faculty meetings to present reports and announcements and the Association shall be given time on the agenda of the pre-school orientation program to explain the Association activities.

Employee Information

- 18.7 The District shall make available to the Association, upon request, any and all public information, statistics, and records which are relevant to negotiations or necessary for the processing of a grievance or the enforcement of the terms of this Agreement to the extent that such material is available.

18.7.1 The District shall provide each school site with one (1) copy of the complete Board packet.

Three (3) additional copies will be provided to the Association.

18.8 Upon request, specific information relating to names, addresses and assignments of unit members shall be provided without cost to the Association.

Payroll Deductions

18.9 Any teacher who is a member of the Association, or who has applied for membership, may sign and deliver to the District, an assignment authorizing deduction of Association dues. Such authorization shall continue in effect for the term of this Agreement.

18.10 The District shall deduct from the salary of any teacher and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other plans or programs jointly approved by the Association and the District, upon appropriate written authorization from the unit member.

Copies of this Agreement

18.11 The District shall provide each bargaining unit member with an electronic copy of this Agreement, and an electronic copy shall be posted on the District Website. Printed copies shall be provided to the Association (one per Executive Board member, Grievance team member, Bargaining Team member, and Site Representative) and to each site to be kept on file for future reference. Electronic and paper copies of this Agreement shall be provided within twenty (20) working days after Association ratification and approval by the Lake Elsinore Unified School District School Board.

Association Leave Hours

18.12 The District agrees to make available in any school year during the term of this Agreement, thirty (30) total days to be used for officers of the Association as designated by the union president and scheduled with the site administrator.

18.13 Negotiations may take place during the regular school day, and at other mutually agreed upon times. The times and locations shall be mutually agreed.

18.14 The District agrees to grant one (1) full release day for up to ten (10) representatives for not more than ten (10) joint District/Association scheduled meetings for the purpose of consultation pursuant to Article 18.2. The Superintendent and Association president (or their respective designees) shall meet in September to establish the year's consultation meeting schedule and procedures.

18.15 Association Security/Service Fee

A unit member who is not a member of the Association, or who does not make application for membership within thirty (30) working days from the date of the effective date of this Agreement, or within thirty (30) working days from the commencement of assigned duties, shall become a member of the Association or pay to the Association a fee in the amount equal to regular unified membership dues, initiation fees and general assessments. As provided in Article 18.9, the District shall, upon notice from the Association, commence involuntary payroll deductions of said fee unless a religious exemption is filed with the Association and the District.

18.15.1 Religious Exemption

Any unit member who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join or financially support the Association as a condition of employment. Such unit member shall pay, in lieu of a service fee, sums equal to such service fee to a non-religious, non-labor organization which is exempt from taxation under section 501 (c) (3) of Title 26 of the Internal Revenue Code.

18.15.1.1 A written statement of objection along with evidence of membership in a religious body whose traditional tenets or teaching object to joining or financially supporting employee organizations shall be presented to the Association and District within thirty (30) working days from the effective date of this Agreement or within thirty (30) working days from the date of commencement of assigned duties. At this same time, proof of payment or authorized payroll deduction must be completed. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom paid in lieu of service fee has been made.

18.15.1.2 Any unit member making payments as set forth in sections above and who requests that the grievance or arbitration provisions of this Agreement be used in his or her behalf, shall be responsible for paying the reasonable cost of using said grievance or arbitration procedures.

18.15.1.3 With respect to all sums deducted by the District pursuant to sections above, whether for membership dues or agency fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in the Association, and indicating any changes in personnel from the list previously furnished.

18.15.1.4 The Lake Elsinore Teachers Association, CTA/NEA, agrees to furnish any information needed by the District to fulfill the provisions of this Article.

18.16 The District and Association agree that the Association President shall receive full release days (185) from his/her assignment. The Association shall pay fifty (50%) of the actual cost of the President's base salary. The District shall pay fifty (50%) percent of the actual cost of the President's base salary and all benefits. It is understood that the Association president shall have access to all District sites.

18.16.1 The Association president shall have the right to return to the site that he/she was assigned previous to release. There will be no loss of seniority, salary, or benefits.

18.16.2 The Association retains the right to request a leave of absence without loss of compensation for the purpose of enabling the employee to serve as an elected officer. The Association assumes full responsibility for reimbursing the District for any such

release time. The Association retains the right to determine how that release time shall be allocated among LETA elected officers. The Association shall reimburse the District for release periods/time based on the total compensation package of the affected school year for those persons utilizing the release periods/time. Association elected officers who received release time shall have access to all District sites. Barring any extenuating circumstances the Association shall notify the District by April 15 of the Association's intent for release time distribution for the following school year.

- 18.17 The Association shall have the right to conduct an election at each school site to determine the unit members that serve on School Site Councils. The number of unit members, eligibility to serve, and responsibilities shall be in accordance with State laws and regulations that govern the selection and role of certificated unit members. The Association shall transmit the names of unit members elected to school site Principals.

18.18 Curriculum Advisory Council (CAC)

18.18.1 Participants

18.18.1.1 The CAC members representing the Association shall be Association members elected by Association members at the site. Each site may elect one (1) CAC member. In the event a site elects not to elect a representative, the Association president may appoint a representative.

18.18.1.2 The District shall not appoint more members to the CAC than selected by the Association.

18.18.2 Chairpersons

The District Superintendent and the Association president shall each designate a member of the CAC to be co-chairperson.

18.18.3 Minutes

The Recording Secretary, provided by the District, shall record minutes to include: (1) those in attendance, (2) items discussed, and (3) positions adopted.

18.18.4 Meeting Schedule

Meeting dates and times shall be agreed to by the co-chairpersons.

18.18.5 Relevant Information

The District shall provide relevant information on items in scope as defined in Article 18.2 of the Contract.

18.18.6 Agendas

Each scheduled CAC meeting will have an agenda prepared jointly by the co-chairpersons.

- 18.18.7 Course outline revisions and instructional program changes shall be presented to CAC

prior to implementation.

18.19 District Technology Advisory committee (DTAC)

The District shall schedule monthly District Technology Advisory committee (DTAC) meetings. The Association shall be granted official representation of the DTAC for the purpose of consultation. The Association DTAC representatives shall be appointed by the LETA President.

18.20 District Math committee

A District-wide math committee shall be jointly maintained to develop needed revisions and/or interventions. A District-wide math committee shall review the prerequisite continuum for math courses. Any changes in prerequisites shall be presented to the CAC high school sub-committee.

ARTICLE 19. CONCERTED ACTIVITIES

19.1 Concerted Activities

It is agreed and understood that during the term of this Agreement there will be no strike, work stoppage, or failure to perform job functions and responsibilities. It is understood that the Association may consider concerted activities following the impasse procedures of negotiations.

19.2 Association's Responsibility

The Association recognizes the duty and obligation of its representatives to comply with the provisions of this Agreement and will urge all bargaining unit members to do so.

19.3 Withdrawal of Rights, Privileges, or Services

The District shall be entitled to withdraw any rights, privileges or services provided for in this Agreement from any unit members or the Association, who violates this Article.

ARTICLE 20. DISTRICT RIGHTS

20.1 Retained Authority

It is understood and agreed that the District retains all of its powers and authority to direct and control to the full extent of the law. Included in, but not limited to, those duties and powers are the rights to: direct the work of its employees; determine the method, means and services to be provided; establish its educational philosophy and the goals and objectives; insure the rights and educational opportunities of students; determine the staffing patterns; determine the number and kinds of personnel required; determine the classification of positions; maintain the efficiency of the District operations; determine the curriculum and, subject to the constraints of this Agreement and/or the Educational Employment Relations Act, establish, modify, and/or eliminate programs. Additionally, the District may build, move or modify the facilities; develop the budget; develop and implement budget procedures; and determine the methods of raising revenue. In addition, the Board retains the right to hire, assign, evaluate, promote, terminate and discipline employees.

20.2 Limitations of Authority

The exercise of the foregoing powers, rights, authority, duties and responsibility by the District, the adoption of policies, rules, regulations and practices and furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited by the terms of this Agreement, and the laws of the State of California.

20.2.1 District personnel or agents that are not in the LETA bargaining unit shall not provide any campaign assistance to any candidates during LETA election processes.

20.2.2 The District shall provide notification (either electronic or written) to all Unit Members 60 (sixty) days in advance of expenditure deadlines for each fiscal year.

20.3 Emergency Situations

Further, the parties recognize the right and obligation of the Board to take actions which may be inconsistent with the terms of this Agreement, but are reasonably required to meet unforeseen emergency situations which were not created by, nor can otherwise be resolved by, the Board, nor can such action be applied beyond the duration required to meet the emergency. (Grievance procedures for the purpose of this article may begin at Level 2).

ARTICLE 21. SAVINGS PROVISION

- 21.1 If any provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.
- 21.2 In the event of suspension or invalidation by an external authority of any Article or Section of this Agreement, the parties shall, upon the request of either party, within ten (10) days meet and negotiate on the Article or Section that was found invalid.

ARTICLE 22. SUPPORT OF AGREEMENT

- 22.1 The District and the Association agree that it is to their mutual benefit to encourage the resolution of differences through the meet and negotiation process. Therefore, it is agreed that the District and the Association will support this Agreement for its term and that neither will seek to change this contract except by mutual consent.
- 22.2 The Lake Elsinore Unified School District and the Lake Elsinore Teachers Association agree that if either party believes the intent of the language of the Agreement is being misinterpreted, the parties agree to meet and discuss the interpretation of the Agreement Article(s) in question.

ARTICLE 23. ACADEMIC FREEDOM

23.1 The Intent of Academic Freedom

The Board of Trustees believes that the existence and progress of a democratic society demands that there be freedom of teaching the curriculum as approved by the Board and freedom of learning in schools. This Board accepts as one of its major responsibilities the protection of these freedoms for students, teachers, and others directly concerned with the school program.

The Board of Trustees has the responsibility to ensure that the school fulfills its obligations to society at the local, state, and national levels. The obligations on behalf of academic freedom require that the Board cooperate with educational personnel and with the community in a judicious and open-minded manner in policies and decisions for the preservation of that freedom. The proper role of the Board of Trustees requires providing all possible support within the law to teachers, administrators, and other staff members who are making use of their abilities and resources to maintain a climate of intellectual freedom, without license, in the schools.

Successful action in matters of academic freedom depends greatly upon the Board of Trustees' ability to see the true relationship between the total objectives of the educational program and the values of academic freedom. Under these criteria the Board will work with its administration for a practical and defensible balance in this relationship and will attempt to so interpret it to the community.

23.2 The Criteria for Academic Freedom

The basis of judgment in matters pertaining to Academic Freedom within the District shall be:

23.2.1 The welfare of students, individually and collectively, in the present and for the future.

23.2.2 The intellectual maturity of the students.

23.2.3 The standards and beliefs of citizens of the community.

23.2.4 The security and dignity of teachers, administrators, and other employees.

23.2.5 The status of the problem or issue within the framework of law.

23.2.6 In the case of instructional materials, the informative, literary, and general cultural values which may assist students in intellectual growth and habits of critical thought.

23.2.7 Informed opinion in policy statements regarding academic freedom available for organizations of teachers, administrators, parents/guardians, Board of Trustee members, and other citizens with special interest in public education.

23.2.8 In many cases of an alleged offense, the Board will concern itself with the maintenance of fair hearing and appeal procedures. The Board will collaborate with the governmental structure, the State Board of Education, and the courts to ensure just protection of the responsible exercise of academic freedom.

23.3 Complaints Concerning Instructional Materials

The Governing Board takes great care in adoption of instructional materials, but it is aware that all adopted materials may not be acceptable to all students, parents or guardians, or other residents of the District.

The Superintendent is directed to develop a regulation which will permit proper consideration of any complaints against use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

The decisions of the Superintendent shall be final, except that if the complainant has not been advised of the Superintendent's decision within thirty (30) days after receipt of the written complaint by a District administrator or the complainant is not satisfied by the Superintendent, the complainant may request that the matter be placed on the agenda of a regular Board meeting as provided in Board Policy 1120. The Superintendent shall present the Board with a complete statement of the circumstances concerning the complaint at that meeting. The Board may either confirm the Superintendent's decision, direct further review by the administration, or take other action as it deems appropriate.

The Board will not allow political party affiliation, racial prejudice, a desire to suppress ideas, or an intent to deny students access to ideas with which the Governing Board disagrees, to influence its decision in any such case.

23.4 Controversial Issues

The Governing Board believes that the schools should maintain an atmosphere conducive to the discussion of issues which may be considered controversial. The schools shall provide students with the opportunity to analyze current problems, gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions and respect the opinions of others. The study of controversial issues shall be commensurate with the maturity of students.

23.4.1 The Governing Board recognizes the following rights of students relative to the study of controversial issues:

23.4.1.1 The right to study any controversial issue which has political, economic or social significance.

23.4.1.2 The right to have free access to all relevant information, including the materials that circulate freely in the community.

23.4.1.3 The right to study under competent instruction in an atmosphere free from bias and prejudice.

23.4.1.4 The right to form and express his/her own opinions on controversial issues without thereby jeopardizing the student's relations with the teacher or the school.

23.4.2 The teacher should approach the study of controversial issues in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan

point of view. The Governing Board establishes the following guidelines to direct the instructional decisions of teachers in relation to the study of controversial issues:

- 23.4.2.1 Select a topic that is within the emotional and intellectual capacity of the students in the class and that is within the content of the course outline of the subject.
 - 23.4.2.2 See that all sides of the subject are fairly presented. Provide adequate and appropriate materials for the presentation of all points of view, and encourage the students to read widely on the subject.
 - 23.4.2.3 Help the students separate fact from opinion.
 - 23.4.2.4 Guard against generalizations or conclusions based on insufficient data.
 - 23.4.2.5 When unsure of the appropriateness of certain material or a proposed method of presentation, request guidance and assistance from the administrative staff.
- 23.4.3 Persons having complaints concerning methods or materials of instruction used in the study and discussion of any issue shall follow the established District procedures for complaints concerning school personnel and complaints concerning instructional materials.

ARTICLE 24. PEER ASSISTANCE AND REVIEW (PAR)

24.1 Joint Committee

- 24.1.1 The Joint Committee shall consist of seven members, four bargaining unit members appointed by the Association, and three administrators appointed by the District. The goal of the Joint Committee is to provide support for all teachers (especially teachers new to the profession, and veteran teachers with professional improvement needs) to increase the educational effectiveness of the District's instructional program so that every student will have the best possible educational experience.
- 24.1.2 The Joint Committee shall establish its own meeting schedule. Five members shall constitute a quorum; actions of the Joint Committee shall require an affirmative vote of at least five (5) members. Meetings shall normally take place outside of the regular teacher workday. In the event a meeting takes place during the regular teacher workday, substitutes shall be provided to release Association members from their other duties. Members of the PAR Joint Committee shall receive a \$3,000 stipend per year.
- 24.1.3 The Joint Committee shall be responsible for the following:
 - 24.1.3.1 Provide annual training for Joint Committee members, if necessary.
 - 24.1.3.2 Establish its own rules of procedure, including the method for selection of the chairperson.
 - 24.1.3.3 Select and recommend Consulting Teachers to the Governing Board for approval.
 - 24.1.3.4 Select and recommend for Governing Board approval of the trainers and/or training providers for Consulting Teachers and Induction Coaches prior to participation in the program.
 - 24.1.3.5 Provide training for Consulting Teachers and Induction Coaches prior to participation in the program.
 - 24.1.3.6 Send written notification of participation in the PAR program to the Referred Participating Teacher, the Consulting Teacher, and the site Principal.
 - 24.1.3.7 Make available the panel of Consulting Teachers for selection by the (Referred or Voluntary) Participating Teacher.
 - 24.1.3.8 Adopt Rules and Procedures to affect the provisions of this article. Develop forms necessary for Rules and Procedures. Adopted Rules and Procedures shall be consistent with the terms of this agreement. To the extent that there is an inconsistency, the terms of the agreement shall prevail.
 - 24.1.3.9 Distribute, at the beginning of each school year, a copy of the adopted Rules and Procedures to all Joint Committee unit members.

- 24.1.3.10 Establish and implement a procedure for application and selection of Consulting Teachers, Paid Intern Support Providers, and Induction Coaches.
- 24.1.3.11 Determine the number of Consulting Teachers, Paid Intern Support Providers, and Induction Coaches in any school year, and the amount of release time provided to all of the above, based on participation in the PAR program, the budget, and other relevant considerations.
- 24.1.3.12 Review the final report prepared by the Consulting Teacher and make recommendations to the Superintendent/Governing Board regarding the Referred Participating Teacher's progress in the PAR program.
- 24.1.3.13 Approve in-service and training opportunities developed by Consulting Teachers and Support Providers before implementation.
- 24.1.3.14 Evaluate the impact of the PAR program in order to make changes to improve the program.

24.2 Participating Teachers

- 24.2.1 A Referred Participating Teacher is a classroom teacher with permanent status who receives assistance to improve his/her instructional skills, classroom management, knowledge of subject, and/or other relevant aspects of his/her teaching performance, as a result of an Overall Evaluation of Does Not Meet District Standards on the Bargaining Unit Member's Evaluation Form.
- 24.2.2 Effective July 1, 2000, Referred Participating Teachers shall be identified upon issuance of an overall Does not meet District Standards on an amended Bargaining Unit Member's Evaluation Form. The form shall include the Standards and Elements of the California Standards for The Teaching Profession and a category to assess the progress of students towards the attainment of grade level standards.
- 24.2.3 A Volunteer Participating Teacher is a classroom teacher with permanent status that requests to participate in the PAR program. Volunteer Participating Teachers are for peer assistance only and the Consulting Teacher shall not document any performance review for a Volunteer Participating Teacher. A Volunteer Participating Teacher may terminate his/her participation in the program at any time.
- 24.2.4 A Volunteer Participating Teacher is a classroom teacher with permanent status that volunteers to participate in the PAR program. Volunteer Participating Teachers are for peer assistance only and the Consulting Teacher shall not document any performance review for a Volunteer Participating Teacher. A Volunteer Participating Teacher may terminate his/her participation in the program at any time.
- 24.2.5 A Referred Participating Teacher or Volunteer Participating Teacher shall select his/her Consulting Teacher from the panel of Referred Consulting Teachers provided by the Joint

Committee. A Volunteer Participating Teacher may change his/her Consulting Teacher at any time when requested by either the Volunteer Participating Teacher or the Consulting Teacher.

24.2.6 All communication between the Consulting Teacher and Referred Participating Teacher shall be confidential, and without written consent of the Referred Participating Teacher, shall not be shared with any others, except the Joint Committee.

24.2.7 The Referred Participating Teacher has the right to be represented at any Joint Committee meeting or any meeting with administrators throughout these procedures by the Association representative of his or her choice.

24.3 Consulting Teachers

24.3.1 A Consulting Teacher is a classroom teacher who provides assistance to a Referred or Voluntary Participating Teacher pursuant to the PAR program. Consulting Teachers shall each receive \$3,000 per Participating Teacher. Funds shall be allocated for release of Consulting Teachers to provide services, workshops for Participating Teachers/Consulting Teachers, administrative costs, and trainings/meetings of committee members. The qualifications for the Consulting Teacher shall be set forth in the Rules and Procedures, with the following minimum qualifications:

24.3.1.1 Credentialed bargaining unit member with permanent status.

24.3.1.2 Substantial recent experience in instruction.

24.3.1.3 Shall demonstrate exemplary teaching abilities, as indicated by effective communication skills and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

24.3.2 In filling a position of Consulting Teacher, each applicant is required to submit three references from individuals with specific knowledge of his/her expertise, as follows:

24.3.2.1 A reference from a site principal or other administrator,

24.3.2.2 A reference from an Association representative,

24.3.2.3 A reference from another bargaining unit member.

24.3.3 Consulting Teachers shall be selected and submitted for approval to the Governing Board by a majority vote of the Joint Committee following classroom observations by the committee members.

24.3.4 A Consulting Teacher shall be provided release time as needed.

24.3.5 If a bargaining unit member becomes an administrator in the District, they can no longer serve as a Consulting Teacher.

24.3.6 Consulting Teachers shall assist Participating Teachers by demonstrating, observing, coaching, conferencing, training, referring, or by any other activities which, in their professional judgment, will assist the Participating Teacher.

- 24.3.7 The Consulting Teacher shall meet with the Referred Participating Teacher to discuss the PAR program, establish mutually agreed upon performance goals, develop the assistance plan, and develop a process for determining successful completion of the program. The Consulting Teacher shall conduct multiple observations of the Referred Participating Teacher's performance with students and shall meet with the Participating Teacher to review and discuss observations.
- 24.3.8 The Consulting Teacher shall monitor the progress of the Referred Participating Teacher and provide periodic written reports to the Referred Participating Teacher for discussion and review, prior to sending periodic written reports to the committee.
- 24.3.9 The Consulting Teacher shall continue to provide assistance not to exceed one (1) school year to the Referred Participating Teacher until he or she concludes that the teaching performance of the Referred Participating Teacher is satisfactory, or that further assistance will not be productive. The Joint Committee may authorize additional assistance beyond the one-year period. In the event that the Joint Committee authorizes additional assistance, the Referred Participating Teacher may petition the Joint Committee to provide a different Consulting Teacher. A copy of the Consulting Teacher's Final report shall be submitted to and discussed with the Referred Participating Teacher to receive his/her input before it is submitted to the Joint Committee. The Referred Participating Teacher shall sign the report to indicate that he/she received a copy. The Referred Participating Teacher shall have the right to submit a written response that shall be attached to the Consulting Teacher's report, within twenty working days. The Referred Participating Teacher shall also have the right to request and meet with the Joint Committee to discuss the Consulting Teacher's report accompanied by an Association representative.
- 24.3.10 The results of the Referred Participating Teacher's participation in the PAR program shall be made available for placement in his/her personnel file, and may be used in the evaluation of the Referred Participating Teacher.
- 24.3.11 The Consulting Teacher may develop and implement training opportunities based on the Participating Teacher's Individual Professional Development Plan.
- 24.3.12 The District agrees to indemnify and hold harmless and provide a defense to any Association-selected member of the Joint Committee and Consulting Teachers against any claims, causes of action, damages, grievances, administrative proceedings, or any other litigation arising from the unit member's participation in Peer Assistance and Peer Review. The Association retains the right to participate in the litigation.

24.4 Rules and Procedures for Pre-Intern, Intern, and PAR Programs

- 24.4.1 Support Providers and Consulting Teachers shall be selected through an interview process conducted by the PARJC. Returning Support Providers and Consulting Teachers shall be reinterviewed each year.

- 24.4.2 All bargaining unit members without a clear credential or less than two years of certificated service (Beginning Teachers) shall participate in either the Pre-intern, Intern, or Induction programs as designated by the PARJC.
- 24.4.3 The PARJC shall assign Support Providers to Beginning Teachers using the following priorities as much as possible.
- 24.4.3.1 Support Providers and Beginning Teachers should be at the same site.
 - 24.4.3.2 Support Providers and Beginning Teachers should be in the same grade level and or department.
 - 24.4.3.3 Each Support Provider should provide support preferably for one, but not more than two, beginning teacher(s).
 - 24.4.3.4 Assign Support Providers before the school year begins.
- 24.4.4 The PARJC shall provide a panel of five potential Consulting Teachers to each PAR Participating Teacher. The Participating Teacher shall pick the Consulting Teacher with whom he/she will work with during that school year from the panel.
- 24.4.5 Support Providers and Beginning Teachers shall be surveyed in the fall to see if initial contact has been completed and to ascertain whether a reassignment is advisable.
- 24.4.6 Support Providers and Beginning Teachers shall be surveyed in the spring to evaluate the success of the programs.
- 24.4.7 Each Support Provider and Consulting Teacher shall contact their Beginning Teacher(s) and/or Participating Teacher(s) an average of once a week. Each Support Provider and Consulting Teacher shall log the time spent supporting their Beginning Teacher(s) and/or Participating Teacher(s). These logs shall be forwarded to the designated District Administrator. In addition, each Support Provider and Consulting Teacher shall do the following activities:
- 24.4.7.1 Pre-intern and Intern Support Providers shall help their Beginning Teacher(s) formulate an Individual Professional Development Plan in which the Beginning Teacher chooses a minimum of two strands of the District Teacher Induction Program to attend. The Beginning Teacher will then be given an opportunity to observe veteran teachers utilizing the skills taught in the strand. The Support Provider will then observe the Beginning Teacher utilizing such skills in their practice. The Support Provider will conference to discuss the Beginning Teacher's progress. The Support Provider should also attend the strand in-service with the Beginning teacher if the Support Provider has not attended the in-service previously. The PARJC shall provide training for Pre-intern and Intern Support Providers in this process.

- 24.4.7.2 Consulting Teachers shall help their Participating Teachers(s) plan an Individual Professional Development Plan in which the Participating Teacher plans his/her professional development. The Consulting Teachers shall facilitate this plan.
- 24.4.8 Any Support Provider or Beginning Teacher may petition the PARJC for a change in the Support Provider Assignment. Such a petition shall be sent to the designated District Administrator.
- 24.4.9 A District Administrator shall be designated to support the PARJC in the following ways:
 - 24.4.9.1 Act as liaison for the RCOE Pre-intern Program, each university's Intern Program, and the RCOE Induction Program
 - 24.4.9.2 Collect and monitor all logs from Support Providers and Consulting Teachers
 - 24.4.9.3 Collect, tabulate, and monitor all surveys sent out by the PARJC
 - 24.4.9.4 Monitor and collect data for all Beginning Teachers. Included shall be the Beginning Teacher's credential, years of service, assignment, school, program participation, track, and Support Provider
 - 24.4.9.5 Monitor Support Provider Assignments and collect any petitions for reassignment requests
 - 24.4.9.6 Monitor and collect data regarding funding and reimbursements for Pre-intern, Intern, and Induction programs
 - 24.4.9.7 Attend all PARJC meetings, as a nonvoting member
 - 24.4.9.8 Monitor, collect data, and facilitate the District Teacher Induction Program
 - 24.4.9.9 Monitor developments in all programs overseen by the PARJC and provide such information and all of the information outlined above to the PARJC.
- 24.4.10 The PARJC shall submit all personnel and budget recommendations to the LEUSD school board for approval.
- 24.4.11 The PARJC shall organize an Induction Meeting at the beginning of the school year in which Support Providers and Beginning Teachers will be oriented and introduced to each other.
- 24.4.12 The PARJC shall organize additional in-services to orient Beginning Teachers regarding credentialing, evaluations and other aspects of the contract, time management, and effective instructional practices.
- 24.4.13 The PARJC shall articulate and organize a Teacher Induction Program.
- 24.5 Induction Coach and Induction Candidate
 - 24.5.1 Induction Coaches shall be selected through an interview process conducted by the Joint Committee. Returning Induction Coaches will need to interview with the Joint Committee each Spring in order to return the following school year. Induction Coaches shall each

receive \$2,000 per Induction Candidate assigned to provide support. Each Induction Coach can be assigned a maximum of 2 Candidates per school year.

24.5.2 The Joint Committee shall assign Induction Coaches to Induction Candidates using the following priorities as much as possible.

24.5.2.1 Induction Coaches and Induction Candidates should be placed at the same site when possible.

24.5.2.2 Induction Coaches and Induction Candidates should be in the same grade level or department, when possible.

24.5.2.3 Induction Coaches and Induction Candidate assignments shall be made before the school year begins, when possible.

24.5.3 Induction Coaches and Induction Candidates shall be surveyed in the fall to see if initial contact has been completed and to ascertain whether a reassignment is advisable.

24.5.3.1 Induction Coaches and Induction Candidates shall be surveyed in the spring to evaluate the success of the programs.

24.5.4 Each Induction Coach shall contact their Induction Candidates an average of once a week. Each Induction Coach shall input the time spent supporting their Induction Candidate(s). This record of time shall be forwarded to the CTI Navigate System, overseen by RCOE and District Administration.

24.5.5 Induction Coaches shall help their Induction Candidates formulate an Individual Professional Development Plan in which they will then be given an opportunity to observe veteran teachers. The Induction Coach will then observe the Induction Candidate utilizing such skills in their practice. The Induction Coach will conference to discuss the Candidate's progress. The Induction Coach shall attend the Coach Trainings, Orientation for Candidates and Colloquium.

24.5.6 Any Induction Coach or Induction Candidate may petition the Joint Committee for a change in the Support Provider Assignment. Such a petition shall be sent to the designated District Administrator.

24.5.7 The Joint Committee shall coordinate a mandated Orientation with RCOE at the beginning of the school year. Induction Coaches and Induction Candidates will attend the mandated Orientation to review the Induction Program expectations.

24.5.8 The Joint Committee shall articulate and support the RCOE and LEUSD Teacher Induction Program.

24.5.9 If a bargaining unit member becomes an Administrator, they can no longer serve as an Induction Coach.

24.6 Paid Teacher Intern Support Provider and Paid Interns

24.6.1 A Paid Intern Support Provider is a classroom teacher who provides assistance to a university or RCOE approved Paid Intern Credentialed Teacher. Paid Teacher Intern

Support Providers shall each receive \$3,000 per teacher assigned to provide Instructional support to the Paid Intern Teacher. According to CTC, RCOE and University approved guidelines, Paid Intern Teachers must have the support of a Paid Teacher Intern Support Provider for the length of the Intern contract and or until completion of their Preliminary Credential. Funds shall be allocated for release of the Paid Intern Support Provider to provide training services, workshops/meetings, and administrative costs for Paid Intern Teachers.

The qualifications for the Paid Intern Support Provider shall be set forth in the Rules and Procedures of RCOE, University and LEUSD approved Intern Teacher Contracts to support Paid Intern Teachers as they work toward their Preliminary Credential. Below are the following minimum qualifications:

- 24.6.1.1 Credentialed bargaining unit member with permanent status.
 - 24.6.1.2 Substantial recent experience in instruction.
 - 24.6.1.3 Shall demonstrate exemplary teaching abilities, as indicated by effective communication skills and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- 24.6.2 In filling a position of Paid Intern Support Provider, each applicant is required to submit three references from individuals with specific knowledge of his/her expertise as follows:
- 24.6.2.1 A reference from a site principal or other administrator,
 - 24.6.2.2 A reference from an Association representative,
 - 24.6.2.3 A reference from another bargaining unit member.
- 24.6.3 Paid Intern Support Providers shall be selected by Personnel, under the LEUSD Governing Board contractual guidelines of the Paid Intern Program with their assigned University/RCOE.
- 24.6.4 Paid Intern Support Providers shall be provided release time as needed.
- 24.6.5 If a bargaining unit member becomes an administrator in the District, they can no longer serve as a Paid Intern Support Provider.
- 24.6.6 Paid Intern Support Providers shall assist Paid Intern Teachers by demonstrating, observing, coaching, conferencing, training, referring, or by any other activities which, in their professional judgment, will assist the Paid Intern Teacher.
- 24.6.7 The Paid Intern Support Provider shall meet with the University and or RCOE approved Paid Intern Teacher to establish mutually agreed upon performance goals, develop the assistance plan, and develop a process for determining successful completion of the program, while working in conjunction with the approved university, RCOE and CTC

guidelines approved to give the Paid Intern Teacher clear direction toward their goal of a Preliminary Credential.

24.6.8 The Paid Intern Support Provider shall conduct multiple observations and monitor the progress of the Paid Intern Teacher and provide periodic written reports to the Paid Intern Teacher for discussion and review, in conjunction with the university and or RCOE guidelines.

24.6.9 Paid Intern Support Provider shall continue to provide assistance needed until the Paid Intern Teacher reaches their Preliminary Credential.

24.6.10 The District agrees to indemnify and hold harmless and provide a defense to any Association-selected member and or Paid Intern Support Provider against any claims, causes of action, damages, grievances, administrative proceedings, or any other litigation arising from the unit member's participation in Peer Assistance and Peer Review. The Association retains the right to participate in the litigation.

24.7 Program Amendments

24.7.1 This Article may be reopened at any time by mutual consent of the parties as needed.

ARTICLE 25. EFFECT AND TERM OF AGREEMENT

- 25.1 This agreement shall expire on June 30, 2024 and continue on a day to day basis until a successor agreement is ratified or impasse proceedings are completed and certified by the Public Employment Relations Board. Negotiations may be re-opened July 1, 2024.

APPENDICES

89-227



LAKE ELSINORE UNIFIED SCHOOL DISTRICT

Appendix 1a

2022-2023 SCHOOL YEAR CALENDAR

July 2022

	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU	M	T	W	TH	F	S	SU
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August 2022

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September 2022

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October 2022

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November 2022

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December 2022

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January 2023

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February 2023

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March 2023

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April 2023

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May 2023

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June 2023

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1st Semester 86

LEUSD - Key to the Above Calendar		
	Weekends	A K-5, K-6 & K-8 Schedules
	Holidays	B MS & HS Schedule
T	Teacher Work Day	M HS - Assessment Minimum Day
	Day of Student Attendance	Late Start/Early Release
	No School	N District Non Work Day
	Intersession	



2nd Semester 94

DISTRICT HOLIDAYS (15 DAYS)			
1	Independence Day	July 4, 2022	9 CSEA Floating
2	Labor Day	Sept. 5, 2022	10 Dec. 29, 2022
3	Veterans Day	Nov. 11, 2022	11 Admission Day
4	Thanksgiving Day	Nov. 24, 2022	12 Dec. 30, 2022
5	Local Holiday	Nov. 25, 2022	11 New Year's Day
6	Christmas Day	Dec. 26, 2022	12 Jan. 2, 2023
7	CSEA Floating	Dec. 27, 2022	13 Martin L. King Day
8	CSEA Floating	Dec. 28, 2022	14 Jan. 16, 2023
			13 Lincoln's B-Day
			14 Feb. 17, 2023
			14 Presidents' Day
			14 Feb. 20, 2023
			15 Memorial Day
			May 29, 2023
			Board Approved October 14, 2021

July 2023

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August 2023

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September 2023

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October 2023

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November 2023

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December 2023

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1st Semester 86

LEUSD - Key to the Above Calendar			
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T	Teacher Work Day	M	HS - Assessment Minimum Day
	Day of Student Attendance		Late Start/Early Release
	Intersession		No School
P	Employee PD Day/ Non Student		



January 2024

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February 2024

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March 2024

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April 2024

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May 2024

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June 2024

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2nd Semester 94

DISTRICT HOLIDAYS (15 DAYS)					
1	Independence Day	July 4, 2023	9	CSEA Floating	Dec. 28, 2023
2	Labor Day	Sept. 4, 2023	10	Admission Day	Dec. 29, 2023
3	Veterans Day	Nov. 10, 2023	11	New Year's Day	Jan. 1, 2024
4	Thanksgiving Day	Nov. 23, 2023	12	Martin L. King Day	Jan. 15, 2024
5	Local Holiday	Nov. 24, 2023	13	Lincoln's B-Day	Feb. 16, 2024
6	Christmas Day	Dec. 25, 2023	14	Presidents' Day	Feb. 19, 2024
7	CSEA Floating	Dec. 26, 2023	15	Memorial Day	May 27, 2024
8	CSEA Floating	Dec. 27, 2023	Board Approved January 19, 2023		



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 5, 2022

Lake Elsinore Unified School District (LEUSD) to the
Lake Elsinore Teachers Association (LETA)
Tentative Agreement

Total Compensation Increase – 15%
For 2022/23 and 2023/2024

Article 10 Salary Compensation

- **2022/2023 –13.0% Ongoing Compensation Increase**
13.0% ongoing compensation increase to the certificated salary schedule retroactive to July 1, 2022. The 13.0 % increase will be based on the 2021/2022 Certificated Salary Schedule. The retroactive salary increase will be paid on the December paycheck issued to employees on January 3, 2023.
- **2023/2024- 2.0% Off Schedule Compensation Increase**
The 2.0% one-time off schedule payment based on the 2022/2023 Certificated Salary Schedule will be paid in November 2023. The one-time off schedule will be paid to employees who are in a paid status as of November 30, 2023, and the payment will be made on the November 30, 2023, paycheck.

Article 10.2 Extra Duty Pay

10.2 An hourly rate of compensation shall be computed annually by multiplying Column D Step 5 of the certificated salary schedule by .00085 and rounding to the nearest cent for all extra work performed with students under the ELO (Expanded Learning Opportunities Funding) Allowable Uses, such as after school tutoring, Summer School, Intersession, Summer Literacy Camp.

An hourly rate of compensation shall be computed annually by multiplying Column D Step 1 of the certificated salary schedule by .00085 and rounding to the nearest cent for all extra work performed without students or extra work performed with students that is outside the ELO Allowable Uses.

If /when ELO Funding expires, the district shall continue to fund extra duty at the above rates and uses.

Article 10.4 Experience Credit

10.4.3 Exempt School Nurses from the restrictions in experience credit stipulated in (Article 10.4). Provide this exemption for nurses hired during the 2013/14 or 2014/15 school years with an effective date July 1, 2015. When a School Nurse is absent from his/her position and a qualified substitute cannot be secured, the School Nurse who covers emergencies/critical student healthcare needs at different school sites shall be compensated at the District's extra duty rate at Column D Step 5 for covering these specific duties paid in half hour increments. When a School Nurse provides these student healthcare needs, (s)he shall submit a timesheet outlining the school site and time worked as well as shall extend their workday commensurate to the time spent covering the student healthcare needs.

Bargaining Teams

For the Association: Janet Timm (Chair), Sonia Jimenez, Valinda Nabonne, Oluwunmi Adeleke, Christy Hetland, Denise Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

5.1 Elementary Regular Class Size (Grades TK-5)

5.1.1 The District shall staff TK-3 classrooms at 24:1 each year and the alternatively negotiated site ratio for state computation purposes shall not exceed 26:1.

5.1.3 For staffing purposes, the District shall exclude TK and TK/K combination classes from the site ratio average for the District computation. If an individual class size exceeds 26 students in TK-3rd grade, impacted unit members shall receive \$40 per day per student. Payment for any overages shall be retroactive to the first day student enrolled in the class. When this occurs, a meeting shall be held with the grade level team and site administrator to collaboratively determine a plan of action for future enrollment.

5.1.4 The maximum class size for 4th – 5th grade elementary teachers shall not exceed 33:1. If the maximum class size is exceeded in 4th and 5th grades, unit members shall be compensated at \$40 per day per student according to Article 5.1.2. Payment for any overages shall be retroactive to the first day student enrolled in the class. The maximum class size shall not exceed 35:1. When the class size is at 34:1, a meeting shall be held with the grade level team and site administrator to collaboratively determine a plan of action for future enrollment.

Article 5.4 Speech and Language Pathologist

5.4.1.2 Each Speech and Language Pathologist who volunteers and provides services to students above the authorized caseload at District request shall be compensated at the extra-duty rate at Column D- Step 5 for two hours per month for each student determined to be above the caseload per Article 5.3.3. Students served shall be verified through the use of timesheets outlining services provided and to whom (student name).

Article 5.4.3 Special Day Classes (Applies To Pre/TK/K-5 Special Education Only)

5.4.3.3 When the maximum caseload in a Pre/TK/K-5 Special Day Class is exceeded, the unit members shall be compensated at \$40 per day per student according to Article 5.4.3. Payment for any overages shall be retroactive to the first day student enrolled in the class. When the caseload is at the maximum limit, a meeting shall be held with effected members and site administrator to collaboratively determine a plan of action for future enrollment.

Article 5.4.4 Secondary Special Day Classes (Applies to 6-12 Special Education Only)

5.4.4.1 When the maximum caseload in a Secondary Special Day Class is exceeded, the unit members shall be compensated at \$40 per day per student according to Article 5.4.4. Payment for any overages shall be retroactive to the first day student enrolled in the class. When a caseload is at the maximum limit, a meeting shall be held with the effected members and site administrator to collaboratively determine a plan of action for future enrollment.

5.4.4.4 At a minimum, there shall be one full-time equivalent (F.T.E.) instructional paraeducator in each Special Day Class period. This excludes one-on-one paraeducators assigned to a specific student.

5.4.4.5 Secondary Special Day Class teachers shall receive a total of ten release days (August – May) not to exceed two days in one month, for the purpose of conducting student assessments and IEPs on campus. The release day shall be taken on a Tuesday, Wednesday or Thursday unless mutually agreed upon by the teacher and site administration. No part of the release day shall be used to provide period coverage. For the 2022/2023 school year only, seven release days shall be provided for this purpose.

Article 5.6 Special Programs: Staffing Formulas

5.6.1.2 The pupil/counselor ratio is established at **450:1**. If the site ratio reaches **450:1** plus **65** students, a one-sixth assignment at each counselor's per diem will be split among the counselors at that site. The number of one-sixth assignments will be increased by an additional one-sixth assignment for every increase of **65** students above the ratio. For example, if a school site's enrollment is **968** students with 2.0 FTE counseling staff, a one-sixth assignment would be split between two counselors. For each day that the ratio meets the standard as described in this article, a sixth-period assignment or assignments shall be paid. The District shall meet with the counselors, LETA, and site administrators at new sites to work together to determine the enrollment of the school.

Article 2 Terms and Conditions of Employment

2.1 Work Year (Effective 2023/2024)

The length of the work year shall be one hundred eighty-five (185) days. New bargaining unit members may be required to attend fifteen (15) hours of additional inservice to be scheduled by the district during the school year. No additional compensation will be provided for the inservice training. The length of the regular workyear for any unit member may be adjusted to increase or decrease from one hundred eighty-five (185) days, with the mutual consent of the district and the unit member and shall be compensated at the unit member's per diem salary rate.

2.1.1.3 Three (3) workdays, fifty percent (50%) of which will be meeting free and devoted to classroom preparation. One of the three workdays for all certificated school staff shall be devoted to student grading/preparation for the subsequent term. This day shall occur mid-year annually.

2.1.1.4 Two (2) workdays shall be 100% devoted to strategic and grade span appropriate professional development district wide for all certificated staff (Teachers and all other positions other than teachers).

Beginning in 2023/2024, the teacher workday currently placed on the day after the last instructional day shall be converted to a professional development day. To accommodate this day the 2023/2024 calendar shall be amended by mutual agreement.

Beginning in the 2023/2024 workyear, one (1) day shall be added as a professional development day and contained within all certificated employees' workyear calendars. To accommodate this ongoing additional day, the calendar shall be determined by mutual agreement.

2.1.1.5 The two professional workdays shall be designed by LETA and the District, partnering to plan engaging and meaningful professional development for all certificated staff.

2.1.2 The regular work year for unit positions other than teacher shall be: counselor 196 days, speech and language pathologists 185 days, nurse 193 days, librarian 185 days, and psychologists 201 days. Unit members other than teachers shall attend the two (2) professional development days.

Evaluation

The District and Association have a mutual interest in opening Article 9 – Evaluations. The District and Association shall form a joint committee to work on updating the Principles of Evaluation, Procedures of Evaluation, and the Evaluation Documents beginning in the 2022/2023 school year.

Bargaining Teams

For the Association: Janet Timm (Chair), Sonia Jimenez, Valinda Nabonne, Olubunmi Adeleke, Christy Hetland, Denece Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Supported Inclusion

The District and Association have mutual interest in working collaboratively to develop and define a LEUSD inclusion model through a Memorandum of Understanding (MOU) during the 2022/2023 school year.

Effect and Term of Agreement

This agreement shall commence on July 1, 2022, and shall expire on June 30, 2024.

For the 2023/2024 school year, each party may reopen one (1) article in addition to Health and Welfare.

FOR THE ASSOCIATION:

Olubunmi Adeleke 10/5/22

Dence Selman 10-5-22

Yolanda Diaz 10-5-22

Janet Timm 10-5-22

Valinda Nabonne 10-5-22

Sonia Jimenez 10-5-22

[Signature] 10-7-2022

FOR THE DISTRICT:

Tracy Sepulveda 10-5-22

Julie Edmonds 10-5-22

Robert Recatto 10-5-22

Bargaining Teams

For the Association: Janet Timm (Chair), Sonia Jimenez, Valinda Nabonne, Olubunmi Adeleke, Christy Hetland, Dence Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmonds, Robert Recatto, Sarah Arredondo

Lake Elsinore Unified School District
Certificated Salary Schedule 184 Days
2022-23
Effective July 1, 2022

13% Increase Effective July 1, 2022

Step	*CREDENTIAL LONG TERM AND INTERN	CREDENTIAL BA CLASS A	**CREDENTIAL BA+30 CLASS B	CREDENTIAL BA+45 OR MASTER CLASS C	CREDENTIAL BA+60 INC MASTER OR MA+15 CLASS D	CREDENTIAL BA+75 INC MASTERS OR MA+30 CLASS E
1	54,697	60,744	65,492	69,465	73,392	76,559
2	57,485	61,503	68,587	72,365	76,289	79,613
3	60,275	64,552	71,677	75,345	79,200	82,672
4		67,648	74,772	78,251	82,097	85,649
5		70,735	77,859	81,186	85,000	88,705
6		73,790	80,985	84,089	87,905	91,830
7		76,877	84,076	86,994	90,806	94,733
8		79,891	87,204	89,893	93,751	97,706
9			90,296	92,859	96,892	100,612
10				96,295	100,351	104,582
11					103,956	108,332
12						112,020
13						115,541
14						118,149
18****						124,195
22****						127,824
26****						132,078

*University Intern Teachers

**Starting Salary for California Credentialed Teachers

****Refer to Article 10.1.2 of LETA Contract

Extra Duty Pay Rate = \$62.38 (Column D Step 1)

**Lake Elsinore Unified School District
Certificated Salary Schedule 185 Days
2023-24
Effective July 1, 2023**

13% Increase Effective July 1, 2022

Step	*CREDENTIAL LONG TERM AND INTERN	CREDENTIAL BA CLASS A	**CREDENTIAL BA+30 CLASS B	CREDENTIAL BA+45 OR MASTER CLASS C	CREDENTIAL BA+60 INC MASTER OR MA+15 CLASS D	CREDENTIAL BA+75 INC MASTERS OR MA+30 CLASS E
1	54,697	60,744	65,492	69,465	73,392	76,559
2	57,485	61,503	68,587	72,365	76,289	79,613
3	60,275	64,552	71,677	75,345	79,200	82,672
4		67,648	74,772	78,251	82,097	85,649
5		70,735	77,859	81,186	85,000	88,705
6		73,790	80,985	84,089	87,905	91,830
7		76,877	84,076	86,994	90,806	94,733
8		79,891	87,204	89,893	93,751	97,706
9			90,296	92,859	96,892	100,612
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11					103,956	108,332
12						112,020
13						115,541
14						118,149
18****						124,195
22****						127,824
26****						132,078

*University Intern Teachers

**Starting Salary for California Credentialed Teachers

****Refer to Article 10.1.2 of LETA Contract

Extra Duty Pay Rate = \$62.38 (Column D Step 1)



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

February 1, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Revised Certificated Substitute Salary Schedule

The Association and the District agree to increase the certificated substitute rate effective March 10, 2023, to attract, retain and strengthen a high-quality certificated substitute employee pool.

The new Certificated Salary Schedule shall be as follows:

- Daily Certificated Substitute Rate \$175.00
- Long Term Certificated Substitute Rate \$200.00
(Fully Credentialed Substitutes, Substitutes holding
A Teaching Permit for Statutory Leaves (TPSL) for General
Education Assignments thirty (30) days or more.
- Daily Certificated Substitute Rate for Special Education SDC Assignments \$195.00
- Long Term Special Education Certificated Substitute Rate \$220.00
(Fully Credentialed Substitutes, Substitutes holding A
Teaching Permit for Statutory Leaves (TPSL) for Special
Education SDC Assignments twenty (20) days or more.

This MOU shall be reviewed periodically and will be revised with mutual agreement to stay competitive with surrounding districts.

FOR THE ASSOCIATION:

DocuSigned by:
Janet Timm
DocuSigned by:
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Yolanda Diaz
DocuSigned by:
434A7A76D494A3...
Valinda Nakonne
DocuSigned by:
2F49229F01154AF...
Sonia Jimenez
DocuSigned by:
E9EF931A8B57405...
Akummi Adeleke
DocuSigned by:
D7D1B27AD85A4DE...
Christy Hetland
7633B1C4B84D46A...

FOR THE DISTRICT:

DocuSigned by:
Tracy Sepulveda
DocuSigned by:
3E679FEEA3EA45F...
Julie Edmunds
DocuSigned by:
D6EC710D28664E4...
Sarah Arredondo
DocuSigned by:
882284613E4B460...
Robert Recatto
2F879AC003E8410...

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz,
Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denese
Selman

For the District: Tracy Sepulveda, , Julie Edmunds, Sarah Arredondo, Robert
Recatto



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 19, 2022

MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION

Resignation/ Retirement Notification MOU

The Association and the District agree to offer a \$750.00 incentive stipend to all unit members, with permanent status, that notify the district of their resignation/retirement from the Lake Elsinore Unified School District, by January 31, 2023. The one-time payment will be paid on the June 30, 2023, paycheck. Early notification will assist the district and LETA with recruiting for the 2023/2024 school year.

FOR THE ASSOCIATION:

Janet Timm 5-19-22
Valinda Nabonne 5-19-22
Sonia Jimenez 5-19-22
Yolanda Diaz 5-19-22
Dence Selman 5-19-22
Olubunmi Adeleke 5/19/22
Christy Hetland 5/19/22
M. M. 5/24/2022

FOR THE DISTRICT:

Tracy Sepulveda 5.19.2022
Julie Edmunds 5.19.2022
Robert Recatto 5-19-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dence Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

April 28, 2023

MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION

Resignation/ Retirement Notification MOU

The Association and the District agree to offer a \$750.00 incentive stipend to all unit members, with permanent status, that notify the district of their resignation/retirement from the Lake Elsinore Unified School District, by January 31, 2024. The one-time payment will be paid on the June 30, 2024 paycheck. Early notification will assist the district and LETA with recruiting for the 2023/2024 school year.

FOR THE ASSOCIATION:

Janet Timm 4-28-23
Valinda Nabonne 4-28-23
Sonia Jimenez 4/28/23
Yolanda Diaz 4/28/23
Denise Selman 4/28/23
Olubunmi Adeleke 4/28/23
Christy Hetland 4/28/23
M/G 5/9/2023

FOR THE DISTRICT:

Tracy Sepulveda 4/28/23
Sarah Arredondo 4/28/23
Robert Recatto 4/28/23
Julie Edmunds 4-28-23

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denise Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Sarah Arredondo, Robert Recatto

Extra-Curricular Salary Schedule

Examples of Stipend Calculation

Varsity Head Coach – Placed on C5 - $\$81,186.25 \times 7\% = \$5,683.03$

Assistant Coach – Placed on C5 - $\$81,186.25 \times 5\% = \$4,059.31$

Grade Level Stipend – Placed on C5 - $\$81,186.25 \times 2\% = \$1,623.72$

- The components of the Stipend Schedule will be implemented as of July 1, 2022.
- The Stipend Schedule will be tied to Column C – Steps 1 - 10 of the current 2022/2023 Certificated Salary Schedule prior to any applied percentage increase to the schedule.

C1	\$69,465.03
C2	\$72,365.19
C3	\$75,344.77
C4	\$78,250.83
C5	\$81,186.25
C6	\$84,089.36
C7	\$86,993.90
C8	\$89,892.56
C9	\$92,858.93
C10	\$96,294.66

- The following percentages will be applied in the calculation of the stipends:

Elementary Stipends	
Grade Level	2%
Independent Study	2%
Middle School Stipends	
Secondary Department Chairs	3%
Activities Director	5%
Band	3%
Performing Arts	3%
Independent Study	3%
Cheer/Dance/Pep Squad/Drill Team	3%
Intramurals Each sport will be divided into four teams 6/7 girls, 7/8 girls, 6/7 boys, 7/8 boys Intramural Coach	\$416.37 per sport
Facilitator	\$1,0220.00 annually
Yearbook	3%
Student Communications	3%
High School Stipends	
Secondary Department Chairs	4%
Class Advisors	2%

Athletic Coaching	
Head Football Varsity	7%
All Other Head Varsity	6%
Cheer – Competitive Head	6%
Cheer Stunt - Head	6%
Cheer Competitive - Assistant	5%
Cheer Stunt - Assistant	5%
Head Golf Varsity	5%
All Assistant Coaches 2 Assistant Cheer Coaches per High School 1 Assistant Boys Volleyball Coach (Spring) per High School 1 head Girls Wrestling coach or 1 Assistant Wrestling Coach, to be determined by each site based on need and participation, (Winter) per High School	5%
Unit members who coach additional season	\$500 for two seasons and \$1000 for three seasons
Athletic Trainer	Step 1 – Years 1 - 4 - \$14,000 Step 2 – Years 5 - 9 - \$15,000 Step 3 - Years 10+ - \$16,000
Activities Director	8% with two (2) release periods
2 Activity Director Robotics, Gaming, Coding per High School	4%
1 Activity Director Robotics, Gaming, Coding per each Alternative High School	4%
Agriculture Program Teacher	Step 1 - Years 1 - 4 - \$14,000 Step 2 - Years 5 - 9 - \$15,000 Step 3 - Year 10+ - \$16,000
Band	7%
Choir	4%
Pep Squad	4%
Dance	5%
Academic Decathlon	4%
Mock Trial	4%
Drama	4%
Yearbook	4%
Student Communications	4%
Instructional Stipends	
English Language (23) 0 -100 students - 25% 101 - 201 students - 50% 202 - 302 students - 75% 303 - 403+ students - 100% 404+ students - An Additional stipend ~ #s based on ELPAC designations on the 16 th	7%

day of instruction. ~If a release period is used to facilitate the program, the stipend shall be reduced by 1/2	
Student Study Team (23)	2%
504 (23)	2%
Instructional Technology Coach 0 - 50 Employees = 1 stipend 51 - 100 Employees = 2 stipends 101+ = 3 stipends	3%
Testing Coordinator (23)	2%
AP Coordinator (3)	2%
AVID Coordinator (8) 0 - 100 students - 25% 101 - 201 students - 50% 202 - 302 students - 75% 303 - 403+ students - 100% 404+ = An additional stipend ~#s based on students in the program on the 16 th day of instruction. ~If a release period is used to facilitate the program, the stipend shall be reduced by 1/2	7 %

2022/23 Athletic District Approved Stipends

Athletic Stipends					
Stipend	District Approved Count	% of Salary Schedule	Step C1	Step C5	Step C10
Football - Head	1	7%	4,862.55	5,683.04	6,740.63
Football - Asst	8	5%	3,473.25	4,059.31	4,814.73
Boys Basketball - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Basketball - Asst	3	5%	3,473.25	4,059.31	4,814.73
Girls Basketball - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Basketball - Asst	3	5%	3,473.25	4,059.31	4,814.73
Boys Soccer - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Soccer- Asst	2	5%	3,473.25	4,059.31	4,814.73
Girls Soccer - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Soccer - Asst	2	5%	3,473.25	4,059.31	4,814.73
Boys Wrestling - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Wrestling - Asst *	4	5%	3,473.25	4,059.31	4,814.73
Girls Wrestling - Head *	1	6%	4,167.90	4,871.18	5,777.68
Boys Track - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Track - Head	1	6%	4,167.90	4,871.18	5,777.68
Track - Asst	3	5%	3,473.25	4,059.31	4,814.73
Swimming - Head	1	6%	4,167.90	4,871.18	5,777.68
Swimming - Asst	1	5%	3,473.25	4,059.31	4,814.73
Baseball - Head	1	6%	4,167.90	4,871.18	5,777.68
Baseball - Asst	3	5%	3,473.25	4,059.31	4,814.73
Softball - Head	1	6%	4,167.90	4,871.18	5,777.68
Softball - Asst	3	5%	3,473.25	4,059.31	4,814.73
Boys Tennis - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Tennis - Asst	1	5%	3,473.25	4,059.31	4,814.73
Girls Tennis - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Tennis - Asst	1	5%	3,473.25	4,059.31	4,814.73
Girls Volleyball - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Volleyball - Asst	3	5%	3,473.25	4,059.31	4,814.73
Boys Volleyball - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Volleyball - Asst	4	5%	3,473.25	4,059.31	4,814.73
Boys Cross Country - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Cross Country - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Golf - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Golf - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Water Polo - Head	1	6%	4,167.90	4,871.18	5,777.68
Boys Water Polo - Asst	1	5%	3,473.25	4,059.31	4,814.73
Girls Water Polo - Head	1	6%	4,167.90	4,871.18	5,777.68
Girls Water Polo - Asst	1	5%	3,473.25	4,059.31	4,814.73
Cheer Competitive - Head	1	6%	4,167.90	4,871.18	5,777.68
Cheer Competitive - Asst	1	5%	3,473.25	4,059.31	4,814.73
Cheer Stunt - Head	1	6%	4,167.90	4,871.18	5,777.68
Cheer Stunt - Asst	1	5%	3,473.25	4,059.31	4,814.73
Athletic Trainer	1	FLAT	14,000.00	15,000.00	16,000.00

TOTAL COUNT 70

* One (1) head Girls Wrestling Coach or One (1) Assistant Wrestling Coach, to be determined by each site based on site need and participation, (Winter) per High School



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

September 15, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Short Term Emergency SLP Signing Bonus

The District and Association hereby agree to the following:

- The \$7,500 Emergency SLP Signing Bonus will be offered in the 21/22 school year and paid out over the course of three years.
- In addition to Article 5.4.1.5 (\$5,000 Signing Bonus), an additional installment of \$2,500 for the 21.22 school year shall be paid.
- The second installment of \$2,500 will be paid in year two (22/23) and the final installment of \$ 2,500 will be paid in year three (23/24) in addition to the applicable annual stipends as outlined in Article 5.4.1.3 and 5.4.1.4.
- To receive the three installments of the Emergency SLP Signing Bonus the SLP shall complete three years of employment.
- After June 30, 2022, Article 5.4.1.5 shall return to the previously negotiated amount of \$5,000 for all new hires hired after June 30, 2022.
- The terms of this Agreement are unique to the facts and circumstances of this situation and the above provisions shall not constitute past practice and may not be referred to as precedent setting in any pending or future matter to any other situation.

This agreement shall expire June 30, 2022.

FOR THE ASSOCIATION:

DocuSigned by:

Janet Timm

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DocuSigned by:

Mario Montano

F21642889E154EC...

DocuSigned by:

Valinda Nabonne

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DocuSigned by:

Sonia Jimenez

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DocuSigned by:

Olubunmi Adeleke

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DocuSigned by:

Christy Hetland

7833B1C4B84D46A...

DocuSigned by:

Denee Selman

72D8F4A930684A0...

DocuSigned by:

Yolanda Diaz

434A4AA78D494A5...

FOR THE DISTRICT:

DocuSigned by:

Tracy Sepulveda

3E679FEEA5EA45F...

DocuSigned by:

Julie Edmunds

D6EC41CD2864E4...

DocuSigned by:

Robert Recatto

2F879AC003E8410...

DocuSigned by:

Sarah Arredondo

882284613E4B460...

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 12, 2020

Intern and Emergency (PIP/STSP/Waiver) Teacher Support Provider Stipend MOU

The District and Association agree to the following:

- An **Intern Teacher Support Provider** will provide seventy-two (72) hours of support to an Intern teacher within our district per university and district affiliation agreements
- The **Emergency Teacher Support Provider (specific for a PIP)** will provide (72) hours of support inclusive of orientation, guidance and assistance to the permit holder. The Emergency Support Provider will assist the permit holder in adhering to the personalized plan created by the employing agency. The employing agency will assist the permit holder to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
- The **Emergency Teacher Support Provider (specific to the STSP)** is assigned to the permit holder for the term of the STSP
- The **Emergency Teacher Support Provider (specific to the Waiver)** will provide orientation and guidance. They will verify the candidate will have ongoing support and assistance in the subject area as determined by LEUSD and the CBA.
- The compensation for the services as an Intern and Emergency Support Provider will be provided by the district
- Intern and Emergency Teacher Support Providers shall receive an annual \$3,000 stipend for supporting an Intern Credentialed or Emergency Waiver Teacher for one year
- Intern and Emergency Teacher Support Providers will support an Intern Credentialed Teacher by demonstrating, observing, coaching, conferencing, in-servicing, referring or by any other activities which in their professional judgment will assist the Intern Credentialed or Emergency Waiver Teacher
- The Intern and Emergency Teacher Support Provider position is voluntary. No unit member shall be mandated to serve as an Intern Teacher or Emergency Waiver Support Provider
- This MOU will be in effect for the 2020/2021 and 2021/2022 school year

This MOU expires on June 30, 2022.

FOR THE ASSOCIATION:

Janet Timm 10-12-2020
 [Signature] 10/12/2020
 [Signature] 10/14/2020

FOR THE DISTRICT:

Tracy Sepulveda 10.12.2020
 Julie Behar 10.12.20
 Arleen Sanchez 10.12.2020
 Manuel Valdes 10.12.2020

Bargaining Teams

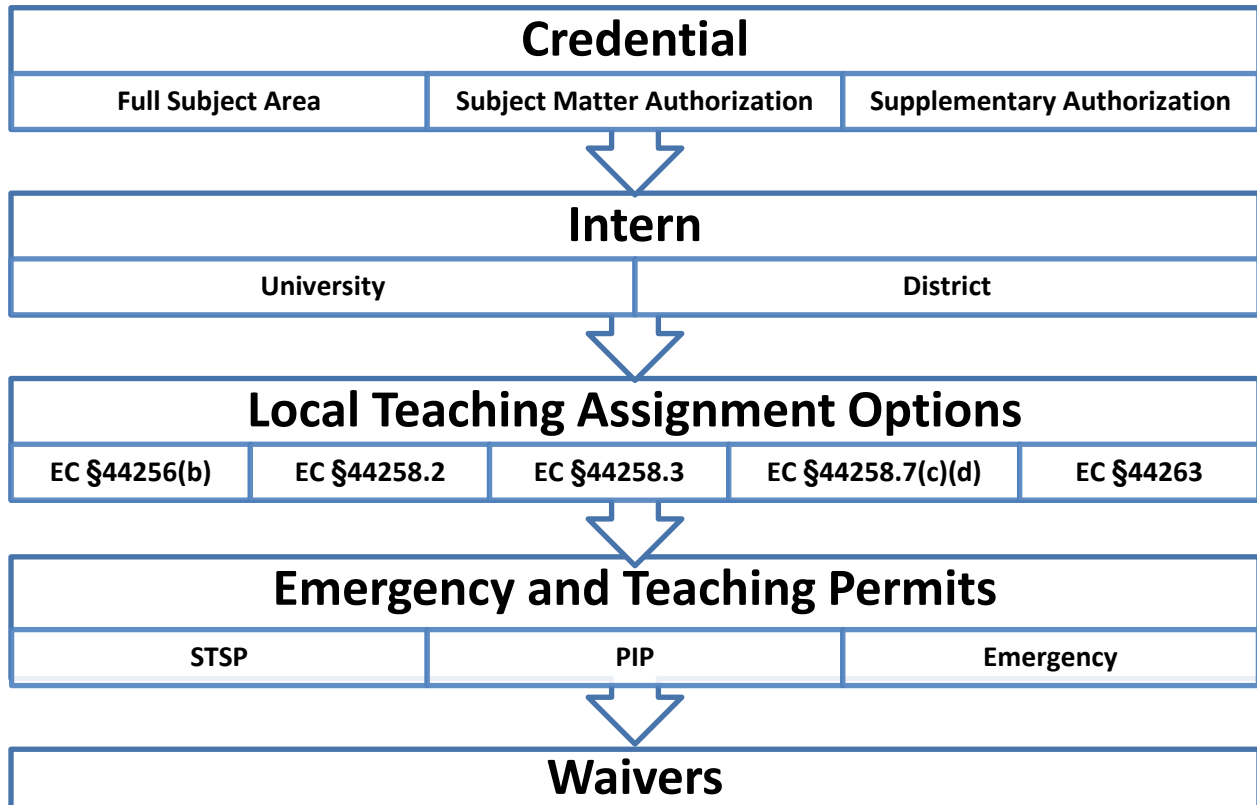
For the Association: Janet Timm (Chair), Lowanna Maxwell, Valinda Nabonne, Sonia Jimenez, Mario Montano, Olubunmi Adeleke, Denée Selman; Christy Hetland

For the District: Tracy Sepulveda, Arleen Sanchez, Steve Behar, Julie Edmunds, Richard Peterson; Manuel Valdes

Hiring Hierarchy

Education Code section 44225.7 outlines the hiring and placement priorities defined by law for local educational agencies. It states that if a *suitable* fully prepared teacher is not available to a school district, the district under all circumstances shall make reasonable efforts to recruit an individual for the assignment, in the following order:

County offices and school districts are prohibited from paying the salary of any person who is employed in a position requiring certification qualifications while not holding a “proper” certification document (EC §45034).



The hiring hierarchy should be followed for every certificated assignment. Employers must first attempt to find a fully credentialed educator to fill an assignment. If one is not found after a diligent search, local educational agencies may continue down the hierarchy until a suitable educator is found. Waivers should be the last resort for filling a certificated assignment.



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 5, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Amended Independent Study Coordinator Stipends for 2021/2022 School Year

Due to the change in Independent Study Laws during the 2021/2022 school year, and the increase in the number of Independent Study Contracts being initiated, facilitated, and completed, the District and Association agree the Independent Study Coordinator Stipend shall be amended. The amended portion of the Independent Study Coordinator Stipends shall be paid for the 2021-2022 school year. The following percentage shall be applied in addition to the base stipend amount as outlined in Appendix 2i - Extra Curricular Salary Schedule of the Collective Bargaining Agreement

Independent Study Coordinator Stipend shall be amended as follows:

Percentages based on Column C, Steps 1-10

	Elementary	Middle School
Independent Study Coordinators	2% (Current %)	3% (Current %)
Independent Study Coordinators 21/22	Additional 4%	Additional 4%
Total Percentage for 2021/2022	6%	7%

Total percentage shall be prorated for the number of months Independent Study Coordinator services were provided during the 2021/2022 school year.

All additional compensation shall be paid on the August 2022 pay warrant.

This MOU shall apply for the 2021-22 school year only and expires June 30, 2022

FOR THE ASSOCIATION:

Janet Timm 5-5-2022
Valinda Nabonne 5-5-2022
Sonia Jimenez 5-5-2022
Yolanda Diaz 5-5-2022
Denee Selman 5-5-2022
Olubunmi Adeleke 5/5/22

FOR THE DISTRICT:

Tracy Sepulveda 5-5-2022
Robert Recatto 5-5-2022
Julie Edmunds 5-5-2022
Julie Edmunds 5-5-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Amethyst Wetland 5-5-2022
5-12-2022

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Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 11, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

STEAM/STEM Activities MOU

The Association and the District agree to increase Extra Duty compensation for STEAM/STEM activities at all school sites beginning in the 2018/2019 school year in order to meet LCAP goals. The allocated number of Extra Duty Hours are listed below:

- **60** Hours per High School for STEAM/STEM related activities
- **30** Hours per Middle School and K8 Schools for STEAM/STEM related activities
- **30** Hours per Elementary School for STEAM/STEM related activities

Site administration will work with site leadership to determine how the hours/activities will be distributed at each individual site.

This MOU will be reviewed annually.

FOR THE ASSOCIATION:

DocuSigned by:
Janet Timm
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DocuSigned by:
Mario Montano
F21842989E154EC...

DocuSigned by:
Valinda Nabonne
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DocuSigned by:
Sonia Jimenez
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DocuSigned by:
Olubunmi Adeleke
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DocuSigned by:
Christy Hetland
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Denee Selman
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DocuSigned by:
Yolanda Diaz
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FOR THE DISTRICT:

DocuSigned by:
Tracy Sepulveda
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DocuSigned by:
Julie Edmunds
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DocuSigned by:
Robert Recatto
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DocuSigned by:
Sarah Arredondo
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Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 28, 2022

MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS' ASSOCIATION
Safety Liaison Stipend MOU

•Site Safety Liaison Stipends to begin in the 2022/2023 School Year

The District and LETA are committed to ensuring that staff, students, and the community have a safe learning environment. To support this effort and to provide continuity in updating site safety plans for compliance, a Safety Liaison Stipend shall become an Instructional stipend beginning in the 2022/2023 school year. There will be one certificated stipend per school site. Each site shall fly the certificated instructional stipend on site for five days in November 2022.

The Safety Liaison shall have the following responsibilities:

- Attend District Safety Committee Meetings as a site representative
- Be an active participant on the District Safety Committee
- Provide a recap or update to your staff following each District Safety Committee at the next regularly scheduled site staff meeting as a constant agenda item.
- Gather information/input/concerns from respective site and bring to District Safety Committee Meetings.
- Collaborate and provide input with site administration on the development of the annual site Safety Plan
- Have safety as a focus when on campus and bring up potential safety hazards or safety concerns to site administration and to the District Safety Committee

The Site Safety Liaison Stipend shall be paid as follows:

Percentages based on Column C -1 of the certificated salary schedule.

	Elementary, Middle and High School
Safety Liaison	2%

This MOU shall apply for the 2022/ 2023 school year. The Safety Liaison Stipend shall be added to district instructional stipends and shall be included in the next Collective Bargaining Agreement Publication

This MOU expires June 30, 2023.

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

FOR THE ASSOCIATION:

DocuSigned by:
Janet Timm
DocuSigned by:
EFE7826CF63E43F...
Valinda Nabonne
DocuSigned by:
2F49229F91154AF...
Sonia Jimenez
DocuSigned by:
D9E5186B7405...
Yolanda Diaz
DocuSigned by:
434A4AA76D494A5...
Denee Selman
DocuSigned by:
72D8F4A930694A0...
Olubunmi Adeleke
DocuSigned by:
D7D1B27AD85A4DE...
Christy Hetland
7633B1C4B84D46A...

FOR THE DISTRICT:

DocuSigned by:
Tracy Sepulveda
DocuSigned by:
3E679FEEA5EA45F...
Julie Edmunds
DocuSigned by:
D8EC49CD28064E4...
Robert Recatto
DocuSigned by:
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Sarah Arredondo
882284613E4B460...



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

August 31, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Safety Liaison Stipend MOU

•Site Safety Liaison Stipends

The District and LETA are committed to ensuring that staff, students, and the community have a safe learning environment. To support this effort and to provide continuity in updating site safety plans for compliance, a Safety Liaison Stipend will be an Instructional stipend. There will be one certificated stipend per school site. Each site shall fly the certificated instructional stipend on site for five days each school year.

The Safety Liaison shall have the following responsibilities:

- Attend District Safety Committee Meetings as a site representative
- Be an active participant on the District Safety Committee
- Provide a recap or update to your staff following each District Safety Committee at the next regularly scheduled site staff meeting as a constant agenda item.
- Gather information/input/concerns from respective site and bring to District Safety Committee Meetings.
- Collaborate and provide input with site administration on the development of the annual site Safety Plan
- Have safety as a focus when on campus and bring up potential safety hazards or safety concerns to site administration and to the District Safety Committee

The Site Safety Liaison Stipend shall be paid as follows:

Percentages based on Column C -1 of the certificated salary schedule.

	Elementary, Middle and High School
Safety Liaison	2%

This MOU shall apply for the 2023/2024 school year. The Safety Liaison Stipend shall be added to district instructional stipends and shall be included in the next Collective Bargaining Agreement Publication.

FOR THE ASSOCIATION:

DocuSigned by:
 Janet Timm
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Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

FOR THE DISTRICT:

DocuSigned by:
 Tracy Sepulveda
3E879FEEA8EA45F...

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

DocuSigned by:
Valinda Nabonne
2F49229F81154AF...

DocuSigned by:
Sonia Jimenez
E5EF931A8B57405...

DocuSigned by:
Olubunmi Adeleke
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DocuSigned by:
Christy Hetland
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DocuSigned by:
Denee Selman
72D8F4A930694A0...

DocuSigned by:
Yolanda Diaz
93DA7A70D491A5...

DocuSigned by:
Julie Edmunds
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DocuSigned by:
Sarah Arredondo
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DocuSigned by:
Robert Recatto
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2022-2023 LETA Estimated Payroll Deductions

CHART #1: Medical/Delta Incentive/EYEMed/Life

CHART #1: Medical/Delta Incentive/EYEMed/Life															
ANNUAL PREMIUMS MUST BE DIVIDED BY NUMBER OF PAYCHECKS (does not include deferred)															
Medical Plan	Tiered Dental and Vision	Premium	Dental	Vision	Life	Total Annual Premium Cost	Annual District Contribution based on full time	Full Time Employee Annual Premium	90 % Contract	80 % Contract	75 % Contract	67 % Contract	60 % Contract	50 % Contract	40 % Contract
Option 1 80% PPO	Single	\$ 1,457.00	\$ 41.60	\$ 7.10	\$ 7.00	\$18,152	\$12,500	\$5,652	\$6,902	\$8,152	\$8,777	\$9,777	\$10,652	\$11,902	\$13,152
	Two Party	\$ 1,457.00	\$ 86.00	\$ 14.20	\$ 7.00	\$18,770	\$12,500	\$6,270	\$7,520	\$8,770	\$9,395	\$10,395	\$11,270	\$12,520	\$13,770
	Family	\$ 1,457.00	\$ 133.20	\$ 21.30	\$ 7.00	\$19,422	\$12,500	\$6,922	\$8,172	\$9,422	\$10,047	\$11,047	\$11,922	\$13,172	\$14,422
Option 2 90% PPO	Single	\$ 1,680.00	\$ 41.60	\$ 7.10	\$ 7.00	\$20,828	\$12,500	\$8,328	\$9,578	\$10,828	\$11,453	\$12,453	\$13,328	\$14,578	\$15,828
	Two Party	\$ 1,680.00	\$ 86.00	\$ 14.20	\$ 7.00	\$21,446	\$12,500	\$8,946	\$10,196	\$11,446	\$12,071	\$13,071	\$13,946	\$15,196	\$16,446
	Family	\$ 1,680.00	\$ 133.20	\$ 21.30	\$ 7.00	\$22,098	\$12,500	\$9,598	\$10,848	\$12,098	\$12,723	\$13,723	\$14,598	\$15,848	\$17,098
Option 3 100% PPO	Single	\$ 1,737.00	\$ 41.60	\$ 7.10	\$ 7.00	\$21,512	\$12,500	\$9,012	\$10,262	\$11,512	\$12,137	\$13,137	\$14,012	\$15,262	\$16,512
	Two Party	\$ 1,737.00	\$ 86.00	\$ 14.20	\$ 7.00	\$22,130	\$12,500	\$9,630	\$10,880	\$12,130	\$12,755	\$13,755	\$14,630	\$15,880	\$17,130
	Family	\$ 1,737.00	\$ 133.20	\$ 21.30	\$ 7.00	\$22,782	\$12,500	\$10,282	\$11,532	\$12,782	\$13,407	\$14,407	\$15,282	\$16,532	\$17,782
Anthem HMO	Single	\$ 1,533.00	\$ 41.60	\$ 7.10	\$ 7.00	\$19,064	\$12,500	\$6,564	\$7,814	\$9,064	\$9,689	\$10,689	\$11,564	\$12,814	\$14,064
	Two Party	\$ 1,533.00	\$ 86.00	\$ 14.20	\$ 7.00	\$19,682	\$12,500	\$7,182	\$8,432	\$9,682	\$10,307	\$11,307	\$12,182	\$13,432	\$14,682
	Family	\$ 1,533.00	\$ 133.20	\$ 21.30	\$ 7.00	\$20,334	\$12,500	\$7,834	\$9,084	\$10,334	\$10,959	\$11,959	\$12,834	\$14,084	\$15,334
Anthem HMO Priority Select	Single	\$ 1,333.00	\$ 41.60	\$ 7.10	\$ 7.00	\$16,664	\$12,500	\$4,164	\$5,414	\$6,664	\$7,289	\$8,289	\$9,164	\$10,414	\$11,664
	Two Party	\$ 1,333.00	\$ 86.00	\$ 14.20	\$ 7.00	\$17,282	\$12,500	\$4,782	\$6,032	\$7,282	\$7,907	\$8,907	\$9,782	\$11,032	\$12,282
	Family	\$ 1,333.00	\$ 133.20	\$ 21.30	\$ 7.00	\$17,934	\$12,500	\$5,434	\$6,684	\$7,934	\$8,559	\$9,559	\$10,434	\$11,684	\$12,934
Kaiser	Single	\$ 1,542.00	\$ 41.60	\$ 7.10	\$ 7.00	\$19,172	\$12,500	\$6,672	\$7,922	\$9,172	\$9,797	\$10,797	\$11,672	\$12,922	\$14,172
	Two Party	\$ 1,542.00	\$ 86.00	\$ 14.20	\$ 7.00	\$19,790	\$12,500	\$7,290	\$8,540	\$9,790	\$10,415	\$11,415	\$12,290	\$13,540	\$14,790
	Family	\$ 1,542.00	\$ 133.20	\$ 21.30	\$ 7.00	\$20,442	\$12,500	\$7,942	\$9,192	\$10,442	\$11,067	\$12,067	\$12,942	\$14,192	\$15,442
Anthem PPO Bronze Plan	Available to All EMPLOYEES***					\$8,028	\$8,028	Possible-No Payroll Deduction (single status)							
***PPO Bronze Plan-Affordable Care Act- No dental/vision and premium is based on single enrollment															
Deduction based on % & Mths worked															

2022-2023 LETA Estimated Payroll Deductions

CHART #2: Medical/SISC Dental Health Net(Anthem)/EYEMed/Life

CHART #2: Medical/SISC Dental Health Net(Anthem)/EYEMed/Life							ANNUAL PREMIUMS MUST BE DIVIDED BY NUMBER OF PAYCHECKS (does not include deferred)									
Medical Plan	Tiered Dental and Vision	Premium	Dental	Vision	Life	Total Annual Premium Cost	Annual District Contribution based on full time	Full Time Employee Annual Premium	90 % Contract	80 % Contract	75 % Contract	67 % Contract	60 % Contract	50 % Contract	40 % Contract	
Option 1 80% PPO	Single	\$ 1,457.00	\$ 51.00	\$ 7.10	\$ 7.00	\$18,265	\$12,500	\$5,765	\$7,015	\$8,265	\$8,890	\$9,890	\$10,765	\$12,015	\$13,265	
	Two Party	\$ 1,457.00	\$ 105.00	\$ 14.20	\$ 7.00	\$18,998	\$12,500	\$6,498	\$7,748	\$8,998	\$9,623	\$10,623	\$11,498	\$12,748	\$13,998	
	Family	\$ 1,457.00	\$ 145.00	\$ 21.30	\$ 7.00	\$19,564	\$12,500	\$7,064	\$8,314	\$9,564	\$10,189	\$11,189	\$12,064	\$13,314	\$14,564	
Option 2 90% PPO	Single	\$ 1,680.00	\$ 51.00	\$ 7.10	\$ 7.00	\$20,941	\$12,500	\$8,441	\$9,691	\$10,941	\$11,566	\$12,566	\$13,441	\$14,691	\$15,941	
	Two Party	\$ 1,680.00	\$ 105.00	\$ 14.20	\$ 7.00	\$21,674	\$12,500	\$9,174	\$10,424	\$11,674	\$12,299	\$13,299	\$14,174	\$15,424	\$16,674	
	Family	\$ 1,680.00	\$ 145.00	\$ 21.30	\$ 7.00	\$22,240	\$12,500	\$9,740	\$10,990	\$12,240	\$12,865	\$13,865	\$14,740	\$15,990	\$17,240	
Option 3 100% PPO	Single	\$ 1,737.00	\$ 51.00	\$ 7.10	\$ 7.00	\$21,625	\$12,500	\$9,125	\$10,375	\$11,625	\$12,250	\$13,250	\$14,125	\$15,375	\$16,625	
	Two Party	\$ 1,737.00	\$ 105.00	\$ 14.20	\$ 7.00	\$22,358	\$12,500	\$9,858	\$11,108	\$12,358	\$12,983	\$13,983	\$14,858	\$16,108	\$17,358	
	Family	\$ 1,737.00	\$ 145.00	\$ 21.30	\$ 7.00	\$22,924	\$12,500	\$10,424	\$11,674	\$12,924	\$13,549	\$14,549	\$15,424	\$16,674	\$17,924	
Anthem HMO	Single	\$ 1,533.00	\$ 51.00	\$ 7.10	\$ 7.00	\$19,177	\$12,500	\$6,677	\$7,927	\$9,177	\$9,802	\$10,802	\$11,677	\$12,927	\$14,177	
	Two Party	\$ 1,533.00	\$ 105.00	\$ 14.20	\$ 7.00	\$19,910	\$12,500	\$7,410	\$8,660	\$9,910	\$10,535	\$11,535	\$12,410	\$13,660	\$14,910	
	Family	\$ 1,533.00	\$ 145.00	\$ 21.30	\$ 7.00	\$20,476	\$12,500	\$7,976	\$9,226	\$10,476	\$11,101	\$12,101	\$12,976	\$14,226	\$15,476	
Anthem HMO Priority Select	Single	\$ 1,333.00	\$ 51.00	\$ 7.10	\$ 7.00	\$16,777	\$12,500	\$4,277	\$5,527	\$6,777	\$7,402	\$8,402	\$9,277	\$10,527	\$11,777	
	Two Party	\$ 1,333.00	\$ 105.00	\$ 14.20	\$ 7.00	\$17,510	\$12,500	\$5,010	\$6,260	\$7,510	\$8,135	\$9,135	\$10,010	\$11,260	\$12,510	
	Family	\$ 1,333.00	\$ 145.00	\$ 21.30	\$ 7.00	\$18,076	\$12,500	\$5,576	\$6,826	\$8,076	\$8,701	\$9,701	\$10,576	\$11,826	\$13,076	
Kaiser	Single	\$ 1,542.00	\$ 51.00	\$ 7.10	\$ 7.00	\$19,285	\$12,500	\$6,785	\$8,035	\$9,285	\$9,910	\$10,910	\$11,785	\$13,035	\$14,285	
	Two Party	\$ 1,542.00	\$ 105.00	\$ 14.20	\$ 7.00	\$20,018	\$12,500	\$7,518	\$8,768	\$10,018	\$10,643	\$11,643	\$12,518	\$13,768	\$15,018	
	Family	\$ 1,542.00	\$ 145.00	\$ 21.30	\$ 7.00	\$20,584	\$12,500	\$8,084	\$9,334	\$10,584	\$11,209	\$12,209	\$13,084	\$14,334	\$15,584	
Anthem PPO Bronze Plan	Available to All EMPLOYEES***					\$8,028	\$8,028	Possible-No Payroll Deduction (single status)							Deduction based on % & Mths worked	
***PPO Bronze Plan-Affordable Care Act- No dental/vision and premium is based on single enrollment																

2022-2023 LETA Estimated Payroll Deductions

CHART #3: Medical/Delta Preferred/EYEMed/Life

CHART #3: Medical/Delta Preferred/EYEMed/Life																
ANNUAL PREMIUMS MUST BE DIVIDED BY NUMBER OF PAYCHECKS (does not include deferred)																
Medical Plan	Tiered Dental and Vision	Premium	Dental	Vision	Life	Total Annual Premium Cost	Annual District Contribution based on full time	Full Time Employee Annual Premium	90 % Contract	80 % Contract	75 % Contract	67 % Contract	60 % Contract	50 % Contract	40 % Contract	
Option 1 80% PPO	Single	\$ 1,457.00	\$ 51.40	\$ 7.10	\$ 7.00	\$18,270	\$12,500	\$5,770	\$7,020	\$8,270	\$8,895	\$9,895	\$10,770	\$12,020	\$13,270	
	Two Party	\$ 1,457.00	\$ 107.00	\$ 14.20	\$ 7.00	\$19,022	\$12,500	\$6,522	\$7,772	\$9,022	\$9,647	\$10,647	\$11,522	\$12,772	\$14,022	
	Family	\$ 1,457.00	\$ 167.80	\$ 21.30	\$ 7.00	\$19,837	\$12,500	\$7,337	\$8,587	\$9,837	\$10,462	\$11,462	\$12,337	\$13,587	\$14,837	
Option 2 90% PPO	Single	\$ 1,680.00	\$ 51.40	\$ 7.10	\$ 7.00	\$20,946	\$12,500	\$8,446	\$9,696	\$10,946	\$11,571	\$12,571	\$13,446	\$14,696	\$15,946	
	Two Party	\$ 1,680.00	\$ 107.00	\$ 14.20	\$ 7.00	\$21,698	\$12,500	\$9,198	\$10,448	\$11,698	\$12,323	\$13,323	\$14,198	\$15,448	\$16,698	
	Family	\$ 1,680.00	\$ 167.80	\$ 21.30	\$ 7.00	\$22,513	\$12,500	\$10,013	\$11,263	\$12,513	\$13,138	\$14,138	\$15,013	\$16,263	\$17,513	
Option 3 100% PPO	Single	\$ 1,737.00	\$ 51.40	\$ 7.10	\$ 7.00	\$21,630	\$12,500	\$9,130	\$10,380	\$11,630	\$12,255	\$13,255	\$14,130	\$15,380	\$16,630	
	Two Party	\$ 1,737.00	\$ 107.00	\$ 14.20	\$ 7.00	\$22,382	\$12,500	\$9,882	\$11,132	\$12,382	\$13,007	\$14,007	\$14,882	\$16,132	\$17,382	
	Family	\$ 1,737.00	\$ 167.80	\$ 21.30	\$ 7.00	\$23,197	\$12,500	\$10,697	\$11,947	\$13,197	\$13,822	\$14,822	\$15,697	\$16,947	\$18,197	
Anthem HMO	Single	\$ 1,533.00	\$ 51.40	\$ 7.10	\$ 7.00	\$19,182	\$12,500	\$6,682	\$7,932	\$9,182	\$9,807	\$10,807	\$11,682	\$12,932	\$14,182	
	Two Party	\$ 1,533.00	\$ 107.00	\$ 14.20	\$ 7.00	\$19,934	\$12,500	\$7,434	\$8,684	\$9,934	\$10,559	\$11,559	\$12,434	\$13,684	\$14,934	
	Family	\$ 1,533.00	\$ 167.80	\$ 21.30	\$ 7.00	\$20,749	\$12,500	\$8,249	\$9,499	\$10,749	\$11,374	\$12,374	\$13,249	\$14,499	\$15,749	
Anthem HMO Priority Select	Single	\$ 1,333.00	\$ 51.40	\$ 7.10	\$ 7.00	\$16,782	\$12,500	\$4,282	\$5,532	\$6,782	\$7,407	\$8,407	\$9,282	\$10,532	\$11,782	
	Two Party	\$ 1,333.00	\$ 107.00	\$ 14.20	\$ 7.00	\$17,534	\$12,500	\$5,034	\$6,284	\$7,534	\$8,159	\$9,159	\$10,034	\$11,284	\$12,534	
	Family	\$ 1,333.00	\$ 167.80	\$ 21.30	\$ 7.00	\$18,349	\$12,500	\$5,849	\$7,099	\$8,349	\$8,974	\$9,974	\$10,849	\$12,099	\$13,349	
Kaiser	Single	\$ 1,542.00	\$ 51.40	\$ 7.10	\$ 7.00	\$19,290	\$12,500	\$6,790	\$8,040	\$9,290	\$9,915	\$10,915	\$11,790	\$13,040	\$14,290	
	Two Party	\$ 1,542.00	\$ 107.00	\$ 14.20	\$ 7.00	\$20,042	\$12,500	\$7,542	\$8,792	\$10,042	\$10,667	\$11,667	\$12,542	\$13,792	\$15,042	
	Family	\$ 1,542.00	\$ 167.80	\$ 21.30	\$ 7.00	\$20,857	\$12,500	\$8,357	\$9,607	\$10,857	\$11,482	\$12,482	\$13,357	\$14,607	\$15,857	
Anthem PPO Bronze Plan	Available to All EMPLOYEES***					\$8,028	\$8,028	Possible-No Payroll Deduction (single status)							Deduction based on % & Mths worked	
***PPO Bronze Plan-Affordable Care Act- No dental/vision and premium is based on single enrollment																

2023-2024 LETA Estimated Payroll Deductions
CHART #1: Medical/Delta Incentive/EYEMed/Life

		ANNUAL PREMIUMS MUST BE DIVIDED BY NUMBER OF PAYCHECKS (does not include deferred)										
Medical Plan	Tiered Dental and Vision	Total Annual Premium Cost	Annual District Contribution based on full time	Full Time Employee Annual Premium	90 % Contract	80 % Contract	75 % Contract	67 % Contract	60 % Contract	50 % Contract	40 % Contract	
Option 1 80% PPO	Single	\$19,544	\$12,500	\$7,044	\$8,294	\$9,544	\$10,169	\$11,169	\$12,044	\$13,294	\$14,544	
	Two Party	\$20,160	\$12,500	\$7,660	\$8,910	\$10,160	\$10,785	\$11,785	\$12,660	\$13,910	\$15,160	
	Family	\$20,810	\$12,500	\$8,310	\$9,560	\$10,810	\$11,435	\$12,435	\$13,310	\$14,560	\$15,810	
Option 2 90% PPO	Single	\$22,460	\$12,500	\$9,960	\$11,210	\$12,460	\$13,085	\$14,085	\$14,960	\$16,210	\$17,460	
	Two Party	\$23,076	\$12,500	\$10,576	\$11,826	\$13,076	\$13,701	\$14,701	\$15,576	\$16,826	\$18,076	
	Family	\$23,726	\$12,500	\$11,226	\$12,476	\$13,726	\$14,351	\$15,351	\$16,226	\$17,476	\$18,726	
Option 3 100% PPO	Single	\$23,192	\$12,500	\$10,692	\$11,942	\$13,192	\$13,817	\$14,817	\$15,692	\$16,942	\$18,192	
	Two Party	\$23,808	\$12,500	\$11,308	\$12,558	\$13,808	\$14,433	\$15,433	\$16,308	\$17,558	\$18,808	
	Family	\$24,458	\$12,500	\$11,958	\$13,208	\$14,458	\$15,083	\$16,083	\$16,958	\$18,208	\$19,458	
Anthem HMO	Single	\$20,540	\$12,500	\$8,040	\$9,290	\$10,540	\$11,165	\$12,165	\$13,040	\$14,290	\$15,540	
	Two Party	\$21,156	\$12,500	\$8,656	\$9,906	\$11,156	\$11,781	\$12,781	\$13,656	\$14,906	\$16,156	
	Family	\$21,806	\$12,500	\$9,306	\$10,556	\$11,806	\$12,431	\$13,431	\$14,306	\$15,556	\$16,806	
Anthem HMO Priority Select	Single	\$17,936	\$12,500	\$5,436	\$6,686	\$7,936	\$8,561	\$9,561	\$10,436	\$11,686	\$12,936	
	Two Party	\$18,552	\$12,500	\$6,052	\$7,302	\$8,552	\$9,177	\$10,177	\$11,052	\$12,302	\$13,552	
	Family	\$19,202	\$12,500	\$6,702	\$7,952	\$9,202	\$9,827	\$10,827	\$11,702	\$12,952	\$14,202	
Kaiser	Single	\$20,708	\$12,500	\$8,208	\$9,458	\$10,708	\$11,333	\$12,333	\$13,208	\$14,458	\$15,708	
	Two Party	\$21,324	\$12,500	\$8,824	\$10,074	\$11,324	\$11,949	\$12,949	\$13,824	\$15,074	\$16,324	
	Family	\$21,974	\$12,500	\$9,474	\$10,724	\$11,974	\$12,599	\$13,599	\$14,474	\$15,724	\$16,974	
Anthem PPO Bronze Plan	Available to All EMPLOYEES***	\$8,520	\$8,520	Possible-No Payroll Deduction (single status)								Deduction based on % & Mths worked
*** PPO Two-Tier Bronze Plan-No dental/vision and premium is based on single enrollment												
*** Out of Pocket Maximum includes the deductible and all copays (not RX)												
Anthem Premier Priority Select and Anthem Premier are the same plans. The Priority Select has a narrow network of doctors.												
RX: The \$200 BRAND deductible must be paid first and then the \$35 copay will apply. This is a calendar year deductible.												
Deduction includes medical, dental, vision and \$50,000 life insurance.												

2023-2024 LETA Estimated Payroll Deductions
CHART #2: Medical/SISC Dental Health Net(Anthem)/EYEMed/Life

		ANNUAL PREMIUMS MUST BE DIVIDED BY NUMBER OF PAYCHECKS (does not include deferred)											
			Total Annual Premium Cost	Annual District Contribution based on full time	Full Time Employee Annual Premium	90 % Contract	80 % Contract	75 % Contract	67 % Contract	60 % Contract	50 % Contract	40 % Contract	
Medical Plan	Tiered Dental and Vision	Single	\$19,621	\$12,500	\$7,121	\$8,371	\$9,621	\$10,246	\$11,246	\$12,121	\$13,371	\$14,621	
		Two Party	\$20,316	\$12,500	\$7,816	\$9,066	\$10,316	\$10,941	\$11,941	\$12,816	\$14,066	\$15,316	
		Family	\$20,844	\$12,500	\$8,344	\$9,594	\$10,844	\$11,469	\$12,469	\$13,344	\$14,594	\$15,844	
Option 2 90% PPO	Single Two Party Family	Single	\$22,537	\$12,500	\$10,037	\$11,287	\$12,537	\$13,162	\$14,162	\$15,037	\$16,287	\$17,537	
		Two Party	\$23,232	\$12,500	\$10,732	\$11,982	\$13,232	\$13,857	\$14,857	\$15,732	\$16,982	\$18,232	
		Family	\$23,760	\$12,500	\$11,260	\$12,510	\$13,760	\$14,385	\$15,385	\$16,260	\$17,510	\$18,760	
Option 3 100% PPO	Single Two Party Family	Single	\$23,269	\$12,500	\$10,769	\$12,019	\$13,269	\$13,894	\$14,894	\$15,769	\$17,019	\$18,269	
		Two Party	\$23,964	\$12,500	\$11,464	\$12,714	\$13,964	\$14,589	\$15,589	\$16,464	\$17,714	\$18,964	
		Family	\$24,492	\$12,500	\$11,992	\$13,242	\$14,492	\$15,117	\$16,117	\$16,992	\$18,242	\$19,492	
Anthem HMO	Single Two Party Family	Single	\$20,617	\$12,500	\$8,117	\$9,367	\$10,617	\$11,242	\$12,242	\$13,117	\$14,367	\$15,617	
		Two Party	\$21,312	\$12,500	\$8,812	\$10,062	\$11,312	\$11,937	\$12,937	\$13,812	\$15,062	\$16,312	
		Family	\$21,840	\$12,500	\$9,340	\$10,590	\$11,840	\$12,465	\$13,465	\$14,340	\$15,590	\$16,840	
Anthem HMO Priority Select	Single Two Party Family	Single	\$18,013	\$12,500	\$5,513	\$6,763	\$8,013	\$8,638	\$9,638	\$10,513	\$11,763	\$13,013	
		Two Party	\$18,708	\$12,500	\$6,208	\$7,458	\$8,708	\$9,333	\$10,333	\$11,208	\$12,458	\$13,708	
		Family	\$19,236	\$12,500	\$6,736	\$7,986	\$9,236	\$9,861	\$10,861	\$11,736	\$12,986	\$14,236	
Kaiser	Single Two Party Family	Single	\$20,785	\$12,500	\$8,285	\$9,535	\$10,785	\$11,410	\$12,410	\$13,285	\$14,535	\$15,785	
		Two Party	\$21,480	\$12,500	\$8,980	\$10,230	\$11,480	\$12,105	\$13,105	\$13,980	\$15,230	\$16,480	
		Family	\$22,008	\$12,500	\$9,508	\$10,758	\$12,008	\$12,633	\$13,633	\$14,508	\$15,758	\$17,008	
Anthem PPO Bronze Plan	Available to All EMPLOYEES***	\$8,520	\$8,520	Possible-No Payroll Deduction (single status)								Deduction based on % & Mths worked	
***PPO Two-Tier Bronze Plan-No dental/vision and premium is based on single enrollment													
*** Out of Pocket Maximum includes the deductible and all copays (not RX)													
Anthem Premier Priority Select and Anthem Premier are the same plans. The Priority Select has a narrow network of doctors.													
RX: The \$200 BRAND deductible must be paid first and then the \$35 copay will apply. This is a calendar year deductible.													
Deduction includes medical, dental, vision and \$50,000 life insurance.													

2023-2024 LETA Estimated Payroll Deductions
CHART #3: Medical/Delta Preferred/EYEMed/Life

		ANNUAL PREMIUMS MUST BE DIVIDED BY NUMBER OF PAYCHECKS (does not include deferred)										
Medical Plan	Tiered Dental and Vision	Total Annual Premium Cost	Annual District Contribution based on full time	Full Time Employee Annual Premium	90 % Contract	80 % Contract	75 % Contract	67 % Contract	60 % Contract	50 % Contract	40 % Contract	
Option 1 80% PPO	Single	\$19,626	\$12,500	\$7,126	\$8,376	\$9,626	\$10,251	\$11,251	\$12,126	\$13,376	\$14,626	
	Two Party	\$20,340	\$12,500	\$7,840	\$9,090	\$10,340	\$10,965	\$11,965	\$12,840	\$14,090	\$15,340	
	Family	\$21,130	\$12,500	\$8,630	\$9,880	\$11,130	\$11,755	\$12,755	\$13,630	\$14,880	\$16,130	
Option 2 90% PPO	Single	\$22,542	\$12,500	\$10,042	\$11,292	\$12,542	\$13,167	\$14,167	\$15,042	\$16,292	\$17,542	
	Two Party	\$23,256	\$12,500	\$10,756	\$12,006	\$13,256	\$13,881	\$14,881	\$15,756	\$17,006	\$18,256	
	Family	\$24,046	\$12,500	\$11,546	\$12,796	\$14,046	\$14,671	\$15,671	\$16,546	\$17,796	\$19,046	
Option 3 100% PPO	Single	\$23,274	\$12,500	\$10,774	\$12,024	\$13,274	\$13,899	\$14,899	\$15,774	\$17,024	\$18,274	
	Two Party	\$23,988	\$12,500	\$11,488	\$12,738	\$13,988	\$14,613	\$15,613	\$16,488	\$17,738	\$18,988	
	Family	\$24,778	\$12,500	\$12,278	\$13,528	\$14,778	\$15,403	\$16,403	\$17,278	\$18,528	\$19,778	
Anthem HMO	Single	\$20,622	\$12,500	\$8,122	\$9,372	\$10,622	\$11,247	\$12,247	\$13,122	\$14,372	\$15,622	
	Two Party	\$21,336	\$12,500	\$8,836	\$10,086	\$11,336	\$11,961	\$12,961	\$13,836	\$15,086	\$16,336	
	Family	\$22,126	\$12,500	\$9,626	\$10,876	\$12,126	\$12,751	\$13,751	\$14,626	\$15,876	\$17,126	
Anthem HMO Priority Select	Single	\$18,018	\$12,500	\$5,518	\$6,768	\$8,018	\$8,643	\$9,643	\$10,518	\$11,768	\$13,018	
	Two Party	\$18,732	\$12,500	\$6,232	\$7,482	\$8,732	\$9,357	\$10,357	\$11,232	\$12,482	\$13,732	
	Family	\$19,522	\$12,500	\$7,022	\$8,272	\$9,522	\$10,147	\$11,147	\$12,022	\$13,272	\$14,522	
Kaiser	Single	\$20,790	\$12,500	\$8,290	\$9,540	\$10,790	\$11,415	\$12,415	\$13,290	\$14,540	\$15,790	
	Two Party	\$21,504	\$12,500	\$9,004	\$10,254	\$11,504	\$12,129	\$13,129	\$14,004	\$15,254	\$16,504	
	Family	\$22,294	\$12,500	\$9,794	\$11,044	\$12,294	\$12,919	\$13,919	\$14,794	\$16,044	\$17,294	
Anthem PPO Bronze Plan	Available to All EMPLOYEES***	\$8,520	\$8,520	Possible-No Payroll Deduction (single status)								Deduction based on % & Mths worked
***PPO Two-Tier Bronze Plan- No dental/vision and premium is based on single enrollment												
*** Out of Pocket Maximum includes the deductible and all copays (not RX) Anthem Premier Priority Select and Anthem Premier are the same plans. The Priority Select has a narrow network of doctors. RX: The \$200 BRAND deductible must be paid first and then the \$35 copay will apply. This is a calendar year deductible. Deduction includes medical, dental, vision and \$50,000 life insurance.												



REPORT OF POSSIBLE HEALTH OR SAFETY HAZARD

Print Name of Originator

Date

Location (Site or Facility)

Briefly describe hazard or condition observed and exact location:

Received-Administrator's Office

Date

Name of Individual Receiving Report

Report reviewed and evaluated by administrator.

Recommended Corrective Action:

Date

Name of Administrator



VOLUNTARY WAIVER OF CLASS SIZE REQUIREMENTS

We agree that the following classes may be out of compliance with the class size requirements as set forth in the contract.

Site _____

Grade Level _____

Conditions of Waiver

BY _____
Lake Elsinore Unified School District

BY _____
Lake Elsinore Teachers Association

DATE _____

DATE _____

ADMINISTRATOR

DATE

TEACHER(S)

DATE



Assignment Change Form

Date of Meeting: _____

Assignment School Year: _____

Teacher Name: _____

Assignment:

Grade Level/Period 1:
Period 2:
Period 3:
Period 4:
Period 5:
Period 6:

Assignment Change:

Grade Level/Period 1:
Period 2:
Period 3:
Period 4:
Period 5:
Period 6:

Rationale:

--

Unit Member Signature: _____

Principal Signature: _____

Approved 3/20/14

LAKE ELSINORE UNIFIED SCHOOL DISTRICT
LAKE ELSINORE TEACHERS ASSOCIATION (LETA)
GRIEVANCE FORM

Informal Grievance Conference

- 8.1.1 Before filing a Level 1 Grievance, the grievant must attempt to resolve the issue by an informal conference with the immediate supervisor. A unit member or the Association has thirty (30) school days from the occurrence of the act or from when the alleged violation was discovered to file a Level 1 Grievance. The informal grievance conference will be held within five (5) working days of the grievant's request to meet with the immediate supervisor. The bargaining unit member has the option of involving the Association at the point.
- 8.1.2 The bargaining unit member or the Association may file a Level 1 Grievance following an informal grievance conference.
- 8.1.3 The Association either on its own behalf or the behalf of a bargaining unit member may file a grievance.
- 8.1.4 Agreements at the Informal Level shall not establish past practice and may be grieved by the Association.

A new Grievance Form must be completed for each level of the Grievance.

Informal Conference	Date _____	(Immediate Supervisor)
Level 1	Date _____	(Immediate Supervisor)
Level 2	Date _____	(Superintendent/Designee)
Level 3	Date _____	(Mediation)
Level 4	Date _____	(Board of Trustees)
Level 5	Date _____	(Binding Arbitration)

Grievant(s) Name(s) _____

Work Site _____

LETA Grievance Representative(s) _____

Alleged Violation of Articles and/or Sections # _____

Statement of Grievance _____

Resolution or Remedy Sought _____

This grievance was filed with _____ on _____ Date

The District's written response will be completed and attached to the Grievance Form.

To: Unit Member

From: Administrator

Date: _____

Re: Verbal Warning

Brief Description of Violation:

Remedy:

Employee Date

Administrator Date

(Your signature on the line provided does not constitute an endorsement. The signature only signifies that a conference was held and a copy of this document was provided to the employee. This document shall be consistent with Article 16.2.1)



**LAKE ELSINORE UNIFIED SCHOOL DISTRICT
PERSONNEL SUPPORT SERVICES
545 Chaney Street, Lake Elsinore, CA 92530
(951) 253-7035 * FAX 951-245-5252**

CERTIFICATED VOLUNTARY TRANSFER REQUEST

Name: _____ Phone Number: (____) _____
(Please print)

Your current site and position: _____

(You may apply **ONLY** for POSTED positions)

	Position Desired:	Site:
Elementary – K-5		
Middle School – 6-8		
	Subject Area	
High School – 9-12		
	Subject Area	
Special Education		

**YOU MUST LIST ALL CREDENTIALS YOU HOLD OR HAVE APPLIED FOR,
INCLUDING CLAD/SDAIE**

Date

Signature



Lake Elsinore Unified School District

Personnel Services

545 Chaney Street, Lake Elsinore, CA 92530

(951) 253-7035 FAX (951) 245-5252

SUMMER SCHOOL TEACHER APPLICATION

Name: _____ Phone #: () _____
(please print)

Your current site and position: _____

(Please apply ONLY for POSTED positions in your CREDENTIALLED area)

Position Desired:

Elementary – K-5 _____

Middle School – 6-8 _____
Subject Area

High School – 9-12 _____
Subject Area

Special Education _____

**YOU MUST LIST ALL CREDENTIALS YOU HOLD OR HAVE APPLIED FOR
AND EXPIRATION DATE**

Please share your reason for applying for a summer school position. _____

Date

Signature

DISTRICT NOTIFICATION FORM SALARY ADVANCEMENT

The LETA Contract states the following:

10.5 Salary Column Advancement

A grade of "B", "Pass", or better shall be earned in all educational training utilized for increasing compensation on the District salary schedule. All educational training is to be upper division of graduate level, unless a specific undergraduate course can be used to meet (a) a credential requirement, (b) prerequisite for advancement coursework, (c) a course directly related to teacher assignment as determined by the Superintendent or his designee.

10.6 One (1) unit of credit shall be given for fifteen (15) hours of an inservice workshop approved by the Superintendent/Designee, up to a maximum of five (5) credits per school year between salary classification columns on the District salary schedule. All such workshops for credit shall have approval by the Superintendent/Designee prior to registration.

10.7 Unit members **must notify the District in writing as soon as possible and PRIOR TO MAY 15th**, on this form provided by the District, if the unit member plans to complete units to move to a new salary schedule column for the following school year. **ALL COURSEWORK MUST BE COMPLETED PRIOR TO SEPTEMBER 1st to be considered for a salary column change for the school year.**

This form will be held in the Personnel Office until the **Official Transcripts** are received showing the work is completed.

NOTE: If this form is NOT returned, transcripts will NOT be reviewed.

NAME: _____

School Site: _____

Date Sent to Personnel: _____

Date Received: _____

Current Column Placement: _____

Proposed Placement: _____

<u>Coursework</u>	<u>University/College</u>	<u>Completion Date</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

BARGAINING UNIT MEMBER'S YEARLY OBJECTIVES

Name: _____ School: _____ Assignment: _____ School Year: _____

(1) OBJECTIVES:	(2) EVALUATEE'S STATEMENT CONCERNING DEGREE OF PROGRESS:
------------------------	---

Date received: _____

BARGAINING UNIT MEMBER – FORMAL OBSERVATION FORM

Name: _____ School: _____

_____	_____	_____
Period of Time	Subject/Grade Level	Date of Observation

Subject: _____

INSTRUCTION:

OBSERVATION/RECOMMENDATION/COMMENDATIONS:

_____	_____
Evaluator's Signature	Date

_____	_____
Bargaining Unit Member's Signature	Date

The bargaining unit member's signature acknowledges that a conference has taken place and that the bargaining unit member has received a copy of this form. It does not constitute endorsement of the observer's notations. Additional bargaining unit member comments may be attached to this form with ten (10) working days.

BARGAINING UNIT MEMBERS EVALUATION FORM

NAME _____ SCHOOL _____ SCHOOL YEAR _____

ASSIGNMENT _____ PROBATIONARY () PERMANENT () TEMPORARY () RECOMMENDED FOR TENURE: YES () NO ()

INSTRUCTIONS: Print one of the following ratings for each factor: Unsatisfactory (U); Needs Improvement (N); Meets District Standards (M); Exceeds District Standards (E). Descriptors are available and must be used as a reference to establish ratings for each area (excepting #'s 33 and 34). Ratings of U or N must be accompanied by specific suggestions for improvement. Comments are encouraged for ratings of M and E.

Overall Evaluation: { Unsatisfactory { Needs Improvement { Meets District Standards { Exceeds District Standards

FACTORS		RATING (U, N, M, E)	COMMENTS (Use additional pages if needed)
STANDARD 1: Engaging and Supporting All Students in Learning			
The teacher:			
1.	connects students' prior knowledge, life experience, and interests with learning goals.		
2.	uses a variety of instructional strategies and resources to respond to student's diverse needs.		
3.	facilitates learning experiences that promote autonomy, interaction, and choice.		
4.	engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.		
5.	promotes self directed, reflective learning for all students.		
STANDARD 2: Creating and Maintaining Effective Environments for Student Learning			
The teacher:			
6.	creates a physical environment that engages all students.		
7.	establishes a climate that promotes fairness and respect.		
8.	promotes social development and group responsibility.		
9.	establishes and maintains standards for student behavior.		
10.	plans and implements classroom procedures and routines that support student learning.		
11.	uses instructional time effectively.		

STANDARD 3: Understanding and organizing Subject matter for Student Learning		
The teacher:		
12. demonstrates knowledge of subject matter content and student development.		
13. organizes curriculum to support student understanding of subject matter.		
14. interrelates ideas and information within and across subject matter areas.		
15. develops student understanding through instructional strategies that are appropriate to the subject matter.		
16. uses materials, resources, and technologies to make subject matter accessible to students.		
STANDARD 4: Planning Instruction and Design Learning Experiences for All Student		
The teacher:		
17. draws on and values students' backgrounds, interests, and developmental learning needs.		
18. establishes and articulates goals for student learning.		
19. develops and sequences instructional activities and materials for student learning.		
20. designs short-term and long-term plans to foster student learning.		
21. modifies instructional plans to adjust for student needs.		
STANDARD 5: Assessing Student Learning		
The teacher:		
22. establishes and communicates learning goals for all students.		
23. collects and uses multiple sources of information to assess student learning.		
24. involves and guides all students in assessing their learning.		
25. uses the results of assessments to guide instruction.		
26. communicates with students, families, and other audiences about student progress.		
STANDARD 6: Developing as a Professional Educator		
The teacher:		
27. reflects on teaching practice and plans professional development.		
28. establishes professional goals and pursues opportunities to grow professionally.		
29. works with communities to improve professional practice.		
30. works with families to improve professional practice.		
31. works with colleagues to improve professional practice.		

STANDARD 7: Student Progress Towards the attainment of academic standards*		
32. Students demonstrate progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.		

STANDARD 8: Adjunct Duties		
The teacher:		
33. assumes adjunct duties as equitably assigned to the staff.		
34. adheres to the rules and regulations of the school and District.		

- Analysis of student performance assessments takes into account mitigating factors such as student attendance, entry-level achievement, special program membership and other measurable variables that influence student achievement in accordance with the provisions of Article 25.5.3

Employees that receive three (3) or more unsatisfactory ratings (minimum of 2 in Standards 1-6 and 1 or more in Standards 7-8) shall be rated as unsatisfactory overall. Tenured employees that receive three (3) or more unsatisfactory ratings within Standards 1-6 shall be rated as unsatisfactory overall and be referred to the District Peer Assistance and Review (PAR) program.

Comments/Recommendations:

Teacher comments:

Overall evaluation: { } Unsatisfactory { } Needs Improvement { } Meets District Standards { } Exceeds Standards

Evaluator's Signature

Date

Employee's Signature

STANDARD 1

EVALUATION DESCRIPTORS

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the student's prior knowledge, life experiences, and interest. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses student's questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.
Using a variety of instructional strategies to respond to students' diverse needs	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, make some adjustments to respond to students' needs.	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, make adjustments while teaching to respond to students' needs.
Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are directed by the teacher, permitting no student autonomy, interaction, or choice.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction, and choice.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy, and choice, and to encourage and support student involvement in learning.	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy, and choice in the pursuit of significant learning.
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.
Promoting self-directed, reflective learning for all students	No opportunities are provided for students to initiate their own learning or to monitor their own work.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students take initiative for their own learning, and reflect on, talk about, and evaluate their own work with peers.

STANDARD 2

EVALUATION DESCRIPTORS

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
Creating a physical environment that engages all students	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities.
Establishing a climate that promotes fairness and respect	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behaviors is unfair or inequitable.	A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	Students ensure that a climate of equity, caring, and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.
Promoting social development and group responsibility	Students' social development, self-esteem, and diversity are not supported, and students have no sense of responsibility for each other.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership, and are responsible for themselves and their peers.
Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.
Planning and implementing classroom procedures and routines that support student learning	Classroom procedures and routines have not been established or are not being enforced.	Procedures and routines have been established and work moderately well, with little loss of instructional time.	Procedures and routines work smoothly, with no loss of instructional time.	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.
Using instructional time effectively	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.

STANDARD 3

EVALUATION DESCRIPTORS

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
Demonstrating knowledge of subject matter and student development	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes, and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills; reveals and values different perspectives; supports an understanding of core concepts for all students.	The curriculum is organized and sequenced and demonstrates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.
Interrelating ideas and information within and across subject matter areas	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	The teacher identifies some key concepts and information within the curriculum, and attempts to relate content to previous learning without extending students' understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives, and uses previous learning to extend students' understanding.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
Developing student understanding through instructional strategies that are appropriate to the subject matter	Instructional strategies are not appropriately matched to subject matter content or concepts, and do not encourage students to think critically or to extend their knowledge.	The teacher may use a few strategies to make the content accessible to student, and may encourage some students to think critically or to extend their knowledge of subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically, and to extend their knowledge of subject matter.	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.
Using materials, resources, and technologies to make subject matter accessible to students.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.	Instructional materials, resources, and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources, and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	A range of instructional materials, resources, and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.

STANDARD 4 *EVALUATION DESCRIPTORS* **PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests, and developmental needs to support students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans build on students' backgrounds, experiences, interests, and developmental needs to support all students' learning.
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experience, or home and school expectations. Expectations for students are low.	Some instructional goals address students' language, experience, and/or home and school expectations. Expectations for students are inconsistent.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience, and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.
Developing and sequencing instructional activities and materials for student learning	Instructional activities and materials are not appropriate to the students, or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Instructional activities and materials are partially appropriate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant, and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs, and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.
Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no relation to long term goals, or a unit plan has little recognizable structure.	Long-term plans have a recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.
Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions to ensure deeper conceptual understanding by all students.

STANDARD 5

EVALUATION DESCRIPTORS

ASSESSING STUDENT LEARNING

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
Establishing and communicating learning goals for all students	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.	Learning goals are established to meet school and district expectations. Goals are communicated to all students without revision.	Learning goals are established in relation to student needs and the curriculum, and meet district and state expectations. Goals are communicated to all student and their families, and are revised as needed.	Learning goals are established by the teacher, students, and families; are appropriate to students' needs and the curriculum; and meet district and state expectations. Goals are communicated to all students and families, and are revised as needed.
Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.
Involving and guiding all student in assessing their own learning	The teacher does not encourage students to reflect on or assess their own work.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.
Using the results of assessment to guide instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a variety of ongoing assessments is used to plan and modify learning activities, and to support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.
Communicating with students, families, and other audiences about student progress	The teacher provides some information about learning to students, families and support personnel, but the information is incomplete or unclear.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher regularly exchanges information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.

STANDARD 6

EVALUATION DESCRIPTORS

DEVELOPING AS A PROFESSIONAL EDUCATOR

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
Reflecting on reaching practice and planning 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.	The teacher reflects on some lesson 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 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 his or her teaching practice in relation to student learning and instructional goals, assesses growth over time, and plans professional development based on reflection.
Establishing professional goals and pursuing opportunities to grow professionally	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.	Professional goals are established with assistance. The teacher pursues opportunities to acquire new knowledge and skills, but infrequently participates in 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 extended and the teacher purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.
Working with communities to improve professional practice	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.	The teacher understand 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 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 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.
Working with families to improve professional practice	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.	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 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 all students' families, understands their diverse backgrounds, maintains ongoing positive interactions, and provides multiple opportunities for meaningful participation in the classroom or school community.
Working with colleagues to improve professional practice	The teacher rarely converses with colleagues, rarely seeks out other staff to meet student needs, and rarely participates in school or district events or learning activities.	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 engages in dialogue with colleagues, collaborates with staff to meet students' needs, and participates in school-wide events.	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.

STANDARD 7

EVALUATION DESCRIPTORS

STUDENT PROGRESS* TOWARDS THE ATTAINMENT OF ACADEMIC STANDARDS

FACTOR	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS DISTRICT STANDARDS	EXCEEDS DISTRICT STANDARDS
Students demonstrate progress* towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.	Few students demonstrate progress towards the attainment of grade-level standards according to assessment results. In self-contained settings, students in general show limited or no progress in core academic areas of reading/language arts and mathematics. There may be significant discrepancies between assigned grades and performance measures (e.g. High grades and low performance measures). Record keeping on assessment results may be incomplete and/or the teacher may not have administered assessments on a consistent basis according to established guidelines.	While the teacher has administered all required assessments and maintained records of progress, students do not demonstrate a general pattern of progress towards attainment of standards in core academic areas or the subject area(s) taught. While some students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed. In particular, students whose baseline scores demonstrated average or above average performance may have progressed, while students with lower baseline assessment scores may have shown little or no progress. In self-contained settings, students may have demonstrated uniform growth in one core academic area, yet shown inconsistent growth in another.	Students demonstrate a general pattern of progress towards the attainment of grade-level standards according to performance measures. There is evidence that students who are members of special populations (e.g. ELL, RSP, etc.) are making progress in academic content areas or the subject area(s), though growth may be less, on the average, than students who are not members of a special population. In self-contained settings, there is not a large discrepancy in overall student progress between subject areas.	Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught. Students that are members of special populations demonstrate growth according to assessment results and may show increases in excess of normal expectations. The pattern of uniform progress is consistent among subject area(s) and the correlation between grades and assessment results is strong.

* Analysis of student performance assessments takes into account mitigating factors such as student attendance, entry-level achievement, special program membership and other measurable variables that influence student achievement in accordance with the provisions of Article 25.5.3.

Evaluation Cycle Agreement

Article 9.14

We agree that the following unit member shall be evaluated once every five years per the requirements set forth in the contract. The certificated employee or the evaluator may withdraw consent at any time.

Date of Hire: _____

HQT Area (if applicable): _____

Date of last evaluation: _____

BY: _____
Lake Elsinore Unified SD

BY: _____
Lake Elsinore Teachers Association

Date: _____

Date: _____

Site Administrator

Date

Teacher

Date

Next Evaluation Date: _____

NON-CLASSROOM BARGAINING UNIT MEMBER EVALUATION FORM

NAME _____ SCHOOL _____ SCHOOL YEAR _____

ASSIGNMENT _____ PROBATIONARY () PERMANENT () TEMPORARY () RECOMMENDED FOR TENURE: YES () NO ()

INSTRUCTIONS: Please write in the rating (E-Exceeds standards, usually exceeds the standards for good performance; M-Meets standards, professionally competent, doing a good job; and N-Does not meet District Standards), that best approximates the performance of the certificated employee for each factor below. If any areas are marked E or N, the evaluator must include a comment and if "N" indicates how the area could be improved. Comments in other areas are also welcome.

FACTORS	RATING (U, N, M, E)	COMMENTS (Use additional pages if needed)
Adherence to student services/educational services objectives		
The Bargaining Unit Member: 1. follows District/State/Federal guidelines to provide support services.		
Progress of pupils towards student services/educational services standards		
The Bargaining Unit Member: 2. uses the District/State/Federal documents to develop their support services objectives.		
3. maintains records on each pupil within their assigned case load.		
4. has established and followed written criteria for evaluation of pupil needs.		
5. demonstrates pupil progress towards meeting yearly established objectives.		
Use of student services/educational services techniques and strategies		
The Bargaining Unit Member: 6. utilizes a variety of support services strategies.		
7. assesses pupil's needs and/or skill levels.		
8. states to the pupil the purpose for the support service contract.		
9. selects materials that are appropriate to meet student needs.		
10. provides feedback to pupils as appropriate.		

Provides support of administration, faculty, and parents		
The Bargaining Unit Member:		
11. uses various techniques to motivate pupils.		
12. individualizes and/or groups when and where appropriate to meet the needs of pupils.		
13. communicates to faculty and parents the need for the support service contract.		
14. communicates to faculty and parents the needs and skills levels of the pupil.		
15. is available to faculty and parents as appropriate.		
16. demonstrates knowledge of and provides appropriate referrals to student support services.		
17. provides consultation services as appropriate.		
18. assists staff in providing a suitable learning environment.		
19. implements and promotes fair and consistent discipline practices.		
20. demonstrates acceptance of all students, including those with special needs.		

Adjunct Duties		
The Bargaining Unit Member:		
21. assumes adjunct duties as equitably assigned to the staff.		
22. participates in professional growth activities.		
23. adheres to the rules and regulations of the school and District.		

Commendations/Recommendations:

Counselor Comments:

Overall Evaluation: () Meets District Standards () Does Not Meet District Standards

Evaluator's Signature

Date

Employee Signature

Date

LAKE ELSINORE UNIFIED SCHOOL DISTRICT

School Year: _____
Site: _____

Evaluation & Assessment of Certificated Personnel: School Counselor

Permanent Employee: Evaluated every other year or every 5th year through mutual agreement (Article 9.4)
Probationary Employee: Evaluated every year (Article 9.13)

Name: _____ Level: _____ Subject/Assignment Description: School Counselor

Prior to the 40 th work day	Evaluator and evaluatee shall meet to discuss the goals, objectives, and activities (see Article 9.2)	Ongoing through evaluation year	Formal observation and, if necessary, follow-up conferences of evaluatee (Article 9.16)
Thirty (30) days prior to the end of the work year	The evaluation shall be completed by this date.		

I. ENGAGE, ADVOCATE FOR AND SUPPORT ALL STUDENTS IN LEARNING			
Objective: (Choose minimum of one as your focus)*	Activities for attaining the objective: (Minimum of one activity)	Evaluator's comments: (Attainment of objective)	
1.1 Ensure all students are engaged in a system of support designed for learning and academic success.			
1.2 Advocate for educational opportunity, equity and access for all students.			
1.3 Advocate for the learning and academic success of all students.			
1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.			

* Non-teaching personnel, school counselor

II. PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL AND SOCIAL DEVELOPMENT OF ALL STUDENTS			
Objective: (Choose minimum of one as your focus)*	Activities for attaining the objective: (Minimum of one activity)	Evaluator's comments: (Attainment of objective)	
2.1 Demonstrate organization skills. 2.2 Develop outcome-based program. 2.3 Assess program outcomes and analyze data. 2.4 Demonstrate leadership in program development.			
III. UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT			
Objective: (Choose minimum of one as your focus)*	Activities for attaining the objective: (Minimum of one activity)	Evaluator's comments: (Attainment of objective)	
3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement. 3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans. 3.3 Monitor student personal, academic, and career progress.			

* Non-teaching personnel, school counselor

IV. COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES		
Objective: (Choose minimum of one as your focus)*	Activities for attaining the objective: (Minimum of one activities)	Evaluator's comments: (Attainment of objective)
4.1 Build and maintain student support teams for student achievement. 4.2 Provide consultation and education for teachers and parents. 4.3 Develop working relationships within the school that include school staff members, parents and community members. 4.4 Coordinate support from community agencies.		
V. PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS		
Objective: (Choose minimum of one as your focus)*	Activities for attaining the objective: (Minimum of one activity)	Evaluator's comments: (Attainment of Objective)
5.1 Promote positive, safe and supportive learning environment 5.2 Develop and implement programs that address the personal and social risk factors of students 5.3 Develop and implement programs that reduce the incidence of school site violence. 5.4 Incorporate models of systemic school safety that address elements of prevention, intervention and treatment into the school system.		

* Non-teaching personnel, school counselor

VI. DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR		
Objective: (Choose minimum of one as your focus)*	Activities for attaining the objective: (Minimum of one activity)	Evaluator's Comments: (Attainment of objective)
6.1 Establish professional goals and pursue opportunities to improve. 6.2 Model effective practices and continuous progress in school counseling. 6.3 Adhere to professional codes of ethics, legal mandates and district policies		

AGREEMENT ON OBJECTIVES (by the 40th work day): FINAL EVALUATION: (Thirty days prior to the end of the work year)

Comments/Recommendations:

Counselor Comments:

Signature of Evaluator	Date	Signature of Evaluator	Date
Signature of Principal or Supervisor	Date	Signature Principal or Supervisor	Date

* Non-teaching personnel, school counselor



LAKE ELSINORE UNIFIED SCHOOL DISTRICT
PERSONNEL SUPPORT SERVICES
 545 Chaney Street, Lake Elsinore, CA 92530
 (951) 253-7035 • FAX: (951) 245-5252

CERTIFICATED EMPLOYEES'
REQUEST FOR ABSENCE DUE TO PERSONAL NECESSITY

Name: _____ Date(s) of Absence: _____ Days Absent: _____ (10 days per year)

I request personal necessity leave in advance as required by Board Policy. The reason for my absence is due to: **(Please circle)**

- A. Death of a member of employee's immediate family when leave is required beyond that provided by bereavement leave as stated in Education Code (advance permission shall not be required).
- B. Accident involving employee's property or the person or property of any other member of the employee's immediate family. Such accident must be serious in nature, involve circumstances the employee cannot reasonably be expected to disregard and require the attention of the employee during his assigned hours of service (advance permission shall not be required).
- C. Appearance in court or before any administrative tribunal as a litigant, party or witness under subpoena or any order made with jurisdiction. The employee must return to work in cases where it is not necessary for him to be absent the entire day. Each date of necessary attendance under such order, other than the date specified in the subpoena, shall be certified to by the clerk or other authorized officer of a court or other official of a body with jurisdiction. In any case in which a witness fee is payable, such fee shall be collected by the employee and remitted to the District.
- D. Illness of a member of the employee's immediate family (as defined), serious in nature, which under circumstances the employee cannot reasonably be expected to disregard, and which requires the attention of the employee during his assigned hours of service (advance permission shall not be required).
- E. The birth of a child making it necessary for an employee who is the father of the child to be absent from his position during his assigned hours of service.
- F. Imminent danger to the home of an employee, occasioned by a factor such as flood or fire, serious in nature, which, under the circumstances, the employee cannot reasonably be expected to disregard and which requires the attention of the employee during his assigned hours of service.
- G. When the employee is unable to get to work as a result of an emergency which creates a hazardous driving condition between the employee's home and place of work.
- H. Any other significant event, personal to the employee, for which paid leave of absence is not authorized, which under the circumstances the employee cannot reasonably be expected to disregard and which requires the immediate attention of the employee during his assigned hours of service.
- I. **Personal Business – Ten (10) days of Personal Necessity leave per fiscal year may be classified as Personal Business and not require any explanation as to how it will be used. The unit member shall give the District (when feasible) twenty- four (24) hours advance notice to use PB Leave. (Supervisor approval not required)**

Personal Necessity Leave is not authorized for business related to an auxiliary income, extension of a holiday or vacation or for any other unlawful purpose.

Employee Signature _____ Date _____

Supervisor's Signature _____ Date _____

(I certify this request meets the requirements for use of earned days of absence within the limits defined by Board Policy and Administrative Regulations.)

NOTE TO EMPLOYEE: Submit your request as far in advance as possible, but no later than 24 hours (when feasible) in advance of your absence. Employee signature on this form following emergency personal necessity leave authorized under Board Policy 4161 and Article 7 of the Collective Bargaining Agreement. In addition to filing this request, all employees are required to call in their absence.

9/2011

Distribution: District Office Payroll Department and Copy attached to Monthly Attendance Summary

LETA Lake Elsinore Teachers Association

5/24/07 11:43 AM

Karl Stuck, Terry Harris, Deb Small, Cynthia Paige, Ed Bartel, Kaaren Faulkenham, Dana Coogan, Lowanna Maxwell, Jean Verrell, Pat Rettinger
 31762 Mission Trail, Suite H, Lake Elsinore, CA 92530 (951)245-0446 FAX (951)245-6301 <http://www.home.earthlink.net/~letaweb/>

Co-Teaching Model MOU

The Association and District agree that the co-teaching model of service delivery for special education students may be implemented at all sites. Participation in a co-teaching setting shall be determined within the following process:

1. Best Practices in special education may necessitate integration of SDC and RSP specialized academic instruction from instructional specialists. RSP and SDC teachers may be assigned to both RSP and SDC sections.
2. Prior to implementation of the co-teaching model both special education and general education teachers shall be trained in the co-teaching model. If such training occurs outside of the normal work hours, such training shall be voluntary and teachers shall be compensated at the hourly rate.
3. Counselors will work with co-teaching unit members when assigning students to co-teaching sections.
4. Special education teachers with credential and/or Highly Qualified (HQ) limitations may be involuntarily assigned to co-teaching sections/classrooms and/or non-HQ positions.
5. Involuntary assignment to co-teaching sections/classroom shall be assigned only if needed to accommodate a special education teacher with credential or Highly Qualified (HQ) limitations.
6. Involuntary assignment of general education unit members to co-teaching sections and/or classroom shall not be assigned two years in a row.
7. A general education unit member shall not be involuntarily assigned to more than two co-teaching sections.
8. The District shall make every effort to schedule unit members assigned to co-teaching sections/classroom common prep periods.
9. Both unit members assigned to co-teaching sections/classrooms shall participate in instruction within the classroom on a daily basis. Substitute teachers for either unit member shall be provided due to an absence. If one of the co-teaching teachers is absent without a substitute, the teacher in attendance shall be compensated the substitute's rate of pay.
10. No more than one-third of the class size of a co-teaching section/classroom shall be special education students. After the sixteenth day of instruction, no special education student shall be removed from a co-teaching class in order to meet the provisions of this section.
11. The District and the Association shall mutually revisit the co-teaching model for modifications and improvements on an annual basis.

FOR THE ASSOCIATION:

Karl Stuck 5/24/07

Bill 24 May 2007

Bill 5-24-07

Chris 5-24-07

Laurel 5/24/07

Valerie 5-24-07

FOR THE DISTRICT:

Mary 5/24/07

SR 5/24/07

SR 5/24/07

Joe 5/24/07

Claudette

Lake Elsinore Unified School District

545 Chaney Street, Lake Elsinore, CA 92530

☎ (951) 253-7035 FAX (951) 245-5252





Lake Elsinore Teachers Association



Lake Elsinore Unified School District

April 28, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Secondary Supported Inclusion MOU

The District and the Association agree to the following:

1. Definition: Supported Inclusion (SI) is an identified course section in which Special Education Services are given by service providers to support students per their IEP in general education classrooms covering grade level curriculum based on CA standards.
2. Both Speech only and Co-teaching model are exempt from this MOU.
3. All SI classrooms who have Special Education student(s) on an IEP shall receive classroom services from either a paraeducator and/or a certificated unit member (Special Education Teacher) consistent with the support requirements listed on the students' IEP.
4. Prior to implementation of the Supported Inclusion model, both special education and general education teachers shall meet to review clearly defined expectations/duties. The District and the Association shall collaborate to determine the necessary training needed to implement the Supported Inclusion Model. Any training which extends beyond the teachers' normal working hours shall be compensated at the extra duty rate of Column D, Step 1 of the certificated salary schedule.
5. The site administrator shall make every effort to schedule unit members assigned to SI sections/classrooms common conference periods when the master schedule allows.
6. Ongoing planning time shall be compensated by the District to allow for collaboration between the general education and special education teacher/staff. If a meeting is mutually/voluntarily scheduled outside the instructional day and the general education and SI teacher do not share a conference period, the teachers shall be paid extra duty at the rate of Column D, Step 1 of the certificated salary schedule. Each individual teacher shall not be compensated more than 3 hours per week for planning. Each individual meeting shall be documented on the time sheet with the date and attendee names.
7. The administrator in charge of the master schedule shall solicit input from the special education department, counselors, and general education teachers prior to the master schedule being set to best serve students.
8. Special education teachers shall have their SI assigned classroom work schedule posted.
9. The SI teachers and paraeducators shall be in a SI classroom based upon the SAI service minutes written in the IEP. The RSP teacher will create a schedule based on student needs which allows for flexibility.
10. Involuntary assignment of general education unit members to carry a SI class shall not be assigned two consecutive years unless the assignment is due to a lack of staffing in a content area or the general education unit member voluntarily offers to carry a SI class. No general education teacher is exempt from being assigned a SI class.

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denec Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

11. The class shall be composed of no more than 1/3 of students requiring SAI services in that content area. Class size ratio shall be in compliance by the 16th day of school. No Special Education students shall be moved after the 16th day in order to balance class size ratios.
12. Substitute teachers for either unit member shall be provided due to an absence. A substitute will be provided for a paraeducator due to an absence. SI teachers shall not substitute for the general education teachers unless it is during their conference period. SI teachers shall not be pulled from a class in which they are providing support to substitute in another classroom.
13. KMA is excluded from this MOU as their needs and unique situations vary from that of the traditional comprehensive campuses.

This agreement shall be reviewed by April 2024.

FOR THE ASSOCIATION:

Janet Timm 4-28-23
 Valinda Nabonne 4-28-23
 Sonia Jimenez 4/28/23
 Yolanda Diaz 4/28/23
 Denee Selman 4/28/23
 Olubunmi Adeleke 4/28/23
 Christy Hetland 4/28/23
 Robert Recatto 5/9/2023

FOR THE DISTRICT:

Tracy Sepulveda 4/28/23
 Carl Anderson 4/28/23
 Robert Recatto 4/28/23
 Julie Edmunds 4.28.23

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 19, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS' ASSOCIATION**

District Elementary Distance Learning Program (DLP) MOU

The District and Association agree to continue to provide a distance learning option for our elementary students (1st – 5th grade). After a successful pilot year of distance learning opportunities for our elementary aged students, it was evident this option meets a need for many of our students and community. It also helps us advance towards the goal of distance learning becoming a consistent option within our district.

Elementary DLP classes shall be offered as a teaching assignment during the regular teacher workday and shall be paid as outlined in the Certificated Salary Schedule. The Elementary DLP Program shall be added to the Keith McCarthy Academy beginning in the 2022/2023 school year, resulting in KMA serving students 1st through 12th grade.

Personnel Support Services shall staff the Elementary DLP positions based on enrollment. Teachers who volunteered and participated in the Elementary DLP Pilot during the 21/22 school year, shall have the option of remaining in the Elementary DLP program and voluntarily transferring to KMA. Those teachers who don't elect to continue teaching in the Elementary DLP program for the 2022/2023 school year, have the right to return to their prior assignment and site as outlined in the Elementary Distance Learning (DLP) Pilot MOU (June 17, 2021). Any additional positions shall be flown as outlined in Article 6.2 of the Collective Bargaining Agreement.

Expectations for **instruction** shall remain as piloted in the 2021/2022 school year:

- Live instruction for the full synchronous time (8:00 a.m. – 1:45 p.m.)
 - Exceptions:
 - Up to 60-minute/day of asynchronous instruction per teacher discretion
 - Allowing for small group/break-out sessions
 - PE minutes
 - 50-minute of asynchronous Physical Education – once/week (PLC)
 - Consistent time with grade level
 - Additional 50-minute of Physical education – once/week (synchronous or asynchronous per teacher discretion)
 - Lunch
 - 30 min duty-free lunch
 - Possibly consistent time with grade level
 - Recess time(s) shall be equivalent to the applicable elementary recess minutes

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dence Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

- Provides a weekly 60-minute office hour for the purpose of individual/small group support, parent communication, outside of class engagement activities as a few examples. Options for the 60-minute office hours may stay constant or may change as frequently as a week-to-week basis at the discretion of the teacher
 - During the workday with additional asynchronous instructional minutes planned and assignments tracked or,
 - Outside of the workday while on campus, compensated at per diem hourly rate
- Reports daily to Keith McCarthy Academy School (7:30 a.m. to 1:45 p.m.)
- Provides daily schedule outlining ELA, Math, ELD, PE, etc. to KMA Principal at the beginning of the year. Daily schedule shall be made available to parents through teacher's canvas page
- Asynchronous instruction may be modified to accommodate student assessment schedule
- Tracks weekly work assignments – reviewing/validating time value - partners with KMA Attendance Clerk (ensuring attendance) and other office support staff
- Provides regularly scheduled Unsatisfactory Reports, Progress Reports, Report Cards each semester consistent with elementary district grading window
- Utilizes Canvas as the Learning Management System (LMS)
 - Will provide for a consistent Independent Study reporting process
 - All assignments turned in electronically
- Communicates with KMA Principal, Secretary, Attendance Clerk, and other clerical support
- Attends staff meetings with Elementary DLP KMA Teachers and KMA Principal per article 2.7 of the LETA CBA
- Participates in Adjunct duties within KMA (Open House/Back-to-School, etc.)
- Where applicable, all other parts of the CBA shall apply

DLP Class sizes shall adhere to Article 5.1 Elementary Class Size. Caseload sizes shall adhere to Article 5.4 Special Education Teacher/Student Enrollment Ratio.

Students participating in Elementary DLP shall be provided necessary technology to ensure all students can access their teacher(s).

The Elementary Distance Learning Program shall become an extension of the Keith McCarthy Academy Alternative School. The Elementary Distance Learning Program shall continue to be offered to elementary students grades 1st through 5th, dependent on enrollment and need.

This program shall be reviewed annually.

FOR THE ASSOCIATION:

Janet Timm 5-19-22
 Valinda Nabonne 5-19-22
 Sonia Jimenez 5/19/22
 Yolanda Diaz 5/19/22
 Denee Selman 5/19/22
 Olubunmi Adeleke 5/19/22
 Christy Hetland 5/19/22
 M. H. 5/24/2022

FOR THE DISTRICT:

Tracy Sepulveda 5-19-2022
 Julie Edmunds 5-19-2022
 Robert Recatto 5-19-2022
 Sarah Arredondo 5-19-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Appendix 8a

ELEMENTARY SCHOOLS (K-5)	TK/K - AM	TK/K - PM	1ST - 5TH	Extended Kinder
Alberhill Elementary	---	---	8:00-1:45	7:45-12:20
Cottonwood Canyon Elementary	7:45-11:25	10:20-2:00	8:00-1:45	---
Donald Graham Elementary	---	---	8:00-1:45	8:00-12:50
Earl Warren Elementary	---	---	8:00-1:45	7:50-12:30
Elsinore Elementary	8:00-11:50	9:00-12:50	8:00-1:45	---
Machado Elementary	---	---	8:00-1:45	8:00-12:40
Railroad Canyon Elementary	8:00-12:45	---	8:00-1:45	---
Rice Canyon Elementary	7:40-11:20	10:20-2:00	8:00-1:45	---
Ronald Reagan Elementary	8:00-11:40	---	8:00-1:45	---
Tuscany Hills Elementary	7:50-11:30	10:05-1:45	8:00-1:45	---
Wildomar Elementary	8:00-11:40	---	8:00-1:45	11:40-12:30
William Collier Elementary	8:00-11:40	10:05-1:45	8:00-1:45	---
Withrow Elementary	8:00-12:40	---	8:00-1:45	---

K-8 SCHOOLS	TK/K - AM	TK/K - PM	1ST - 5TH	6TH - 8TH
Lakeland Village School	8:00-12:50	---	8:00-1:49	8:00-1:49
Luiseno School	8:00-12:40	10:25-2:05	8:10-2:05	8:00-2:05

MIDDLE SCHOOLS (6TH - 8TH)	M, T	Early Release Wednesday	TH, F	Testing Schedule
Canyon Lake Middle School	8:30-2:47	8:30-1:44	8:30-2:47	---
David Brown Middle School	8:30-2:47	8:30-1:44	8:30-2:47	---
Elsinore Middle School	8:30-2:47	8:30-1:44	8:30-2:47	---
Terra Cotta Middle School	8:30-2:47	8:30-1:47	8:30-2:47	---

HIGH SCHOOLS (9TH - 12TH)	M, T	Late Start Wednesday	TH, F	Final Exam Bell Schedule
Elsinore High School	8:30-3:30	9:35-3:30	8:30-3:30	8:45-1:31
Lakeside High School	8:30-3:30	9:35-3:30	8:30-3:30	8:45-1:16
Temescal Canyon High School	8:30-3:30	9:35-3:30	8:30-3:30	8:45-1:00

ALT ED	M-TH	Early Release Friday		Final Exam Bell Schedule
Ortega High School	8:30-1:30	8:30-12:15		TBD

INDEPENDENT STUDY	M-TH High School	M-TH Middle School	M-TH TK- 5TH	Tutoring Fridays Middle School
Keith McCarthy Academy	8:00-1:40	8:15-2:00	8:00-1:45	8:15-11:45



Lake Elsinore Teachers Association

Bill Cavanaugh, Lynn Walker, Lowanna Maxwell, Jean Siebert, Dave Russell, Sonia Jimenez, Mishael Swift, Denise Olsen, Jeff Parks Dence Selman, Jim Castagneto, Betty Lightfoot, Jack Huang
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Lake Elsinore Unified School District

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April 30, 2014

K-8 Language MOU

The District and Association hereby agree to the following in regards to K-8 sites:

- In relation to Article 3.1.3 and 3.1.4, teachers in grades 6-8 shall be responsible for one (1) extra-duty assignment, which may include a Graduation/Promotion Exercise and/or extra-duty assignment.
- In relation to Article 3.1.5, teachers in grades K-5 shall be responsible for one (1) parent/teacher activity.
- All other Duties Beyond Regular Work Hours, as contained in Article 3.1 (Back-to-School Night and Open House) shall apply.
- All Certificated Bargaining Unit Members (except those specified in Article 3.2.2, or those teachers who are responsible for supervising their own students) shall participate in a duty schedule, which shall be on a rotation of approximately once every three (3) weeks.
- K-8 site administration shall work with the site's Leadership Team to determine an appropriate duty schedule based on the number of duty stations and safety needs.
- The bell schedule for 6-8 grade teachers at K-8 sites shall reflect 30 minutes less per week instructional minutes (compared to the 2013-14 bell schedule) to offset required campus supervision.
- No less than one full-time counselor shall be assigned to each K-8 site, not to exceed Contractual limits. Because counselors are a necessary resource to TK-5 students, when there is a family need and/or need for proactive services these will be provided as deemed necessary by mutual agreement of administration and the counselor(s).
- Stipends shall be negotiated as a part of separate talks on Appendix 3 to ensure equity and a fair representation based on student population.
- This agreement shall be reviewed annually by April.

FOR THE ASSOCIATION:

D. Mi 5-2-14
Robert L. Smith 5-2-14
Valinda Nabonne 5-2-14
Sonia Jimenez 5/2/14
Steve Dennison 5/2/14
Bel Campbell 5/7/14

FOR THE DISTRICT:

Kip Meyer 5-2-14
George Landon 5-2-14
Alain Guevara 5-2-14
Sam Wensel 5-2-14
Tracy Sepulveda 5-2-14
Steve Behar 5-2-14
Frieda Brands 5-2-14

Bargaining Teams

For the Association: Steve Dennison (Chair), Lowanna Maxwell, Valinda Nabonne, Anton Valencich, Danielle Dickens, Sonia Jimenez, Russ Strange

For the District: Kip Meyer, George Landon, Alain Guevara, Sam Wensel, Tracy Sepulveda, Steve Behar, Frieda Brands



Lake Elsinore Teachers Association

Lake Elsinore Unified School District

August 31, 2023

Extended Day Kinder MOU

The Association and the District mutually agree to the following:

- Kindergarten classes may participate in a modified schedule to offer additional instructional minutes to students.
 - The Kindergarten school day shall be extended by one (1) hour each day the extended day model is in effect.
 - Site Facilities must be able to accommodate Kindergarten teachers having their own classroom in order to offer the Extended Day Kindergarten Model.
 - One and one half hour of Paraeducator classroom support shall be provided for each Extended Day Kindergarten class. The site administration and the participating Extended Day Kindergarten teachers will determine collectively the schedule for support.
 - Teachers participating in the Extended Day Kindergarten Model, may begin a fifty-minute (50) PLC after Kindergarten students leave but before dismissal of Grades 1st through 5th and may continue beyond the school day. Kindergarten extended day teachers shall schedule eighteen conference periods and may adjust the time to meet the PLC and Conference Implementation MOU.
- Sites interested in implementing an Extended Day Model, shall notify the district of their request by April 30th of the preceding year to allow time for staffing, communication and scheduling to take place prior to implementation the following school year.
- The Extended Day Model shall be implemented no later than the beginning of the fourth week of the school year and it shall continue for the remainder of that school year.
- Participation in an Extended Day model shall continue to be voluntary. If “All Day” Kindergarten is mandated by the State, the district and association agree to negotiate the effects to employees.

This MOU shall be reviewed annually and expires on June 30, 2025.

FOR THE ASSOCIATION:

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FOR THE DISTRICT:

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Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Sarah Arredondo, Robert Recatto

DocuSigned by:
Denee Selman
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DocuSigned by:
Yolanda Diaz
434A4AA76D494A5...

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne,, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Sarah Arredondo, Robert Recatto



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

September 14, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS' ASSOCIATION**

Universal Transitional Kindergarten Implementation MOU

By the 2025/2026 School year, all TK classes are expected to be full day Universal Transitional Kindergarten Classrooms as outlined in the Governor's budget and included in proposed AB 22. By definition, a full day instructional program for Transitional Kindergarten is four or more hours. In addition, also outlined in the Governor's expansion plan of Universal TK, the age requirement of reaching the age of five years old, will be extended by two months each year up to the 2025/2026 school year. This will result in an increase of four-year-old students being eligible for Transitional Kindergarten. The Bill permits a phasing in approach for districts to transition from half day TK to a full day Universal TK program district wide.

Each Full Day Transitional Kindergarten class shall become a Universal Transitional Kindergarten with the extension of an additional five (5) hours of care provided by the district through district childcare or a contracted after school program. The goal of Universal Transitional Kindergarten is to provide parents with nine (9) hours of education/care for their child, at no cost, should they want or need it.

The district shall begin the phasing in of full day TK program, by recognizing that the district has seven (7) full day TK classes, by definition, already in place. For the 2022/2023 school year, these seven (7) classrooms shall be Phase I of the district's plan of implementing Universal Transitional Kindergarten. Additional TK teachers that have their own classroom and are not limited due to facilities, may elect to begin a full day TK class in 2022/2023 and the district shall add them to Phase I of the district's plan.

Each Full Day Transitional Kindergarten or TK/K class must adhere to a 12:1 staffing ratio. Any TK, TK/K class that is over twelve (12) students shall receive a para-educator for the entire instructional day. Transitional Kindergarten Paraeducators shall not be utilized for any other duties during the instructional day. Any TK class shall not exceed 24:2 staffing ratio.

Transitional Kindergarten Teachers must obtain 24 early childhood education units. Any teacher that does not already have this credential requirement will be given the 2022/2023, 2023/2024, and 2024/2025 school years to obtain the additional units and the district shall reimburse the employee for the cost of the additional units. Tuition Support Stipend \$150.00 per unit not to exceed \$3,600.00 per person.

As facilities allow, beginning in the 2023/2024 school year, additional Full Day Universal Transitional Kindergarten classes will be created, and any remaining half day Transitional Kindergarten classes will be converted no later than the 2024/2025 school year.

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dence Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

This MOU shall sunset on June 30, 2025, and will be reviewed annually through the transition plan.

FOR THE ASSOCIATION:

Christy Hetland 9-14-23
 Denee Selman 9-14-23
 Yolanda Diaz 9-14-23
 Janet Timm 9-14-23
 Sonia Jimenez 9-14-23
 Valinda Nabonne 9-14-23
 M. M. 9/27/2023

FOR THE DISTRICT:

Tracy Sepulveda 9.14.23
 Julie Edwards 9.14.23
 Robert Recatto 9/14/23
 Sarah Arredondo 9/14/23

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman

For the District: Tracy Sepulveda, Julie Edwards, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 19, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS' ASSOCIATION**

Universal Transitional Kindergarten Implementation MOU

By the 2025/2026 School year, all TK classes are expected to be full day Universal Transitional Kindergarten Classrooms as outlined in the Governor's budget and included in proposed AB 22. By definition, a full day instructional program for Transitional Kindergarten is four or more hours. In addition, also outlined in the Governor's expansion plan of Universal TK, the age requirement of reaching the age of five years old, will be extended by two months each year up to the 2025/2026 school year. This will result in an increase of four-year-old students being eligible for Transitional Kindergarten. The Bill permits a phasing in approach for districts to transition from half day TK to a full day Universal TK program district wide.

Each Full Day Transitional Kindergarten class shall become a Universal Transitional Kindergarten with the extension of an additional five (5) hours of care provided by the district through district childcare or a contracted after school program. The goal of Universal Transitional Kindergarten is to provide parents with nine (9) hours of education/care for their child, at no cost, should they want or need it.

The district shall begin the phasing in of a full day TK program, by recognizing that the district has seven (7) full day TK classes, by definition, already in place. For the 2022/2023 school year, these seven (7) classrooms shall be Phase I of the district's plan of implementing Universal Transitional Kindergarten. Additional TK teachers that have their own classroom and are not limited due to facilities, may elect to begin a full day TK class in 2022/2023 and the district shall add them to Phase I of the district's plan.

Each Full Day or Transitional Kindergarten class must adhere to a 12:1 staffing ratio. Any TK class that is over twelve (12) students shall receive a para-educator for the entire instructional day. Any TK class shall not exceed 24:2 staffing ratio.

Transitional Kindergarten Teachers must obtain 24 early childhood education units. Any teacher that does not already have this credential requirement will be given the 2022/2023 school year to obtain the additional units and the district shall reimburse the employee for the cost of the additional units.

As facilities allow, beginning in the 2023/2024 school year, additional Full Day Universal Transitional Kindergarten classes will be created, and any remaining half day Transitional Kindergarten classes will be converted no later than the 2024/2025 school year.

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denece Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

This MOU shall sunset on June 30, 2023, and will be reviewed annually through the transition plan.

FOR THE ASSOCIATION:

Janet Timm 5/19/22
 Sonia Jimenez 5/19/22
 Valinda Nabonne 5-19-22
 Yolanda Diaz 5/19/22
 Dence Selman 5/19/22
 Olubunmi Adeleke 5/19/22
 Christy Hetland 5/19/22
 Mar. Montano 5/24/2022

FOR THE DISTRICT:

Tracy Sepulveda 5.19.2022
 Sal Arredondo 5-19-22
 Robert Recatto 5-19-22
 Julie Edmunds 5-19-22

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dence Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 19, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION
Railroad Canyon Dual Immersion MOU**

The Association and the District mutually agree to the following:

- Grades K, 1st, 2nd, and 3rd shall receive 1.5 hours of paraeducator support per class per day
- Grades 4th and 5th shall receive 1 hour of paraeducator support per class per day
- A DI combination class shall be avoided as much as possible, but if there is a need for a combination class the paraeducator support shall be increased to 3 hours for grades K-3 and for grades 4th and 5th paraeducator support shall be increased to two hours per class, per day
- DI classes shall not be compared to English only classes for purposes of Article 5.1.2
- Site administration and the DI teachers shall continue to monitor the progress of students to ensure that students are successful in the program
- All district assessments in grades TK-2nd shall be administered in Spanish in alignment with their English Only Counterparts assessment schedule
- All district assessments in grades 3rd – 5th shall be administered in Spanish and English on an alternating basis in alignment with their English Only Counterparts assessment schedule (CAASPP Testing is not available in Spanish)
- Available District/Site funds shall be committed to the DI program, including start-up money as grade levels are added, for Spanish materials such as classroom dictionaries and other necessary supplies
- Dual Immersion Teachers shall have vertical collaboration collectively two times a year paid at the extra duty rate
- All other parts of the CBA shall apply

This program shall be reviewed annually.

This agreement shall not be binding for any other sites.

FOR THE ASSOCIATION:

Janet Timm 5/19/22
Valinda Nubonne 5-19-22
Sonia Jimenez 5/19/22
Yolanda Diaz 5/19/22
Denece Selman 5/19/22
Olubunmi Adeleke 5/19/22
Christy Hetland 5/19/22
5/28/2022
 Bargaining Teams
 For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denece Selman

FOR THE DISTRICT:

Tracy Sepulveda Asst Supt 5-19-2022
Paul Audmiller Director 5-19-2022
Robert Recatto 5-19-2022
Julie Edmunds CEO 5-19-2022

For the District: Tracy Sepulveda, Julie Edmunds, Sarah Arredondo, Robert Recatto



Lake Elsinore Teachers Association

Lake Elsinore Unified School District

February 24, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

**2022-2023 High School Block Bell Schedule for CAASPP Testing
Ten (10) Block Schedule Days for Testing**

The District and the Association agree to the following for the 2022-23 school year that the comprehensive high school sites implement the block schedule during CAASPP testing per Article 2.12.

Week 1	Monday March 6	Tuesday March 7	Wednesday March 8	Thursday March 9	Friday March 10
	Block 1, 3, 5	Block 2, 4, 6 And make-ups	*Regular Bell Schedule -Make-up Testing	Block 1, 3, 5 And make-ups	Block 2, 4, 6 And make-ups
Week 2	Monday March 13	Tuesday March 14	Wednesday March 15	Thursday March 16	Friday March 17
	Block 1, 3, 5	Block 2, 4, 6 And make-ups	*Regular Bell Schedule -Make-up Testing	Block 1, 3, 5 And make-ups	Block 2, 4, 6 And make-ups
Week 3	Monday March 20	Tuesday March 21	Wednesday March 22	Thursday March 23	Friday March 24
	Block 1, 3, 5 CAST (Science)	Block 2, 4, 6 CAST (Science)	*Regular Bell Schedule -Make-up Testing	*Regular Bell Schedule -Make-up Testing	*Regular Bell Schedule -Make-up Testing

The block schedule for periods 1/3/5 will occur on the following dates:

3/6/23, 3/9/23, 3/13/23, 3/16/23, 3/20/23

HS Testing Block Schedule (LHS & TCHS)

Period	Start Time	End Time	Break Minutes	Instructional Minutes
0	7:26	8:24	57	
1	8:30	10:33		123
Break	10:33	10:43	11	
Passing	10:43	10:49	5	
3	10:49	12:52		123
Lunch	12:52	1:22	30	
Passing	1:22	1:28	5	
5	1:28	3:30		123
Total	Instructional	Minutes		379

The block schedule for periods 2/4/6 will occur on the following dates:

3/7/23, 3/10/23, 3/14/23, 3/17/23, 3/21/23

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

2022-2023 High School Block Bell Schedule for CAASPP Testing (continued)

HS Testing Block Schedule (LHS & TCH)

Period	Start Time	End Time	Break Minutes	Instructional Minutes
0	7:26	8:24	57	
2	8:30	10:33		123
Break	10:33	10:43	11	
Passing	10:43	10:49	5	
4	10:49	12:52		123
Lunch	12:52	1:22	30	
Passing	1:22	1:28	5	
6	123	3:30		123
Total	Instructional	Minutes		379

HS Block Testing Schedule (EHS)

Period	Start Time	End Time	Break Minutes	Instructional Minutes
0	7:26	8:24	57	
1	8:30	10:33		123
Break	10:33	10:43	11	
Passing	10:43	10:50	6	
3	10:50	12:53		123
Lunch	12:53	1:23	30	
Passing	1:23	1:29	6	
5	1:29	3:30		122
Total	Instructional	Minutes		378

HS Testing Block Schedule (EHS)

Period	Start Time	End Time	Break Minutes	Instructional Minutes
0	7:26	8:24	57	
2	8:30	10:33		123
Break	10:33	10:43	11	
Passing	10:43	10:49	6	
4	10:50	12:53		123
Lunch	12:53	1:23	30	
Passing	1:23	1:29	6	
6	1:29	3:30		122
Total	Instructional	Minutes		378

FOR THE ASSOCIATION:

FOR THE DISTRICT:

Mario Montano, LETA President

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dennee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association

Bill Cavanaugh, Lynn Walker, Lowanna Maxwell, Jean Siebert, Dave Russell, Jack Huang
Denee Selman, Sonia Jimenez, Mario Montano, Betty Lightfoot, Jim Castagneto, Mishael
Swift, Denise Olson, James Bobinsky
31762 Mission Trail, Suite H
Lake Elsinore, CA 92530
(951) 245 - 0446 FAX (951) 245 6301

<http://www.letaweb.com>
letaweb@gmail.com



Lake Elsinore Unified School District

545 Chaney Street, Lake Elsinore, CA 92530
(951) 253-7035
FAX (951) 245-5252

March 19, 2015

Transition Plan from TK-5 to TK-6 Instructional Program MOU

Due to the enrollment and facility needs of the school district, it shall be necessary for the District to transition various elementary schools from a TK-5 instructional program to a TK-6 instructional program. In an effort to minimize the disruption to instruction, the Association and District agree to the following:

- When sixth (6th) grade positions (at TK-6 school sites) are created due to the transition to a TK-6 instructional program, these vacancies shall be filled in the following manner:
 - At the affected middle schools, 6th grade teachers shall be afforded first right of refusal to a 6th grade vacancy in a TK-6 school
 - At the affected middle schools, 6th grade teachers shall be afforded first right of refusal to a 6th grade vacancy at a 6-8 middle school and/or TK-8 school (when highly qualified)
 - At the affected middle schools, 6th grade teachers shall be afforded first right of refusal to a 7th or 8th grade vacancy at a 6-8 middle school and/or TK-8 school (when highly qualified)
 - Due to the change in program, any of the transfers that occur as a result of the bullet points above shall be considered involuntary
 - If there are no "volunteers" from the 6th grade teachers at the affected middle schools, Article 6.4 shall apply
 - The remaining vacancies shall be flown District-wide to all unit members and shall follow Article 6.1: Assignment
- 6th grade PLCs at the TK-6 school sites shall be implemented similar to the 1st - 5th grade PLCs scheduled times (during the day), but shall be implemented on a different day due to limitations with time and facilities
- 6th grade classes taught at the TK-6 elementary school shall be consistent with Article 5.1: Elementary Regular Class Size
 - 6th grade classes may be cored (much like the current 6th grade delivery system) to ensure staff members are Highly Qualified (HQ) and appropriately credentialed

This MOU shall be reviewed at our first negotiations session in January of each year during the transition.

FOR THE ASSOCIATION:

[Handwritten signatures and dates for the Association]
 3-19-15
 3-19-15
 3-19-15
 3-19-15
 3-19-15
 3/19/15
 3/25/15

Bargaining Teams

For the Association: Steve Dennison (Chair), Lowanna Maxwell, Valinda Nabonne, Anton Valencich, Janet Timm, Sonia Jimenez, Russ Strange

FOR THE DISTRICT:

[Handwritten signatures and dates for the District]
 3-19-15
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 3-19-15
 3-19-15
 3-19-15
 3-19-15

For the District: Kip Meyer, George Landon, Alain Guevara, Sam Wensel, Steve Behar, Frieda Brands, Tracy Sepulveda

**Lake Elsinore Teachers Association****Lake Elsinore Unified School District****June 3, 2022**

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Suspension of Vacancy Posting Timeline MOU

The District and Association hereby agree to the following:

- Waving article 6.2.1in regards to the Vacancy Posting temporarily for the remainder of the 2021/2022 school year through August 5, 2022.
- Vacancy Postings shall be for three (3) days, beginning June 3, 2022 – August 5, 2022
- The suspension of the five-day posting requirement for districtwide vacancies is limited to the timeline above.
- The terms of this Agreement are unique to the facts and circumstances of this situation and the above provisions shall not constitute past practice and may not be referred to as precedent setting in any pending or future matter to any other situation.

This agreement shall expire at 4:30 p.m. on August 5, 2022.

FOR THE ASSOCIATION:

DocuSigned by:

Mario Montano

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FOR THE DISTRICT:

DocuSigned by:

Tracy Sepulveda

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Lake Elsinore Teachers Association



Lake Elsinore Unified School District

April 29, 2024

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Suspension of Vacancy Posting Timeline MOU

The District and Association hereby agree to the following:

- Waving article 6.2.1in regards to the Vacancy Posting temporarily for the remainder of the 2023/2024 school year through August 5, 2024.
- Vacancy Postings shall be for three (3) days, beginning April 29, 2024 – August 05, 2024
- The suspension of the five-day posting requirement for districtwide vacancies is limited to the timeline above.
- The terms of this Agreement are unique to the facts and circumstances of this situation and the above provisions shall not constitute past practice and may not be referred to as precedent setting in any pending or future matter to any other situation.

This agreement shall expire at 4:30 p.m. on August 5, 2024.

FOR THE ASSOCIATION:

DocuSigned by:

Mario Montano

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FOR THE DISTRICT:

DocuSigned by:

Sarah Arredondo

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Lake Elsinore Teachers Association



Lake Elsinore Unified School District

September 15, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Learning Recovery Professional Development MOU Amendment

Learning Recovery Professional Development:

Unit members may earn a maximum \$750.00 for completing up to seven (7) 1.5-hour sessions of professional development tagged by the district to specifically address learning recovery of English Learners, Foster Youth, Low Socioeconomic, Special Education, Social Emotional Learning, and any other students in need. Additional 1.5 hour sessions have been added and tagged by the district as qualifying for this purpose. The specific professional development shall be published on SCHED and completion of this professional development shall be done by, January 11, 2022, and will be paid on the February 28, 2022 pay warrant.

FOR THE ASSOCIATION:

DocuSigned by:
Mario Montano
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DocuSigned by:
Valinda Nabonne
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Sonia Jimenez
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DocuSigned by:
Olubunmi Adeleke
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DocuSigned by:
Christy Hetland
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DocuSigned by:
Denee Selman
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DocuSigned by:
Yolanda Diaz
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FOR THE DISTRICT:

DocuSigned by:
Tracy Sepulveda
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DocuSigned by:
Robert Recatto
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DocuSigned by:
Sarah Arredondo
882284613E4B460...

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, , Julie Edmunds, Sarah Arredondo, Robert Recatto



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

December 8, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Learning Recovery Assessments MOU

The District and the Association agree that Learning Recovery Assessments will support student achievement, learning recovery and the development of best practices. These Learning Recovery Assessments will be in lieu of the Common Assessment MOU through the 2023-2024 school year. Learning Recovery Assessments will occur in grades 1-11 three times per school year in order to support LEUSD LCAP goals and learning recovery.

- Learning Recovery Assessments shall be comprehensive and produce longitudinal data on student learning loss and learning recovery
- CAC approved District-wide common assessments shall be suspended in ELA and math across the district in grades 2-11 through the 2023-2024 school year
- Learning Recovery Assessments shall be administered digitally
- CAC Sub Committees will vote to determine which Learning Recovery Assessments will be utilized
- Should a CAC Sub-Committee choose an assessment that requires hand scoring, the teacher of record will be responsible for hand scoring within two weeks of assessment completion
- The three Learning Recovery Assessments will occur District-wide in grades 1-11 and the establishment of assessment windows within fall (by the end of October), winter (between November and the end of January) and spring (between February and by the end of March) shall be decided upon by the CAC Sub-Committee by subject and grade level. Spring testing windows may be extended through May depending on availability of technology and the annual CAASPP testing window
- CAC Sub-Committee Administration Co-Chairs will communicate the annual testing windows to all teachers and administration involved by grade level/subject
- The District shall provide technology for administration of these Learning Recovery Assessments
- Students who have an IEP or 504 plan may test outside their ELA and/or Math class based on their IEP or 504 plans
- The District shall be responsible for offering teacher training on the use of Renaissance, NWEA and Illuminate assessment tools
- Secondary teachers shall proctor Learning Recovery Assessments in the classroom for up to two full periods
- Elementary teachers shall proctor Learning Recovery Assessments in the classroom for up to two sittings or a timeframe that is appropriate for the grade level being assessed
- If additional time is needed or make up assessments are needed, this shall be coordinated by the site administration team
- Learning Recovery Assessments scheduling and logistical planning shall be created in partnership between the site administration team and the site teachers administering the Learning Recovery Assessments

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denec Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Learning Recovery Assessments MOU (continued)

FOR THE ASSOCIATION:

FOR THE DISTRICT:

Denee Selman
Yolanda Diaz
Olubunmi Adeleke
Janet Timm
Sonia Jimenez
Valinda Nabonne
Christy Hetland

Tracy Sepulveda
Robert Recatto
Julie Edmunds
Sarah Arredondo

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

November 28, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION
Online Grade Book/Parent Portal MOU**

The District and the Association agree to the following:

- Based on current usage and WASC recommendations, secondary teachers shall use the Infinite Campus Online Grade Book.
- Due to the Standards-Based Report Card, elementary grades (K-5) shall be excluded from this MOU. Elementary teachers will also have access to Infinite Campus.
- In order to provide ongoing communication regarding student progress, grade books shall be updated as soon as possible, but at least every two (2) weeks or at the conclusion of a unit of study (not to exceed three weeks).
- I.C. trainings (Canvas Course and live in-person training) will be available during the school year. Training outside the regular work day shall be compensated at the extra duty rate.

The Association and District shall review the online grade book program annually. Bargaining unit member feedback shall be provided to the Association and District staff to improve the effectiveness of the grade book program. If issues arise with the system, unit members shall immediately contact site Association representatives and site administration.

It is the expectation of the District that unit members shall use Infinite Campus as their grade book of record.

This MOU shall expire June 30, 2025.

FOR THE ASSOCIATION:

Denise Selman 11-28-23
Valinda Nabonne 11-28-23
Sonia Jimenez 11/28/23
Janet Timm 11/28/23
Yolanda Diaz 11/28/23
Olubunmi Adeleke 11/28/23
Christy Hetland 11/28/23
Malia 12/05/23

FOR THE DISTRICT:

Tracy Sepulveda 11.28.2023
Julie Edwards 11/29/2023
Sarah Arredondo 11-28-2023
Fernando Betanzos 11-28-23
Joshua Hill 11/28/23
Robert Recatto 11/28/23

Bargaining Teams

For the Association: Janet Timm (Chair), Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denise Selman

For the District: Tracy Sepulveda, Julie Edwards, Sarah Arredondo, Fernando Betanzos, Matt Cash, Joshua Hill, Robert Recatto



Lake Elsinore Teachers Association

Bill Cavanaugh, Lynn Walker, Lowanna Maxwell, Jean Siebert, Dave Russell, Sonia Jimenez, Michael Swift, Denise Olsen, Jack Huang, Denece Selman, Jim Castagneto, Betty Lightfoot, James Bobinsky
31762 Mission Trail, Suite H
Lake Elsinore, CA 92530
(951) 245-0446 FAX (951) 245 6301

<http://www.letaweb.com>



Lake Elsinore Unified School District

545 Chaney Street, Lake Elsinore, CA 92530
(951) 253-7035
FAX (951) 245-5252

May 21, 2015

California State Standards Steering Committee

The District and Association hereby agree:

- California State Standards will ensure that all Lake Elsinore Unified School District students are ready for college, career, and citizenship in the 21st Century. LEUSD will use the CSS as a framework to build student independence as readers, writers, and thinkers through comprehensive literacy, disciplinary literacy, and algebraic thinking and reasoning.
- The CSS Steering Committee will provide a collaborative structure to give input and guide implementation of the CSS
- The Steering Committee will communicate to LCAP regarding decisions within the Steering Committee's allocated budget
- Steering Committee members will discuss CSS implementation issues specific to professional development, technology, and instructional materials
- Steering Committee members shall provide information and gather input and feedback from Bargaining Unit Members and other stakeholders on implementation of CSS
- LETA will appoint up to six (6) members and a co-chair as designated by the LETA President and the District may appoint an equal number of representatives to the Steering Committee
- The initial meeting of the Steering Committee shall be in October 2013, and meetings shall be scheduled on a quarterly basis. Meetings shall review past and current work on CSS in the District and at school sites
- CSS will be chaired jointly by a LETA and a District representative. Following each meeting, agenda and actions shall be posted
- This agreement shall be reviewed in April, 2016 and on June 30, 2016

FOR THE ASSOCIATION:

Steve Dennison 5/21/15
Sonia Jimenez 5/21/15
Valinda Nabonne 5-21-15
Russ Strange 5-21-15
Janet Timm 5/21/15
Anton Valencich 5/21/15
Bill Cavanaugh 6/3/15

FOR THE DISTRICT:

Frieda Brands Director, 5-21-15
John Edmunds 5-21-15
Tracy Sepulveda 5-21-15
Sam Wensel 5-21-15
Alain Guevara 5-21-15

Bargaining Teams

For the Association: Steve Dennison (Chair), Lowanna Maxwell, Valinda Nabonne, Anton Valencich, Janet Timm, Sonia Jimenez, Russ Strange

For the District: Kip Meyer, George Landon, Alain Guevara, Sam Wensel, Steve Behar, Frieda Brands, Tracy Sepulveda



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

April 28, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Special Education Steering Committee MOU

The District and Association hereby agree to continue the joint Special Education Steering Committee to work together to meet the diverse and unique needs of the District's special education population and to comply with Federal/State laws and regulations. This joint Special Education Steering Committee would provide a collaborative structure to give input and be part of the review process for the implementation of the District's local Master Plan for Special Education, including but not limited to the following areas:

- Bilingual/Special Education Services
- Common Core Instruction for Students with Disabilities
- Communication
- Designated Instructional Services
- Financial Implications
- Identification/Assessment Services
- Improved Articulation and Cooperation Among Staff Members
- Inclusive Practices
- Individual Education Program
- Professional Development
- Support Services
- Service Delivery Models
- Strategies to Support Special Education Students in General Education
- Utilization of Paraprofessionals

The committee shall agree to identify areas of focus annually.

Therefore, the parties agree to establish a joint Special Education Steering Committee composed primarily of school practitioners selected by LETA up to six members and a co-chair, along with an equal number of representatives appointed by the District to the Steering Committee. This joint committee will be chaired jointly by a LETA representative and District representative. The committee will meet every other month. This Steering Committee will make agreed upon recommendations to the LCAP Committee.

This agreement shall be reviewed in April 2024 and expire on June 30, 2025.

FOR THE ASSOCIATION:

Janet Timm 4-28-23
Valinda Nabonne 4-28-23
Sonia Jimenez 4/28/23

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denese Selman, Yolanda Diaz

FOR THE DISTRICT:

Tracy Sepulveda 4/28/23
Julie Edmunds 4/28/23
Robert Recatto 4/28/23

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Yolanda Diaz 4/28/23

Denee Selman 4/28/23

Olubunmi Adeleke 4/28/23

Christy Hetland 4/28/23

[Signature] 5/9/2023

[Signature] 4.28.23

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association

31762 Mission Trail, Suite M
Lake Elsinore, CA 92530
(951) 245 – 0446 - FAX (951) 245 6301
<http://www.letaweb.com>



Lake Elsinore Unified School District

545 Chaney Street, Lake Elsinore, CA 92530
☎ (951) 253-7035
FAX (951) 245-5252
<http://www.leusd.com>

May 22, 2017

Subject Area Sub-Committee MOU (English Language Arts, Math, Science, Social Sciences)

The District and Association hereby agree:

The Subject Area Sub-Committees will engage subject matter experts in discussion focused on the implementation of new state standards in order to guide and support Local Control Accountability Plan (LCAP) goals.

The Subject Area Sub-Committees will:

- Provide input and make recommendations to Curriculum Advisory Committee (CAC) and Common Core Steering Committee (CCSC) on LCAP goals pertaining to curriculum.
- Review and make recommendations with district committees.
- Review and make recommendations to the CAC at large on the implementation of new standards and common assessments.
- Document and share information with CAC and CCSS and other relevant committees.
- Subject Area Sub-Committees will be comprised of subject matter experts representing grade level spans selected by the Association.
- Subject Area Sub-Committees will be co-chaired by a District representative and CAC representative agreed upon by the elected CAC representatives.
- Subject Area Sub-Committees will determine the frequency of meetings.
- All Subject Area Sub-Committees meetings are open to all members.
- Subject Area Sub-Committee meeting calendar and notes will be posted on the district website and LETA website.

This MOU will be reviewed annually in May and will expire on June 30, 2020.

FOR THE ASSOCIATION:

[Signature] 5/22/17
[Signature] 5/22/17
[Signature] 5/22/17
[Signature] 5/22/17
[Signature] 5/22/17
[Signature] 5/26/17

FOR THE DISTRICT:

[Signature] Sepulveda 5.22.17
[Signature] 5-22-17
[Signature] 5-22-17
[Signature] 5.22.17

Bargaining Teams

For the Association: Steve Dennison (Chair), Lowanna Maxwell, Valinda Nabonne, Anton Valencich, Janet Timm, Sonia Jimenez, Russ Strange

For the District: Tracy Sepulveda, Arleen Sanchez, Steve Behar, Julie Edmunds



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 11, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Joint LGBTQ Steering Committee MOU

The District and Association hereby agree to continue the joint LGBTQ Steering Committee to work together and to meet the diverse needs of the District's LGBTQ population and to comply with Federal/State laws and regulations. This joint LGBTQ Steering Committee shall provide a collaborative structure to provide input and be part of the review process to address and support the needs of the LGBTQ community including, but not limited to:

- Incorporating LGBTQ instruction into curriculum
- Supporting LGBTQ community members, including students and staff

Therefore, the parties agree to continue the joint LGBTQ Steering Committee composed primarily of educational practitioners selected by LETA (no less than five and no more than ten and a co-chair) along with an equal number of members appointed by the District. This committee shall be co-chaired jointly by a LETA representative and District representative and convene starting in the fall of the school year and continue to meet on a schedule determined by the committee. The committee will make recommendations to the appropriate entities.

This agreement shall be reviewed in the Spring of 2023.

FOR THE ASSOCIATION:

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Janet Timm
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Mario Montano
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Valinda Nabonne
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Sonia Jimenez
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Christy Hetland
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Denee Selman
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Yolanda Diaz
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FOR THE DISTRICT:

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Tracy Sepulveda
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Julie Edmunds
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Robert Ricatto
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Sarah Arredondo
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Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 5, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

PLC and Conference Implementation MOU

The District and Association hereby agree that the 1.5% salary schedule adjustment shall continue to be implemented for the 2022/2023 school year as follows:

- All bargaining unit members shall attend PLC meetings in grade level, course taught or work groups. If a bargaining unit member is unable to attend a scheduled PLC meeting they shall use appropriate leave time per Article 7.
- Secondary and TK/Kindergarten PLC meetings shall be held 18 times a year for a fifty-minute period either before or after the student instructional day.
- The District is providing early release or late start at secondary sites to facilitate the scheduling of 18 PLC meetings.
 - Recommended Secondary PLC dates include: 8/17/22, 8/31/22, 9/14/22, 9/28/22, 10/12/22, 10/26/22, 11/9/22, 11/30/22, 12/7/22, 1/18/23, 2/1/23, 2/15/23, 3/1/23, 3/15/23, 4/12/23, 4/26/23, 5/10/23, 5/24/23
 - Secondary PLC teams that wish to vary from the recommended dates will submit new dates to the site administrator by the 16th school day.
 - Kindergarten PLC teams will submit a schedule of 18 PLC dates to the site administrator by the 16th school day.
- A PLC team may reschedule a PLC meeting within one week of the original PLC meeting date and shall notify the site administrator.
- Because PLC time is provided during the regular school day for grades 1-5, these bargaining unit members shall work 18 fifty-minute conference periods. Grades 1-5 bargaining unit members shall provide the site administrator with a list of dates for their conference times by the 16th school day.
 - The provisions of Article 2.6.2, which refer to secondary teacher conference periods shall apply to Grades 1-5.
- When necessary, Grades 1-5 bargaining unit members will reschedule their conference time within one week of the original conference date and shall notify the site administrator. If a bargaining unit member is unable to reschedule conference time within the week, they shall use appropriate leave time per Article 7.
- All parts of the Professional Learning Community MOU dated May 26, 2016 shall apply.
- This agreement shall be reviewed by April 2023.

This MOU shall expire June 30, 2023.

FOR THE ASSOCIATION:

Janet Timm 5/5/2022
Valinda Nabonne 5-5-22
Sonia Jimenez 5-5-22

FOR THE DISTRICT:

Tracy Sepulveda 5.5.2022
Julie Edmunds 5-5-2022
Sarah Arredondo 5-5-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denece Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Yolanda Diaz 5-5-22

Denee Selman 5-5-22

Olubunmi Adeleke 5/5/22

Christy Hetland 5/5/22

Mario Montano 5/11/22

Julie Edmunds 5-5-22

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

April 28, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

PLC and Conference Implementation MOU

The District and Association hereby agree that the 1.5% salary schedule adjustment shall continue to be implemented for the 2023/2024 school year as follows.

- All bargaining unit members shall attend PLC meetings in grade level, course taught or work groups. If a bargaining unit member is unable to attend a scheduled PLC meeting they shall use appropriate leave time per Article 7.
- Secondary and TK/Kindergarten PLC meetings shall be held 18 times a year for a fifty-minute period either before or after the student instructional day.
- The District is providing early release or late start at secondary sites to facilitate the scheduling of 18 PLC meetings.
 - Recommended Secondary PLC dates include: 8/16/23, 8/30/23, 9/13/23, 9/27/23, 10/11/23, 10/25/23, 11/8/23, 11/29/23, 12/6/23, 1/17/24, 1/31/24, 2/14/24, 2/28/24, 3/13/24, 4/10/24, 4/24/24, 5/1/24, 5/15/24.
 - Secondary PLC teams that wish to vary from the recommended dates will submit new dates to the site administrator by the 16th school day.
 - Kindergarten PLC teams will submit a schedule of 18 PLC dates to the site administrator by the 16th school day.
- A PLC team may reschedule a PLC meeting within one week of the original PLC meeting date and shall notify the site administrator.
- Because PLC time is provided during the regular school day for grades 1-5, these bargaining unit members shall work 18 fifty- minute conference periods. Grades 1-5, bargaining unit members shall provide the site administrator with a list of dates for their conference times by the 16th school day.
 - The provisions of Article 2.6.2, which refer to secondary teacher conference periods shall apply to Grades 1-5.
- When necessary, Grades 1-5 bargaining unit members will reschedule their conference time within one week of the original conference date and shall notify the site administrator. If a bargaining unit member is unable to reschedule conference time within in the week, they shall use appropriate leave time per Article 7.
- All parts of the Professional Learning Community MOU dated May 26, 2016 shall apply.
- This agreement shall be reviewed by April 2024 and shall sunset on June 30, 2024.

This MOU shall expire June 30, 2024.

FOR THE ASSOCIATION:

Janet Timm 4/28/23
Valinda Nabonne 4-28-23
Sonia Jimenez 4/28/23

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denec Selman, Yolanda Diaz

FOR THE DISTRICT:

Tracy Sepulveda 4/28/23
Sarah Arredondo
Robert Recatto 4/28/23

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Yolanda Diaz 4/28/23
 Denee Selman 4/28/23
 Olubunmi Adeleke 4/28/23
 Christy Hetland 4/28/23
 [Signature] 5/9/2023

[Signature] 4-28-23

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez,
 Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah
 Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 28, 2022

Professional Learning Communities MOU

The District and Association hereby agree:

- PLCs shall be teacher – driven, collaborative groups intended for professional practice to improve student achievement.
- Professional Learning Community (PLC) training shall be up-to-date and on-going for both bargaining unit members and administrators. Initial training shall be provided for teams from each site and on-going training shall include additional staff members to ensure that all bargaining unit members have access to and understand the principles of PLC work, which is focused on the following:
 - What do we want each student to learn?
 - How will we know when each student has learned it?
 - How will we respond when a student experiences difficulty in learning?
 - How can we enrich and extend their learning when they already know it?
- A PLC culture depends on shared leadership, mutual respect, and accountability amongst all members.
- PLC teams shall determine the agendas for their teams' collaboration.
- PLC teams shall consist of teachers, site administration and support staff.
- All PLC documents, work, or written products shall be exclusively initiated by the PLC for the exclusive use of the members of the PLC. A brief summary of PLC work shall be submitted to site administration.
- The instructional and professional activities of the PLC's will not be used in bargaining unit member performance evaluations. Evaluations are to be conducted in accordance with Article 9 of the LETA Contract.
- All conditions of the PLC MOU shall apply to all bargaining unit members.
- This agreement shall be reviewed annually by April.

This MOU shall expire June 30, 2024

FOR THE ASSOCIATION:

Janet Timm 10-28-22
Denee Selman 10-28-22
Valinda Nabonne 10-28-22
Sonia Jimenez 10/28/22
Yolanda Diaz 10/28/22
Christy Hetland 10/28/22
[Signature] 11/08/2022

FOR THE DISTRICT:

Tracy Sepulveda 10-28-2022
Sarah Arredondo 10-28-22
Robert Recatto 10-28-22
Julie Edmunds 10-28-22

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 11, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Common Assessment MOU

The District and the Association agree that common assessments will support student achievement, learning recovery and the development of best practices. To accomplish this, the District and Association agree to the following:

- at the secondary level (including cored sixth grade) three (3) of the common assessments agreed upon for Math and three (3) of the common assessments agreed upon for Language Arts, along with the answer key for computer graded items and rubric for written responses, will be electronically submitted to the District
- at the elementary (self-contained) level two (2) of the common assessments agreed upon for Math and two (2) of the common assessments agreed upon for Language Arts, along with the answer key for computer graded items and rubric for written responses, will be electronically submitted to the District
- CAC Sub Committees may use common assessments from Smarter Balanced Assessment Consortium (IAB), NWEA, Renaissance, or they may use common assessments created from their own materials, or the item bank or assessments available within Illuminate
- The District shall provide technology for administration of those common assessments and scoring will be done automatically, except in the case of constructed response, performance task or other written response which teachers will score with CAC Sub Committee designed rubric and input scores for their classes
- All content area Sub Committees may develop common assessments because Illuminate currently provides only Math and English Language Arts questions in the item bank, these will be the focus of efforts initially; other subject areas will be incorporated as development of those content areas progress. The district will support these other content areas as district resources are available
- Guidelines for common assessments include:
 - ✧ Common assessments should be used to guide instruction
 - ✧ They may be used as part of a teacher's grading process
 - ✧ All individual common assessments should be able to be given in one sitting – one period or less for secondary or a timeframe that is appropriate for the grade level of students being assessed at elementary
- ELA and math PLC teams will meet in District-wide collaborative CAC Subcommittee groups to agree on common assessments in grades 2-5 to be used across the district and the establishment of assessment windows within Fall (by the end of October) and Winter (between November and the end of January)
- ELA and math PLC teams will meet in District-wide collaborative CAC Subcommittee groups to agree on common assessments in grades 6-11 to be used across the district and the establishment of assessment windows within Fall (by the end of October), Winter (between November and the end of January) and Spring (between February and by the end of March)

- CAC approved District-wide common assessments will be administered in ELA and math across the district in grades 2-11
- Common assessment revisions and their corresponding administration windows will be on-going based on teacher input
- The District shall be responsible for training PLC teams on the use of SBAC Interim, Renaissance, NWEA and Illuminate assessment tools

This MOU will be reviewed annually and shall expire June 30, 2023.

FOR THE ASSOCIATION:

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Janet Timm
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Mario Montano
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Valinda Nabonne
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Sonia Jimenez
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Denee Selman
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Yolanda Diaz
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FOR THE DISTRICT:

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Tracy Sepulveda
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Julie Edmunds
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Robert Recatto
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Sarah Mondondo
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Lake Elsinore Teachers Association

Lake Elsinore Unified School District

May 12, 2023

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Individualized Professional Development MOU

Micro-Credentials, are a shift towards validating individual teacher learning through digital lessons and online professional development

Micro-credentials enable teachers to independently complete professional development using the Internet and online courseware using multiple platforms

Individualized Professional Development is available to all certificated staff at all sites.

According to the course menu:

- Level 1 courses once completed and successfully submitted shall receive fifty dollars (\$50.00)
- Level 2 courses once completed and successfully submitted shall receive one-hundred dollars (\$100.00)
- Level 3 courses once completed and successfully submitted shall receive one-hundred and fifty (\$150.00)
- Level 4 courses once completed and successfully submitted shall receive two-hundred dollars (\$200.00)
- Level 5 courses once completed and successfully submitted shall receive two-hundred and fifty dollars (\$250.00)

The district has rolled over the remaining amount from the 2022/2023 Individualized Professional Development allotment for Individualized Professional Development for the 2023/2024 years allotment.

Employees can earn up to a maximum of \$500.00 through Individualized Professional Development during the 2023/2024 school year. Any portion of the allotment not utilized may roll over to the 2024/2025 school year.

The Due Dates for submitting completed micro-credentials are **December 31, 2023, to be paid on January 2024 pay warrant**
June 18, 2024, to be paid on June 2024 pay warrant

Completed Individualized Professional Development may be paid twice during a school year, **January 2024, and June 2024**, which is within the same school year and not to exceed a combined total of \$500.00. No Unit member will be paid more than \$500.00 in the 2023/2024 school year. Unit members that complete more than \$500.00 worth of micro-credentials within the 2023/2024 school year will be paid for them in subsequent school years should there be any micro-credential funds available.

Unit members who complete Micro-credentials may submit completed work for university credit if this option is available. Those seeking university credit for salary advancement shall not receive compensation from the district for completion of micro-credentials (Refer to Article 10.5 of the LETA CBA).

This plan shall be reviewed, revised, and re-negotiated in April 2024 for the 2024/2025 school year.

This MOU shall sunset June 30, 2024.

FOR THE ASSOCIATION:

Janet Timm 5-12-23
Valinda Nabonne 5-12-23
Sonia Jimenez 5/12/23

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dennee Selman, Yolanda Diaz

FOR THE DISTRICT:

Tracy Sepulveda 5.12.2023
Julie Edmunds 5/12/23
Robert Recatto 5/14/23

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Yolanda Diaz 5/23/23
 Denec Selman 5/12/23
 [Signature] 5/28/2023

Bargaining Teams

For the Association: Janet Timm (Chair), Valinda Nabonne, Sonia Jimenez,
 Olubunmi Adeleke, Christy Hetland, Denec Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah
 Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

June 14, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Physics CSET Prep & Exam Reimbursement Pilot MOU

As a result of hard-to-find candidates to teach Physics and/or Conceptual Physics courses, the District and Association agree there is a place for offering reimbursement to certificated employees, currently not holding an appropriate Physics credential, with the goal of successfully passing the Physics CSET exam.

- The CSET Physics prep course registration fee receipt shall be turned in by the certificated employee to the Instructional Support Services Department and shall be reimbursed by the District.
- If the certificated employee takes the Physics prep course outside of the workday, the member will be paid at the extra-duty rate of pay up to 40 hours and shall be turned in on an Extra Duty Time sheet to Instructional Support Services.
- The Physics CSET exam registration fee receipt shall be turned in by the certificated employee to Instructional Support Services Department and shall be reimbursed by the District.
- Interested teachers shall work with Instructional Support Services for reimbursement.

The pilot year will allow further exploration into how the Physics CSET Prep and Exam Reimbursement can become a constant option within our district in future years.

The CSET Prep & Exam Reimbursement Pilot shall be reviewed in April 2022 and this MOU shall expire June 30, 2022.

FOR THE ASSOCIATION:

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Janet Timm
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DocuSigned by:
Mario Montano
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Lowanna Maxwell
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Sonia Jimenez
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Olubunmi Adeleke
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Christy Hetland
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Denee Selman
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FOR THE DISTRICT:

DocuSigned by:
Tracy Sepulveda
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DocuSigned by:
Arleen Sanchez
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DocuSigned by:
Steve Behar
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DocuSigned by:
Julie Edmunds
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DocuSigned by:
R Peterson
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DocuSigned by:
Manuel Valdes
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Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Lowanna Maxwell, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman

For the District: Tracy Sepulveda, Arleen Sanchez, Steve Behar, Julie Edmunds, Richard Peterson, Manuel Valdes



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 5, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS' ASSOCIATION**

Physics CSET Prep & Exam Reimbursement Pilot MOU

As a result of hard-to-find candidates to teach Physics and/or Conceptual Physics courses, the District and Association agree there is a place for offering reimbursement to certificated employees, currently not holding an appropriate Physics credential, with the goal of successfully passing the Physics CSET exam.

- The CSET Physics prep course registration fee receipt shall be turned in by the certificated employee to the Instructional Support Services Department and shall be reimbursed by the district.
- If the certificated employee takes the Physics prep course outside of the workday, the member will be paid at the extra-duty rate of pay up to 40 hours and shall be turned in on an Extra Duty Time sheet to Instructional Support Services.
- The Physics CSET exam registration fee receipt shall be turned in by the certificated employee to Instructional Support Services Department and shall be reimbursed by the district.
- Interested teachers shall work with Instructional Support Services for reimbursement.

The pilot year will allow further exploration into how the Physics CSET Prep and Exam Reimbursement can become a constant option within our district in future years.

The CSET Prep & Exam Reimbursement Pilot shall be reviewed in April 2023 and this MOU shall expire August 3, 2023.

FOR THE ASSOCIATION:

Janet Timm 5-5-2022
Valinda Nabonne 5-5-22
Sonia Jimenez 5-5-22
Yolanda Diaz 5-5-2022
Dence Selman 5-5-2022
Olubunmi Adeleke 5/5/22
Christy Hetland 5-5-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dence Selman

FOR THE DISTRICT:

Tracy Sepulveda 5-5-2022
Robert Recatto 5-5-2022
Sarah Arredondo 5-5-2022
Julie Edmunds 5-5-2022

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

October 4, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Mandatory Weekly Testing of Unvaccinated or Unverified Employees MOU

This agreement establishes how the Parties will fulfill the requirements of the California Department of Public Health's order issued on August 11, 2021. Due to the state mandate requiring weekly testing of unvaccinated employees or those who have not verified full vaccination, the District and Association shall comply with the order as follows:

- Mandatory Weekly Testing of unvaccinated or unverified employees is a requirement due to the current health order.
- An initial profile link shall be sent to all unvaccinated or unverified employees needing to set up a Curative Profile.
- Each employee that is required to participate in weekly testing, shall be assigned a day a week, and are responsible for completing their self administered Covid-19 PCR test on that day. Weekly testing shall occur during the employee's contractual year.
- Extra Duty Pay, Release Time and/or Mileage is not applicable.

Option #1 -In Person Weekly Testing

- Employees will have access to free/ self administered CDPH approved Covid-19 PCR testing at:

° Food Service Conference Room
District Office (Food Services Conference Room)-
550 Birch St., Lake Elsinore CA 92530
Hours- 6:30 a.m to 5:30 pm

- Employees required to participate in the weekly testing will be assigned a day a week to take the self administered test during the hours of 6:30 a.m. to 5:30 p.m. when coverage of their professional duties is not required.

Option #2 - Virtual Weekly Testing

- Employees have the option to perform the free/ self administered CDPH approved Covid-19 PCR test via zoom while a district health tech observes the testing.
- Employees will be provided a weekly test and a weekly zoom link.
- The self administered test may be performed during the hours of 6:30 a.m. to 5:30 p.m. on their assigned day, ie. at home, before/after school, in the car, in the classroom (when no students are present), in an office, etc.

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz,
Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee
Selman

For the District: Tracy Sepulveda, , Julie Edmunds, Sarah Arredondo, Robert
Recatto

- Employees shall return the completed and packaged test according to directions. The test shall be returned to their site on their assigned testing day or the following day at the latest.

Option #3 – Video Recorded/Emailed Weekly Testing

- Employees have the option to perform the free/ self-administered CDPH approved Covid-19 PCR test while recording themselves on video and emailing the video to covid19test@leusd.k12.ca.us on their assigned day between the hours of 6:30 am and 5:30 pm.
- Employees will be provided a weekly test.
- The self-administered test may be performed at the employees convenience on their assigned day, voluntarily at home, before or after school, in the car, etc.
- The self-administered test may also be performed during their work hours, at their worksite when children are unable to observe.
- Employees shall return the completed and packaged test according to Curative directions to the designated test pick up/drop off location at their site on their assigned testing day or the following day at the latest.

Option #4 – Providing Test Results From a Medical Provider.

- Employees have the option to procure their own Covid-19 test, at employee's expense, and submit the results to covid19test@leusd.k12.ca.us
- Employees will provide test results weekly on their assigned day.
- Selected test must be PCR or Antigen Test
 - a. Any PCR (molecular) or antigen test used must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services.

Option #5 – Supervisor/Administrator Observed

- Employees have the option to perform the free/ self-administered CDPH approved Covid-19 PCR test while being observed by their supervisor/administrator.
- Employees will be provided a weekly test.
- The self-administered test may be performed at an available time that is mutually agreeable.
- Employees shall return the completed and packaged test according to Curative directions to the designated test pick up/drop off location at their site on their assigned testing day or the following day at the latest.

Employees who do not comply with the Public Health Order

- Employees who do not comply with the Order will be subject to the CBA as applicable, including granting unpaid leave.

This MOU shall expire when Mandated Weekly Covid Testing Order is lifted. This MOU does not set precedent or past practice and applies only to the current health order.

Either Party may request to meet to discuss modifications to the MOU as necessary

The District reserves the right to renegotiate the change of services to a different testing provider upon discovery of a more fiscally sustainable program.

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman

For the District: Tracy Sepulveda, , Julie Edmunds, Sarah Arredondo, Robert Recatto

FOR THE ASSOCIATION:

FOR THE DISTRICT:

DocuSigned by:
Christy Hetland
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Denee Selman
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Janet Timm
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Valinda Nabonne
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Tracy Sepulveda
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Robert Recatto
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Julie Edmunds
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Sarah Arredondo
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Lake Elsinore Teachers Association



Lake Elsinore Unified School District

August 25, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

**COVID – 19 Short Term
Infinite Campus Seating Chart MOU**

Having up to date seating charts in I.C. shall make the process of targeted contact tracing less disruptive for all involved. To assist with the critical task of accurate and targeted contact tracing when a positive Covid-19 case is reported at a site and in a classroom, the District and the Association agree to the following:

- Elementary Teachers are to utilize the “Seating Chart” Tool in Infinite Campus for a class seating chart, rug seating chart and small group seating charts as applicable.
- Secondary Teachers are to utilize the “Seating Chart” Tool in Infinite Campus for each period they have students in a class and/or lab setting.
- Teachers who utilize the “Seating Chart” tool available in Infinite Campus to document current seating chart/s by Friday, September 3, 2021 by 8:00 a.m. shall receive a \$100.00 stipend.
- Teachers who utilize the “Seating Chart” tool available in Infinite Campus to document current seating chart/s by Friday, September 10, 2021 shall receive a \$75.00 stipend,
- Teachers who utilize the “Seating Chart” tool available in Infinite Campus to document current seating chart/s beyond Friday, September 10, 2021 shall receive a \$50.00 stipend.
- When seating charts have been created in I.C. teachers are to print out copies and provide to site administration to begin the payment process.
- Contact tracing interviews shall be utilized for each class exposure occurrence if no seating chart is in place in Infinite Campus.
- If no seating chart exists, teachers will be subject to contact tracing interviews via phone.
- Teachers will make every effort to keep seating charts updated to allow for the most efficient targeted contact tracing to occur.
- For those teachers not familiar with the Infinite Campus “Seating Chart” Tool, a short tutorial will be made available to all teachers on SCHED as a resource,

This MOU shall expire June 30, 2022.

FOR THE ASSOCIATION:

DocuSigned by:

Janet Timm

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Mario Montano

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Valinda Nabonne

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Sonia Jimenez

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Olubunmi Adeleke

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FOR THE DISTRICT:

DocuSigned by:

Tracy Sepulveda

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DocuSigned by:

Julie Edmunds

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DocuSigned by:

Sarah Arredondo

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Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denece Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Arleen Sanchez, Steve Behar, Julie Edmunds, Richard Peterson, Manuel Valdes, Sarah Arredondo

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Denee Selman
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Yolanda Diaz
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Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, ~~Arleen Sanchez, Steve Behar,~~ Julie Edmunds, ~~Richard Peterson, Manuel Valdes~~ Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

December 8, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Class Coverage Incentive MOU

The District and Association hereby agree and acknowledge that due to the ongoing COVID-19 pandemic and the district adhering to CDPH (California Department of Public Health) Guidance and OSHA (Occupational Safety and Health Administration) Guidelines, period coverage at secondary sites and splitting up of elementary classrooms has become a more regular occurrence. The District and Association agree to the following:

- The Secondary certificated employee rate for performing period coverage at a secondary site shall be fifty dollars (\$50.00)
- Elementary certificated employees shall receive fifty dollars (\$50.00) or five dollars (\$5.00) a student, whichever is a higher amount when a class must be divided, and students dispersed to other classrooms due to no substitute coverage.

Therefore, the parties agree to utilize the amended amounts effective December 13, 2021, through June 8, 2023. Any payout occurring after December 13, 2021 shall be paid at the agreed upon amended rate. At that time, it is agreed to renegotiate Article 2.6 – Conference Periods and Article 2.13 Reassignment of Students in Grades TK-5.

This MOU shall expire on June 30, 2023.

FOR THE ASSOCIATION:

Denee Selman
Yolanda Diaz
Olubunmi Adeleke
Janet Timm
Sonia Jimenez
Valinda Nabonne
Christy Hetland

FOR THE DISTRICT:

Tracy Sepulveda
Julie Edmunds
Robert Recatto
Sarah Arredondo

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 5, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS' ASSOCIATION**

Elementary Intervention Teacher Reassignment MOU

Intervention Teachers involuntarily reassigned for the 2021/2022 school year shall continue to be assigned to classrooms to serve as additional classroom teachers to assist with keeping class sizes down while elementary intervention is being reviewed during the 2022/2023 school year.

The association and district shall create a joint committee (six LETA Members, three site administrators and the Director of Elementary Curriculum and Instruction) with the task of providing recommendations by February 1, 2023 for a comprehensive elementary intervention plan for LEUSD.

Article 6.6 – Involuntary Reassignment of the Collective Bargaining agreement shall be followed regarding staffing assignments for the 2022/2023 and 2023/2024 school years.

Reinstituting Elementary Intervention shall be reviewed prior to the 2023/2024 school year.

FOR THE ASSOCIATION:

Janet Timm 5-5-2022
Olubunmi Adeleke 5/5/22
Valinda Nabonne 5-5-22
Sonia Jimenez 5-5-22
Yolanda Diaz 5-5-2022
Denise Selman 5-5-2022
Christy Hetland 5-5-2022
5-11-2022

FOR THE DISTRICT:

Tracy Sepulveda 5.5.2022
Robert G. Hatt 5-5-2022
Paul Arredondo 5-5-2022
Julie Edwards 5-5-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denese Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 19, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS' ASSOCIATION**

Secondary Distance Learning Courses MOU

As the district and association work together to implement options and consider recommendations from the Ad-hoc Committee that did valuable work during the 2021/2022 school year, the district and association agree on the following:

Program Overview:

The District and Association agree to continue innovation in instruction and learning for our secondary students and will continue to provide a distance learning option for our high school students contained in high school master schedule.

High school students shall have the opportunity to take a course for credit recovery or for original credit through a distance learning format. Distance learning sections shall become a part of each comprehensive high school's master schedule. A distance learning section shall be a singular course contained in a teacher's teaching assignment.

Each comprehensive high school may offer the following courses for credit recovery based on site/student need, beginning in the 2022/2023 school year to address learning loss and meet LCAP goals:

- English 9
- English 10
- Algebra
- World History
- Physical Education

Students taking courses for credit recovery shall be concurrently enrolled at their comprehensive high school and Ortega Alternative High School. Credit recovery courses shall be delivered in a 9-week quarter basis allowing students to complete a semester of work in nine (9) weeks. Students eligible for credit recovery must be sixteen (16) years in age.

Distance Learning credit recovery courses shall follow the Ortega High School grading window schedule.

Additional credit recovery distance learning courses may be added to a high school's master schedule in the out years, based on curricular need and enrollment.

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Each comprehensive high school may offer the following courses for original credit based on site/student need, beginning in the 2022/2023 school year:

- Health
- Physical Education
- Government
- Economics

Students taking courses for original credit shall be enrolled at their comprehensive high school and original credit courses shall be delivered in the traditional semester basis.

Additional original credit distance learning courses may be added to a high school's master schedule in the out years, based on curricular need and enrollment.

Students, participating in a distance learning credit recovery course, or a distance learning original credit course, shall receive the equivalent amount of instruction and teacher support, as would be provided in a comparable brick and mortar class of the same subject.

The original Blended Learning or Virtual Teachers who were transferred from the Southern California Online Academy to KMA rotational to Blended teacher at a comprehensive high school in 2015 (four are remaining), shall be offered one of the determined singular distance learning courses, if appropriately credentialed, for the 2022/2023 school year. These teachers shall have the opportunity to accept or decline a distance learning course due to their previous assignment.

Staff teaching a singular distance learning section are expected to be on campus as students can choose to attend the AM or PM Distance Learning Session in person.

Additional singular distance learning sections not filled by the original blended learning/virtual teachers for 2022/2023 and beyond the 2022/2023 school year, shall be flown to all teachers and shall follow article 6.2- Vacancy and Opening Announcement and 6.5- Voluntary Reassignment of the LETA Collective Bargaining Agreement.

Included in the Interview, a presentation of a current Canvas page shall be required and considered when approving a distance learning section in a teacher's assignment.

Teachers teaching a distance learning section shall be known by no other definition than "teacher". The title of Blended or Virtual shall not be recognized when referring to distance learning.

Comprehensive High School Counselors shall have access to all student courses, IC gradebook and attendance for their home site and Ortega High School.

This MOU shall sunset on June 30, 2023. Distance learning sections shall be included in a high school's master schedule and shall become a part of a teacher's assignment, similar to all other courses in following years. All other aspects of the Collective Bargaining Agreement shall apply.

FOR THE ASSOCIATION:

FOR THE DISTRICT:

Janet Timm 5-19-22
Valinda Nabonne 5-19-22

Tracy Sepulveda 5-19-2022
Sarah Andrus 5-19-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dence Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Sonia Jimenez 5/19/22
 Yolanda Diaz 5/19/22
 Dence Selman 5/19/22
 Olubunmi Adeleke 5/19/22
 Christy Hetland 5/19/22
 M. M. W. 5/27/2022

Robert Recatto 5-19-2022
 Julie Edmunds 5-19-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Yolanda Diaz, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Dence Selman

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo



Lake Elsinore Teachers Association



Lake Elsinore Unified School District

May 5, 2022

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Amended Independent Study Coordinator Stipends for 2021/2022 School Year

Due to the change in Independent Study Laws during the 2021/2022 school year, and the increase in the number of Independent Study Contracts being initiated, facilitated, and completed, the District and Association agree the Independent Study Coordinator Stipend shall be amended. The amended portion of the Independent Study Coordinator Stipends shall be paid for the 2021-2022 school year. The following percentage shall be applied in addition to the base stipend amount as outlined in Appendix 2i - Extra Curricular Salary Schedule of the Collective Bargaining Agreement

Independent Study Coordinator Stipend shall be amended as follows:

Percentages based on Column C, Steps 1-10

	Elementary	Middle School
Independent Study Coordinators	2% (Current %)	3% (Current %)
Independent Study Coordinators 21/22	Additional 4%	Additional 4%
Total Percentage for 2021/2022	6%	7%

Total percentage shall be prorated for the number of months Independent Study Coordinator services were provided during the 2021/2022 school year.

All additional compensation shall be paid on the August 2022 pay warrant.

This MOU shall apply for the 2021-22 school year only and expires June 30, 2022

FOR THE ASSOCIATION:

Janet Timm 5-5-2022
Valinda Nabonne 5-5-2022
Sonia Jimenez 5-5-2022
Yolanda Diaz 5-5-2022
Denise Selman 5-5-2022
Olubunmi Adeleke 5/5/22

FOR THE DISTRICT:

Tracy Sepulveda 5.5.2022
Robert Recatto 5-5-2022
Sarah Arredondo 5-5-2022
Julie Edmunds 5-5-2022

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denese Selman, Yolanda Diaz

For the District: Tracy Sepulveda, Julie Edmunds, Robert Recatto, Sarah Arredondo

Christy Wetland 5-5-2022

5-12-2022

For the Association: Janet Timm (Chair), Mario Montano, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman, Yolanda Diaz

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Lake Elsinore Teachers Association



Lake Elsinore Unified School District

June 17, 2021

**MEMORANDUM OF UNDERSTANDING BETWEEN
LAKE ELSINORE UNIFIED SCHOOL DISTRICT
AND
LAKE ELSINORE TEACHERS ASSOCIATION**

Extension of Memorandums of Understanding Due to COVID-19 MOU

Due to the COVID-19 pandemic, many MOUs in the Collective Bargaining Agreement were not reviewed or updated. Therefore, the Association and the District agree to extend the following MOUs:

- Special Ed Steering Committee
- Subject Area Sub-Committee
- Joint LGBTQ Steering Committee
- Common Assessment
- STEAM/STEM MOU
- Dual Immersion

This MOU shall expire October 31, 2021.

FOR THE ASSOCIATION:

DocuSigned by:
Janet Timm
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DocuSigned by:
Mario Montano
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DocuSigned by:
Lowanna Maxwell
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DocuSigned by:
Valinda Nabonne
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DocuSigned by:
Sonia Jimenez
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DocuSigned by:
Olubunmi Adeleke
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DocuSigned by:
Christy Hetland
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DocuSigned by:
Denee Selman
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FOR THE DISTRICT:

DocuSigned by:
Tracy Sepulveda
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DocuSigned by:
Arleen Sanchez
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DocuSigned by:
Steve Behar
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DocuSigned by:
Julie Edmunds
DBEC41CD28664E4...

DocuSigned by:
R. Peterson
87E193CE8D2D4D6...

DocuSigned by:
Manuel Valdes
8E904DBD7CED4A1...

Bargaining Teams

For the Association: Janet Timm (Chair), Mario Montano, Lowanna Maxwell, Valinda Nabonne, Sonia Jimenez, Olubunmi Adeleke, Christy Hetland, Denee Selman

For the District: Tracy Sepulveda, Arleen Sanchez, Steve Behar, Julie Edmunds, Richard Peterson, Manuel Valdes