

Tentative Agreement
Between the
Placentia-Yorba Linda Unified School District
And the
Association of Placentia-Linda Educators

December 20, 2023

This Tentative Agreement represents the completion of negotiations for the 2023-2024 school year as reached by both parties on December 20, 2023. This agreement is subject to any and all ratifications and approval processes required by both parties. All changes in this Agreement will be effective at the start of the 2024-2025 school year unless otherwise indicated.

Article I: Agreement

1. Modify the article to read as follows:

This agreement is entered into this ~~16th~~ 1st day of ~~January~~ April, 202~~4~~2 by and between the Board of Education of the Placentia-Yorba Linda Unified School District, hereinafter referred to as "District" and the Association of Placentia-Linda Educators/~~CTA California Teachers Association/NEA National Education~~ "Association", hereinafter referred to as "Association". This agreement shall supersede any rules, regulations or practices of the District which are contrary to or inconsistent with its terms. This Agreement shall remain in effect until June 30, 202~~5~~4.

For the ~~years 2021-2022 and 2023-2024~~ 2025-2026 school years, the Association and/or District may each reopen the article on wages and benefits and two other articles at the choice of the Association and two other articles at the choice of the District. The parties agree to an automatic reopener on the following topics:

- a. Association request for adequate music, PE, adaptive PE office/work space
- b. District request to define responsibilities of high school department chairpersons and middle school/elementary lead teachers

For the ~~2026-2027~~ 2023 school year, either party may open any article. All temporary agreements attached to the contract shall be extended for one additional year.

Article XI: Class Size

1. Modify Section A, Class Size Maximum to read as follows:

<u>Elementary</u>	<u>Maximum</u>
Transitional Kindergarten	24
Kindergarten	32
Grades 1-3	32
Grades 4-6	36

<u>Secondary</u>	<u>Maximum</u>
English	38
Social Science	38
General Education	38
Mathematics	38
*Science	38
Foreign Language	38
Business	39
*Drafting	39
Music - Classroom Instruction	39
Culinary Arts/Foods Homemaking (General)	39
*Keyboarding	38
*Industrial Arts	33
*Vocational Arts	33
*Fine Visual Arts	33
Theatre Arts	33
*Culinary Arts/Foods Homemaking (Lab)	33
Physical Education	50
Continuation School	20
<u>Independent Study</u>	<u>Maximum</u>
Home School	34
Virtual Academy	34

*Class size should be appropriate for the number of workstations available.

All students assigned to secondary classes shall be enrolled in the class.

Article XIII: Evaluation Procedures

1. Modify Section E (3) to read as follows:

“Unit members with permanent status, who have been employed for at least ten (10) years with the school district as a certificated bargaining unit member, are highly qualified, and whose previous evaluation rated the employee as meeting or exceeding standards are to be evaluated at least every five (5) years.

- a. The unit member or the evaluator may rescind this agreement at any time during the teacher work year, in writing, for the following school year, but not in the current school year.

- b. The evaluation rating of meeting or exceeding standards refers to an overall standard rating in one of the six standards.

- c. ~~Except as provided in section E(3), for purpose of initial placements on the five (5) year cycle for the 2017-2018 school year, all unit members shall be considered to have met the criteria of exceeding or meeting standards in their previous~~

~~evaluation unless they received an unsatisfactory in one of the overall standards ratings.~~

~~d. Except as provided in section E(3), beginning in the 2017-2018 school year, unit members next evaluation cycle shall be five (5) years minus the year of their last evaluation (for example a unit member evaluated in the 2016-17 school year next evaluation will be the 2021-22 school year and a member evaluated in the 2015-16 school year next evaluation will be 2020-21 school year).~~

~~e. Except as provided in section E(3), changes in site, job description, or evaluator due to transfer or reassignment shall not affect the established evaluation cycle of the permanent unit member.”~~

2. Modify Section F(4)(a) to read as follows:

“When a “needs to improve” or “unsatisfactory” is included on form F of the ~~annual~~ on-cycle, formal evaluation, a conference between the unit member and the evaluator shall be held prior to June 1 in order to review the contents of the scheduled written evaluation.”

Article XIV: Wages

1. Modify Section A (1) to read as follows:

“Beginning with the 2024-2025 school year, the newly hired unit members with a California teaching credential shall be credited for any TK-12 teaching experience in the United States with experience outside the district may not start above Step 6 in any column. In accordance with California law, a year of teaching experience constitutes having served for at least 75 percent of the number of days in the school year. Initial salary placement credit for any related higher education or clinical experience shall be given as approved by the Professional Growth Committee.”

2. Reorganize Section D (1) (b) to read as follows:

“Number of stipends assigned for chairpersons per high school

- (1) ~~Each high school shall receive~~ Seven (7) stipends for an enrollment of 1800 or less
- (2) ~~and~~ Eight (8) stipends for an enrollment above 1800
- (3) Nine (9) stipends for an enrollment between 2000 and 2250
- (4) Ten (10) stipends for an enrollment between 2250 and 2800
- (5) Eleven (11) stipends for an enrollment between 2800 and 3000 ~~and~~
- (6) Twelve (12) stipends above 3000
- (7) ~~2~~ The continuation high school shall receive two (2) stipends.
- (8) ~~3~~ Each school shall receive up to three (3) days of substitute time for each stipend.”

3. Modify Section D (2) (a) to read as follows:

“Definition of a stipend for middle school lead teachers is determined by the number of periods supervised by lead persons

- (1) 6-12 periods – 0.0125 of Step 1 of Column IV

(2) 13 or more periods – 0.001 of Step 1 of Column IV for each period in excess of 12.”

4. Modify Section D (3) (a) to read as follows:

“Definition of a stipend for elementary school lead teachers is determined by 0.0125 of Step 1 of Column IV.”

5. Modify Section D (3) (b) to read as follows:

“Number of stipends assigned for elementary school lead teachers

- (1) 300 student population or fraction thereof - ~~Three (3)~~ Two (2) positions
- (2) 450 student population or fraction thereof - ~~Four (4)~~ Three (3) positions
- (3) 600 student population or fraction thereof - ~~Five (5)~~ Four (4) positions
- (4) 750 student population or fraction thereof - ~~Six (6)~~ Five (5) positions
- (5) 900 student population or fraction thereof - ~~Seven (7)~~ Six (6) positions
- (6) 1050 student population or fraction thereof - ~~Eight (8)~~ Seven (7) positions
- (7) 1200 student population or fraction thereof - ~~Nine (9)~~ Eight (8) positions”

6. Modify Section E to read as follows:

“Extra duty pay for high school assignments shall be provided by multiplying the factor times ~~Step I~~ Step IV, Column III of the current Certificated Salary Schedule based on the following tiers and corresponding factors:”

TIER	PROGRAMS
I Factor of 0.09	<u>Athletics</u> Head Football Coach <u>Academics/Arts</u> Marching Band Director (semester)
II Factor of 0.075	<u>Athletics</u> All Remaining Head Coaches <u>Academics/Arts</u> Cheer Choir Dance Drama
III Factor of 0.06	<u>Athletics</u> All Assistant Coaches <u>Academics/Arts</u> Academic Coach

	Colorguard Newspaper Yearbook
IV Factor of 0.045	<u>Athletics</u> Athletic Trainer Weightrainer E-Sports <u>Academics/Arts</u> Instrumental Director (semester)

7. Add to Section E (2) to read as follows:

<u>Middle school sports coach (per sport)</u>	<u>0.035</u>
<u>Middle school sports coordination (annual)</u>	<u>0.0175</u>

8. Add to Section E (3) to read as follows:

<u>Evening instrumental music performance (annual)</u>	<u>0.035</u>
<u>Evening vocal music performance (annual)</u>	<u>0.00875</u>

9. Modify Section F to read as follows:

“Peer Assistance and Review (P.A.R.) and Teacher Induction Program

The District and the Association agree to establish a program of peer assistance and review pursuant to Education Code 44500 and a Teacher Induction Program to support teachers in clearing their preliminary teaching credentials. These programs allow ~~This program allows~~ exemplary teachers to assist veteran teachers in need of development in subject matter knowledge or teaching strategies, or both. As locally determined, these programs will also provide support to new teachers and teachers volunteering for the program. ~~This program is expressly contingent on receipt by the District of all sums to which it is entitled under the Education Code Section 44500 and on the sufficiency of said funds to pay the cost of these provisions.~~

- (1) The Peer Assistance and Review Program will be coordinated by a panel ~~“Joint Panel”~~ (JP) consisting of three (3) classroom teachers chosen by the association and two (2) administrators selected by the District.
- (2) The Consulting Teacher (CT) is a teacher who provides assistance and support to new and veteran teachers. Consulting teachers are interviewed and selected by the Induction Coordinator, a Human Resources Administrator, and an Educational Services Administrator. The qualifications for consideration to become a consulting teacher are as follows:
 - (a) A credentialed classroom teacher with permanent status for the PAR Program.

- (b) A credentialed classroom teacher with permanent status or TOSA for the Induction Program.
- (c) At least five (5) years of recent teaching experience in classroom instruction.
- (d) Demonstrated exemplary teaching ability, effective communication skills, subject matter knowledge and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

The unit member selected as Consulting Teacher shall be compensated at the certificated hourly rate for up to 40 hours for one Participating Teacher, up to a total of 60 hours for two Participating Teachers, and up to a total of 80 hours for three Participating Teachers.

~~The Joint Panel shall meet as necessary to provide direction for the program and may only take action when a quorum is present. A quorum consists of at least two (2) teachers and at least one (1) administrator.~~

- b. ~~The Joint Panel has the following responsibilities: (1) Selection of a chairperson. This position will alternate each year between an Association and District representative.~~

- ~~(1) Selection of a chairperson. This position will alternate each year between an Association and District representative.~~
- ~~(2) Selection of the Consulting Teachers (CT)~~
- ~~(3) Review peer review reports~~
- ~~(4) Recommend program modifications~~
- ~~(5) Forward list of review participants to the Board~~
- ~~(6) Coordinate P.A.R. staff development training with Educational Services Division and other programs.~~

- (3) A Participating Teacher (PT) is a first or second-year teacher, a teacher volunteering for the PAR program, or a teacher referred to the PAR program. Teachers participating in the program will have a Consulting Teacher assigned to them by the Induction Coordinator (in the case of the Induction Program participants) or the Human Resources Administrator in collaboration with the principal (in the case of a volunteer or referred teacher to the PAR Program). The Consulting Teacher will provide either support and/or assistance as defined:

- (a) A Consulting Teacher will serve as a support provider for the following:
 - (i) A first or second year teacher in the Induction program
 - (ii) A teacher in an intern or pre-intern program or serving with an emergency teaching credential.
 - (iii) A permanent teacher who volunteers for support and assistance.
 - (iv) A referred teacher is a permanent teacher who has received an unsatisfactory evaluation in the area of teaching methods or subject matter knowledge, who needs support and assistance as indicated on the teacher evaluation or at the recommendation of the site level administrator.
- (b) Observations, records, and reports regarding the unit member's participation in the program will be confidential and only shared with the referring parties (Principal, Human Resources Administrator, Induction Coordinator).

- (c) Consulting Teachers will provide support or assistance by demonstrating, observing, coaching, conferencing, referring or by other activities.

~~The Consulting Teacher (CT) is a teacher who provides assistance and support to new and veteran teachers. The qualifications for consideration to become a consulting teacher are as follows:~~

- ~~(1) — A credentialed classroom teacher with permanent status.~~
 - ~~(2) — At least five (5) out of the last seven (7) years of recent teaching experience in classroom instruction.~~
 - ~~(3) — Demonstrated exemplary teaching ability, effective communication skills, subject matter knowledge and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.~~
- d. — A Participating Teacher (PT) is a first or second year teacher, a teacher volunteering for the program or a referred teacher. Teachers participating in the program will have a Consulting Teacher assigned to them by the Joint Panel that will provide them either support or assistance as defined:
- ~~(1) — A Consulting Teacher will serve as a support provider for the following:
 - ~~(a) — A first or second year teacher in collaboration with the Beginning Teacher Support and Assessment System (BTSA)~~
 - ~~(b) — A teacher in an intern or pre-intern program or serving with an emergency credential.~~
 - ~~(c) — A permanent teacher who volunteers for the program~~
 - ~~(d) — Observations and reports regarding the unit member's participation in the program will be confidential and only shared with the participating teacher's consent to any other party.~~~~
 - ~~(2) — A Consulting Teacher will provide assistance to a Referred Teacher. A Referred Teacher is a permanent teacher who has received an unsatisfactory evaluation in the area of teaching methods or subject matter knowledge. The Consulting Teacher will report the progress of the unit member's participation in the program to the Joint Panel. Records and reports related to the unit member's participation in the program will be handled in a confidential manner.~~
 - ~~(3) — Consulting Teachers will provide support or assistance by demonstrating, observing, coaching, conferencing, referring or by other activities.~~
- ~~(d)-e.~~ The PAR and Teacher Induction programs shall expect and strongly encourage a cooperative relationship between the Consulting Teacher and the Principal with respect to the process of peer support, assistance and review.
- ~~(e) f.~~ Functions performed pursuant to this article by unit members are not management or supervisory functions.
- ~~(f) g.~~ Teachers who provide assistance and review shall have the same protection from liability and access to appropriate defense as other public school employees.

2. ~~The unit member selected to participate on the Joint Panel or as Consulting Teacher shall be compensated at a maximum rate of \$4,000 per academic year. For purposes of this program, the unit member's academic year equates to 150 clock hours of participation.~~

10. Salary Increase:

For the 2023-24 school year, unit members will receive a 4% on schedule ongoing increase, retroactive to July 1, 2023. Additionally, unit members will receive a one-time off schedule salary payment equal to 2% of an employee's annual salary for the 2023-2024 school year after the 4% increase listed above is applied to the salary schedule, retroactive to July 1, 2023.

For the 2024-2025 school year, unit members will receive a 2% on schedule increase over the last school year.

Article XVI: Professional Day

1. Modify Section J to read as follows:

"Every unit member shall be entitled to duty-free uninterrupted lunch and relief period(s) each day during which they are not required to perform any work or be responsible for student supervision."

Appendices

1. Modify Section 1(b) of the PLC MOU to read as follows:

"PLC Agenda Development

PLC agenda development is the determination of what will be discussed at each PLC meeting. All agenda items shall focus on one or more of the five essential questions. Unit members retain sole discretion of setting their agendas and site administrators shall not send out separate agendas or in any other way direct the agenda influence the staff discussions. Site administrators, however, are encouraged to participate as partners in collaboration, whenever possible. At their discretion, site-PLC teams may invite other site or district staff counselors and psychologists to participate in discussions at the discretion of the site team."

2. Move the Elementary Release Time section from the PLC MOU to a separate MOU.

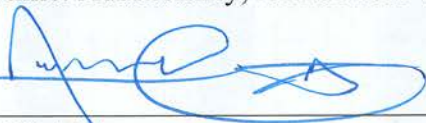
**Elementary Release Time
Memorandum of Understanding**

Elementary Release Time: Teachers (inclusive of K-6 SDC teachers) will be provided a minimum of 240 minutes of release time every two weeks in the following way:

Grades K-3rd	Grades 4th-6th
PE (200 minutes)	PE (180 minutes)*
Vocal Music (40 minutes)	Instrumental/Vocal Music (180 minutes)
Computers (60 minutes)	Computers and library are no longer release time
Library (60 minutes)	Teachers take students into computers and library weekly
Total: 360 minutes	Total: 360 minutes
<i>This equates to 120 minutes per month over the contractual minimum</i>	

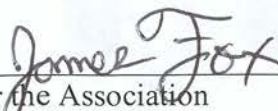
*While PE is provided 200 minutes every 10 days, 4th-6th grade teachers are expected to be present for the first five minutes of the PE class, therefore the release time is calculated at 180 minutes every two weeks.

Make up for release time will only be required if release time falls below the contractual agreement of 240 minutes in a two-week period which has been caused by the closing of a lab or library, inability to provide music or PE. Holidays and non-student days will not be counted as missed release time. Additionally, release time will not be provided the last week of school.



For the District

12/20/2023
Date



For the Association

12/20/2023
Date

2024-2025 Teacher Calendar

July-24

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January-25

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August-24
 22 - First Day of Service
 22, 23, 26 - Pre Service Days
 27 - First Day of School
 30 - Non Student Day/Non Work Day
 6 Work Days

August-24

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February-25

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

September-24
 2 - Labor Day
 20 Work Days

September-24

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March-25

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October-24
 18 - Middle School Minimum Day (37 days)
 23 Work Days

October-24

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April-25

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

November-24
 11 - Veterans Day
 8 - Elem Min Day (52 days)
 20-21 - Elementary Min Days
 22 - Elem Non Student Day
 25 - 29 - Thanksgiving Break
 15 Work Days

November-24

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May-25

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

December-24
 18-19 - High School Minimum Days
 20 - Secondary Non Student Day (38 days)
 23-31 - Winter Break
 15 Work Days

December-24

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June-25

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

January-25
 1-3 - Winter Break
 20 - MLK

19 Work Days

February-25
 10 - Lincoln
 17 - President's Day

18 Work Days

March-25
 7 - Elementary Min Day (66 days)
 21 - Middle School Min Day (52 days)

21 Work Days

April-25
 14-18 - Spring Break

17 Work Days

May-25
 26 - Memorial Day
 30 - Elem Minimum Day

21 Work Days

June-25
 1-12 - Secondary Minimum Days
 12 - Last Day of School
 13 - Last Day of Service
 Elementary (64 days)
 Secondary (63 days)
 10 Work Days

1st sem = 75 instructional days / 79 work days
 Last Day of Semester = 12/20

2nd sem = 105 instructional days / 106 work days
 Last Day of Semester = 6/12

185 Work Days

2025-2026 Teacher Calendar

July-25

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January-26

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August-25

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February-26

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

September-25

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March-26

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October-25

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April-26

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November-25

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May-26

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December-25

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June-26

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July-25

August-25

- 21 - First Day of Service
- 20, 21, 22 - Pre Service Days
- 26 - First Day of School
- 29 - Non Student Day/Non Work Day

6 Work Days

September-25

- 1 - Labor Day

21 Work Days

October-25

- 17 - Middle School Min Day (37 days)

23 Work Days

November-25

- 7 - Elem Min Day (52 days)
- 11 - Veterans Day
- 19-20 Elem Min Day
- 21 - Elem Non-Student Day
- 24 - 28 Thanksgiving Break

14 Work Days

December-25

- 17-18 High School Minimum Day
- 19 Secondary Non-Student Day (39 days)
- 22 - 31 Winter Break

16 Work Days

January-26

- 1 - 2 Winter/Break
- 19 - MLK

19 Work Days

February-26

- 9 - Lincoln
- 16 - President's Day

18 Work Days

March-26

- 6-Elementary Minimum Day (66 days)
- 20- Middle School Minimum Day (52 days)

22 Work Days

April-26

- 6-10 Spring Break

17 Work Days

May-26

- 25 - Memorial Day

20 Work Days

June-26

- 11 - Last Day of School
- 12 - Last Day of Service
- Elementary (64 days)
- Secondary (63 days)

10 Work Days

185 Work Days

2nd sem = 105 instructional days / 106 work days
Last Day of Semester = 6/11

1st sem = 75 instructional days / 79 work days
Last Day of Semester = 12/19

**Secondary Calendar
Memorandum of Understanding**

This Memorandum of Understanding (MOU) is agreed upon between the Placentia-Yorba Linda Unified School District (District) and the Association of Placentia-Linda Educators (APLE) regarding the 2024-2025 school calendar change as it affects the end of the first semester.

It is understood by both parties that secondary teachers who teach courses whose duration are shorter than a full year will be compensated for their lesson planning for this transition year for up to eight (8) hours of planning time per discrete course taught at the certificated hourly rate. The paid planning time will be taken outside of the school day and completed prior to June 30, 2024.

This MOU shall not constitute a practice nor establish any precedent for the future beyond the 2024-2025 school year calendar.

Except as expressly modified herein, the Agreement between the parties shall be unchanged.

This MOU shall constitute the entire agreement of the parties as to this issue and may only be modified or amended in writing, signed by both parties.



For the District

12/20/2023

Date

For the Association

Date

Class Size

Memorandum of Understanding

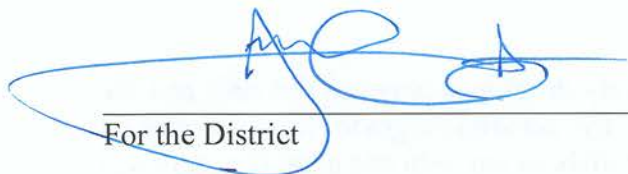
This Memorandum of Understanding (MOU) is agreed upon between the Placentia-Yorba Linda Unified School District (District) and the Association of Placentia-Linda Educators (APLE) regarding Article XI(A), Class Size.

It is understood by both parties that during the 2024-2025, 2025-2026, and 2026-2027 school years, the Class Size Maximums stated below affirm the parties' specific agreement as it pertains to Article XI of the Collective Bargaining Agreement covering the period of July 1, 2022 - June 30, 2025. The parties hereby agree that this agreement constitutes a "collectively bargained alternative average class enrollment for each school site" in grades TK through 3 in accordance with California Education Code section 42238.02 (d)(3)(D).

<u>Elementary</u>	<u>Maximum</u>
Transitional Kindergarten	24
Kindergarten	32
Grades 1-3	32

Except as expressly modified herein, the Agreement between the parties shall be unchanged.

This Memorandum of Understanding shall constitute the entire agreement of the parties as to this issue and may only be modified or amended in writing, signed by both parties.



For the District

12/20/2023

Date

For the Association

Date

PLC Memorandum of Understanding

The Placentia-Yorba Linda Unified School District (“District”) and the Association of Placentia-Linda Educators (“APLE”) agree to the following as clarification of PLC language in the previously agreed MOUs. This MOU replaces all previous PLC MOUs entered between the District and APLE.

Professional Learning Communities (PLC) have been an integral part of the teaching and learning environment in PYLUSD. Teachers work collaboratively during early release/late start days to create common assessments, analyze results, and adjust instructional practices. Professional development will be provided as needed to support PLC teams with a focus on collaboration and the five essential questions.

PLCs focus on one or more of the following questions:

1. What is it we want all students to know and be able to do?
2. How will we know all students have learned?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who have demonstrated proficiency?
5. How do we engage in relevant pedagogy and professional development to ensure that we are collectively answering these questions?

The District and APLE believe in the power of teacher collaboration. To that end, time has been established for teachers to work on the five questions. PLC conversations shall include, but not be limited to, designing instruction, developing common formative assessments, analyzing assessment data and adjusting instruction, identifying and sharing existing and researched-based practices, and identifying and developing academic, behavioral, or socio-emotional interventions. The five (5) questions are not meant to be limited to data-only discussions. As a result, we agree with the following beliefs and practices related to teacher collaboration.

1(a) PLC Calendar Development

PLC calendar development shall be collaboratively developed between the staff and the site administration. Unit members will meet by department/grade level to discuss preferences, after which the leadership team in collaboration with site administrators will meet to develop a tentative schedule based on input from all departments/grade levels. (If an APLE representative is not a member of the leadership team, one APLE representative should be invited to participate in the development of the rotation schedule.)

The options for PLC calendar development are Vertical/Department or Horizontal/Grade Level meetings. The calendar development shall not determine the agenda for each PLC meeting. The schedule will be presented to the staff for final review prior to the start of each school year. If consensus between the staff and the site administrator cannot be reached, the process shall begin again until a consensus can be reached.

At the conclusion of the process, the site administrator and APLE site representative shall sign the District’s PLC: Annual Calendar Development Form (Appendix) and the site administrator shall submit the form to Human Resources by the end of the 2nd calendar

week of the school year. Human Resources will send a copy of the form to the APLE President by the 3rd Wednesday in September. If the APLE site representative cannot sign the form because he/she believes the process was not followed, the next site PLC day shall be used to reach agreement with a representative from Human Resources and APLE (selected by APLE) to help facilitate an agreement.

1(b) PLC Agenda Development

PLC agenda development is the determination of what will be discussed at each PLC meeting. All agenda items shall focus on one or more of the five essential questions. Unit members retain sole discretion of setting their agendas and site administrators shall not send out separate agendas or in any other way direct the agenda. Site administrators, however, are encouraged to participate as partners in collaboration, whenever possible. At their discretion, PLC teams may invite other site or district staff to participate in discussions.

Unit member teams may utilize PLC time for staff development at the discretion of the team. Unit members are not required to take minutes or fill out any paperwork other than providing the site administrator with an agenda at least 48 hours (including weekends) in advance. Sign-in sheets will be submitted, by the end of the week, to the principal or designee after each meeting, however the sign-in sheet shall be for the purpose of attendance not for a date and time stamp to determine when a unit member arrived to the meeting.

2. Two early release/late start days will be designated for mandatory trainings and/or District-wide Initiatives as determined by the District. These days will be scheduled at each school site according to this MOU with district-wide initiatives being placed first by the site administrator on the PLC site calendar. These meetings shall not exceed 60 minutes.

3. Eight early release/late start days (not including pre-service days) will be designated for the use of staff meetings and/or professional development at the discretion of the site administrator. These eight days will be tentatively placed on the calendar, after consultation with the site leadership team, prior to the PLC calendar development discussion with staff. Agendas for those days will be set by the site administrator and all staff are expected to attend.

4. Six early release/late start days will be designated for teacher planning per year (including but not limited to quarterly planning, lesson planning, report card preparation, grading, etc.). These days will be initially designated by the site administrator and leadership team prior to the start of school and brought to the staff for consensus as part of the PLC calendar development process. No agenda will be requested on these days; however, teachers shall remain on campus during the 60-minute planning period.

5. All PLC meetings will be 60 minutes in duration. All staff members on contract duty during the PLC will need to be present for the full 60 minutes. As a result, at all early release sites, teachers will be required to report to school 25 minutes prior to the start of the school day instead of 30 minutes.

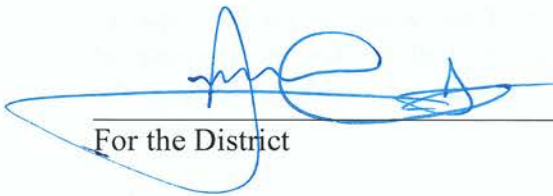
6. Unit members that are part of stand-alone electives/departments, transitional K, music, elementary PE, Speech, SDC, RSP and other specialized student support providers may meet off-site with prior approval from their site administrator(s).

7. Additional staff meetings may only be held for extenuating circumstances requiring immediate action (these might include natural disasters, an accident involving student or staff members, site administrator changes, etc.).

8. Teachers should not be called away from collaboration time for other purposes (including but not limited to IEPs), except in extenuating circumstances requiring immediate action. Every effort shall be made to preserve teacher collaboration time.

9. PLC meeting norms shall be established by each team and reviewed annually.

10. The Association faculty representative shall be granted a minimum of five minutes during regular faculty meetings to announce the agenda for the upcoming Association business unless the Association faculty representative has informed the site administrator one week in advance that they do not need this time.



For the District

12/20/2023

Date

James Fox

For the Association

12/20/2023

Date