

**RAVENSWOOD CITY SCHOOL DISTRICT
AND
RAVENSWOOD TEACHERS' ASSOCIATION**

TENTATIVE AGREEMENT

The signatures below acknowledge that the Ravenswood City School District (District) and Ravenswood Teachers' Association ("RTA") have reached a tentative agreement on the attached articles, effective October 22, 2021:

Article 8: Evaluation (Appendix D)

Article 12: Compensation (Appendices J)

FOR THE DISTRICT:

DocuSigned by:
Gina Sudaria, Superintendent
CAE66F5A447C1AB
Superintendent, Gina Sudaria

DocuSigned by:
Toni Stone, Director of Human Resources
FA31CAE918DA7BE
Director of Human Resources, Toni Stone

FOR RTA:

DocuSigned by:
Ronda White, RTA President
42AB81BDE3EFC9A43E
RTA President, Ronda White

DocuSigned by:
Andrea Reyna, RTA Negotiations Chair
72AF8F81694A1244F0
RTA Negotiations Chair, Andrea Reyna

ARTICLE 8. EVALUATION ~~PROCEDURE~~

8.1 Purpose/Definitions

8.1.1 Evaluation Purpose

~~We need excellent certificated staff for our students and that means we need to be able to retain excellent certificated staff, attract excellent certificated staff, and develop certificated staff to become excellent. The primary purpose of evaluation is the improvement of the competence of all unit members and thereby the improvement of the quality of education for all students in the Ravenswood City School District.~~

Evaluations shall:

- a. Provide meaningful feedback that support all unit members to improve throughout their career.
- b. Identify, meet, and match unit members where they are performing.
- ~~8.1.2~~ c. Increase unit member self-reflection on their practice to drive next steps.

~~8.1.3~~ 8.1.2 Procedure

This evaluation procedure shall be a comprehensive process implemented uniformly at all schools, and shall apply to all unit members.

~~8.1.4~~ 8.1.3 Extension of Timelines

If any of the activities called for under this Article are impracticable because of the illness or absence of the unit member or evaluator, timelines set forth in this Article shall be extended to an equal number of days as the absence or illness.

~~8.1.5~~ 8.1.4 Stull Act

Evaluation of unit members shall be in accordance with the provisions of the Stull Act (Education Code Section 44660 et seq.)

~~8.1.6~~ 8.1.5 Days

For the purpose of this article, “days” means workdays unless otherwise stated.

8.1.6 Evaluator

For the purpose of this Article, “evaluator” means “evaluator or designee.”

8.2 Portfolios of Evidence

In an effort to capture a holistic view of a unit member’s professional practice, portfolios of evidence will be created (Appendix D-1).

8.2.1 Portfolio A

Portfolio A shall be comprised of at least the following components:

- a. Goal Setting: Unit members shall set three (3) professional goals (Appendix D-2), connected to the California Standards for the Teaching Profession, to engage in continuous and purposeful professional growth and development during the year.
- b. Informal Observations: A minimum of two (2) informal observations (Appendix D-3) shall be conducted by the evaluator. Unit members may request additional informal observations by fellow unit members and/or District administrators, subject to agreement.
- c. Formal Observation: One (1) formal observation shall be conducted by the evaluator, including a pre and post observation conference.
- d. Self-Reflection: Unit members shall self-reflect on their progress towards their three (3) professional goals throughout the year. This self-reflection may be presented in any form including writing, artifacts, etc. (Sample Provided in Appendix D-4). Unit members shall provide appropriate context to evaluators.
- e. Formalized Student/Family Feedback: Formal feedback collected from students/family (i.e., survey results) shall not be included in a unit member’s portfolio unless expressly agreed upon by unit member and evaluator.

8.2.2 Portfolio B

Portfolio B shall be comprised of at least the following

components:

- a. Goal Setting: Unit members shall set three (3) professional goals (Appendix D-2), connected to the California Standards for the Teaching Profession, to engage in continuous and purposeful professional growth and development during the year.
- b. Informal Observations: A minimum of four (4) informal observations (Appendix D-3) shall be conducted by the evaluator. Unit members may request additional informal observations by fellow unit members and/or District administrators, subject to agreement.
- c. Professional Growth Cycle: Unit members and their evaluator shall agree upon professional development to be undertaken by the unit member in support of their professional goal(s). Unit members shall be responsible for the payment of any agreed upon professional development.
- d. Self-Reflection: Unit members shall self-reflect on their progress towards their three (3) professional goals throughout the year. This self-reflection may be presented in any form including writing, artifacts, etc. (Sample Provided in Appendix D-4). Unit members shall provide appropriate context to evaluators.
- e. Formalized Student/Family Feedback: Formal feedback collected from students/family (i.e., survey results) shall not be included in a unit member's portfolio unless expressly agreed upon by unit member and evaluator.

8.28.3 Frequency of Evaluation

Evaluation and assessment of the performance of all unit members shall be made on a continuing basis.

8.2.18.3.1 Probationary and Temporary Unit Members

Probationary and temporary unit members shall utilize Portfolio A. At least one (1) formal observation with written evaluation summary shall be made each school year for probationary and temporary unit members.

8.2.28.3.2 Permanent Unit Members

Permanent unit members shall utilize Portfolio A during the 2021-2022 (soft launch) school year.

Permanent unit members who earn an “emerging” or “exploring” rating on their summative evaluation shall utilize Portfolio A the following year.

Effective July 1, 2022 (pilot year), Permanent unit members who earn an “applying,” “integrating,” or “innovating” rating on their summative evaluation from the previous year shall have the option to utilize Portfolio A or Portfolio B the following year.

Permanent unit members may only select to utilize Portfolio B for two consecutive years. Following two consecutive years of selecting Portfolio B, permanent unit members shall utilize Portfolio A. At least one (1) formal observation with written evaluation summary shall be made at least every other school year for permanent unit members. At least one (1) formal observation with written evaluation summary shall be made the following school year for permanent unit members who receive an “emerging” or “exploring” rating on their written evaluation summary.

By mutual written and signed agreement between the evaluator and unit member, a unit member with (10) years of more experience may be designated for a four (4) year evaluation cycle by their evaluator and shall be evaluated once every four (4) years. The unit member or evaluator may withdraw the agreement at any time.

8.2.3 — All Unit Members

All unit members due to be evaluated shall also receive a formal summative evaluation no later than thirty (30) days prior to the end of the school year.

8.3.4 Areas of Evaluation

8.3.18.4.1 Scope of Evaluation

— Evaluations follow five (5) steps set forth in Articles 8.4–8.8, and are to follow the procedures set forth throughout Article 8. The evaluator shall evaluate all and assess the competency of unit members except instructional coaches on the six (6) California Standards for the Teaching Profession (CSTPs): as it reasonably relates to:

a.

— Standard 1 — Engaging and Supporting All Students in Learning

1.

—Standard 2 — Creating and Maintaining Effective Environments for Student Learning

2.

—Standard 3 — Understanding and Organizing Subject Matter for Student Learning

3.

—Standard 4 — Planning Instruction and Designing Learning Experiences for All Students

4.

—Standard 5 — Assessing Student Learning

5.

—Standard 6 — Developing as a Professional Educator

6.

b. ~~District Professional Requirements~~The CSTPs are intended to provide common language and a vision of the scope and complexity of the teaching profession. They define a vision of teaching as well as professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

c. The evaluator shall evaluate all instructional coaches on the six (6) New Teacher Center (NTC) 2018 Instructional Coaching Practice Standards:

1. Standard 1 — Develops as an instructional leader to advance instructional coaching, the teaching profession, and equitable outcomes for every student.

2. Standard 2 — Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.

- 3. Standard 3 — Creates and maintains collaborative, respectful, instructionally focused coaching partnerships with individual and groups of teachers to foster teacher ownership of continuous improvement of practice and to advance the learning of every student.
 - 4. Standard 4 — Engages school leaders and instructional leadership team in partnerships to advance teacher effectiveness and the learning of every student.
 - 5. Standard 5 — Engages teachers in instructionally focused inquiry cycles to accelerate teaching practice and equitable outcomes for every student.
 - 6. Standard 6 — Builds teacher capacity to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social, and emotional needs of every student.
- d. The goal of NTC's Instructional Coaching Practice Standards is to accelerate the development of teacher effectiveness, improve teacher retention, build teacher leadership, increase student learning, and support equitable outcomes for every learner. These standards are carefully framed to support maximum impact on teaching and learning, regardless of context.
 - e. Unit members assigned as Reading Specialist/Literacy Coach and STEM Specialist shall choose which standards to be evaluated on, subject to evaluator agreement.

8.4.2 Summative Evaluation Ratings

- a. The evaluator shall assess all unit members except instructional coaches by utilizing the Continuum of Teaching Practice. The Revised 2012 Continuum of Teaching Practice is aligned with the 2009 California Standards for the Teaching Profession (CSTPs) and builds on California's pre-service Teaching Expectations and sets forth a description of teaching that respects the diverse ways teachers pursue excellence in teaching and learning.
- b. The Continuum of Teaching Practice is organized to describe five (5) levels of development:

1. Emerging
2. Exploring
3. Applying
4. Integrating
5. Innovating

c. Each level addresses what a teacher should know and be able to do in the six (6) CSTPs. The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

d. The Continuum of Teaching Practice was developed to:

1. Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students.
2. Support the reflective practice and ongoing learning of teachers.
3. Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence.
4. Set short or long-term goals for professional development over time.
5. Describe teaching practice and development throughout a teacher's career.
6. Support a vision of ongoing learning and teacher development.
7. Encourage collaboration between classroom teachers, resource personnel and families, to ensure that all students are successful.

e. The evaluator shall assess all instructional coaches by utilizing NTC's 2018 Continuum of Instructional Coaching Practice. The Continuum of Instructional Coaching Practice is aligned with NTC's Instructional Coaching Practice Standards and helps program leaders support the

development of coaches in the same responsive ways in which they expect coaches to support their teachers.

f. The Continuum of Instructional Coaching Practice is organized to describe four (4) levels of development:

1. Establishing

2. Applying

3. Integrating

4. Innovating

g. Each level addresses the stages of coach development that indicate what a coach should know and be able to do. The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

h. The Continuum of Instructional Coaching Practice was developed to:

1. Allow coaches to deepen their understanding of their own professional learning by assessing their own coaching practice.

2. Help coaches examine their practice and make informed decisions about their ongoing development as professionals.

3. Provide a common language that describes coaching practice to help program leaders and coaches engage in discussions of practice and subsequently plan meaningful professional learning to advance that practice.

8.4.3 Summative Evaluation Weighting

a. Each CSTP shall carry the same proportionate weight (approximately 16.67%) regardless of the number of elements. Final ratings on each CSTP shall be an average of the ratings of the elements. The final rating on the summative evaluation shall be an average of the ratings of the CSTPs. Average as used here refers to arithmetic mean: the sum of all of the

numbers in a list divided by the number of items in that list. Standard mathematical rounding rules shall apply (i.e.: If the number you are rounding is followed by 5, 6, 7, 8, or 9, the number shall round up. If the number you are rounding is followed by 0, 1, 2, 3, or 4, the number shall round down).

- b. Each Instructional Coaching Practice Standard shall carry the same proportionate weight (approximately 16.67%) regardless of the number of elements. Final ratings on each Instructional Coaching Practice Standard shall be an average of the ratings of the elements. The final rating on the summative evaluation shall be an average of the ratings of the Instructional Coaching Practice Standards. Average as used here refers to arithmetic mean: the sum of all of the numbers in a list divided by the number of items in that list. Standard mathematical rounding rules shall apply (i.e.: If the number you are rounding is followed by 5, 6, 7, 8, or 9, the number shall round up. If the number you are rounding is followed by 0, 1, 2, 3, or 4, the number shall round down).

8.3.21.1.1 Formal Observation Ratings

To evaluate unit members according to the California Standards for the Teaching Profession, the "Formal Observation" form shall utilize the following ratings:

NA Not Applicable therefore not observed

Level 1: Emerging

Level 2: Exploring

Level 3: Applying

Level 4: Integrating

Level 5: Innovating

8.3.38.4.4 Timelines

2021-2022 shall serve as a soft launch for the implementation of this article. 2022-2023 shall serve as the pilot year for the implementation of this article.

The following are the timelines for the development and collection of evidence for each portfolio by which the evaluation steps are to be

~~completed.~~ These timelines may be extended by mutual agreement of any unit member to be evaluated and the evaluator.

8.4.4.1 Timeline for 2021-2022 Soft Launch – Portfolio A (Only): The following timeline is for use during the 2021-2022 school year only (Appendix D-5).

By the first work day of October 2021: Unit members to be evaluated shall be notified.

By the last work day of December 2021: Evaluator shall meet with unit member(s) to:

- a. Review and clarify the evaluation process;
- b. Share the relevant evaluation timelines; and
- c. Review the three (3) professional goals set by the unit member.

By the last work day of December 2021: Evaluator shall have completed at least one (1) informal observation for temporary, probationary, and permanent unit members.

By Friday, February 4, 2022: Evaluator shall have completed the formal observation for temporary and probationary unit members, including the pre and post observation conferences.

By the last work day of March: Evaluator shall have completed the formal observation for permanent unit members, including the pre and post observation conferences.

By the last work day of April: Evaluator shall have completed at least two (2) informal observations for temporary, probationary, and permanent unit members.

At least forty-five (45) calendar days prior to the last work day: Unit members shall have submitted their self-reflection(s) on their progress towards their three (3) professional goals.

At least thirty (30) calendar days prior to the last work day: Evaluator shall have completed all summative evaluations and conferences.

June 1, 2022 through July 31, 2022: Review, reevaluate, and revamp the evaluation process. Any agreed upon changes will be implemented in school year 2022-2023.

8.4.4.2 Timeline for 2022-2023 Pilot Year: The following timeline is for use during the 2022-2023 school year (Appendix D-6).

Portfolio A:

By the first work day ~~of~~ October: Unit members to be evaluated shall be notified.

By the last work day ~~of~~ October: Evaluator ~~will~~ shall meet with unit member(s) to:

- d. ~~r~~Review and clarify the evaluation process;
- e. Determine the portfolio of evidence being utilized;
- f. Share the relevant evaluation ~~and~~ timelines; and ~~in~~ accordance with the Collective Bargaining Agreement
- g. Review the three (3) professional goals set by the unit member. The evaluator shall provide the unit member with a copy of Article 8.

By the last work day of December: Evaluator shall have completed at least one (1) informal observation for temporary, probationary, and permanent unit members.

By the last work day of January: Evaluator shall have completed the formal observation for temporary and probationary unit members, including the pre and post observation conferences.

~~Pre-observation conference for first scheduled formal observation and first formal observation for temporary and probationary unit members must be completed.~~

By the last work day of March: Evaluator shall have completed the formal observation for permanent unit members, including the pre and post observation conferences. ~~Pre-observation conference for first scheduled formal observation and first formal observation for permanent unit members must be completed.~~

By the last work day of April: Evaluator shall have completed at least two (2) informal observations for temporary, probationary, and permanent unit members.

At least forty-five (45) calendar days prior to the last work day: Unit members shall have submitted their self-reflection(s) on their progress towards their three (3) professional goals.

At least thirty (30) calendar days prior to the last work day: Evaluator shall have completed All—final—evaluation conferences, summative evaluations and conferences.

June 1, 2023 through July 31, 2023: Review, reevaluate, and revamp the evaluation process, including both portfolios A and B. Any agreed upon changes will be implemented in school year 2023-2024.

~~and formal evaluation reports must be completed.~~Portfolio B:

By the first work day of October: Unit members to be evaluated shall be notified.

By the last work day of October: Evaluator shall meet with unit member(s) to:

- a. Review and clarify the evaluation process;
- b. Determine the portfolio of evidence being utilized;
- c. Share the relevant evaluation timelines;
- d. Review the three (3) professional goals set by the unit member; and
- e. Agree upon the professional growth cycle being utilized by the unit member.

By the last work day of December: Evaluator shall have completed at least two (2) informal observations for permanent unit members.

By the last work day of April: Evaluator shall have completed at least four (4) informal observations for permanent unit members.

At least forty-five (45) calendar days prior to the last work day: Unit members shall have submitted their self-reflection(s) on their progress towards their three (3) professional goals.

At least thirty (30) calendar days prior to the last work day: Evaluator shall have completed all summative evaluations and conferences.

June 1, 2023 through July 31, 2023: Review, reevaluate, and revamp the evaluation process, including both portfolios A and B. Any agreed upon changes will be implemented in school year 2023-2024.

8.4.5 Evaluation Step 1 – Notification for New or Unavailable Unit Members

8.4.1 General Rules

~~Unit members to be evaluated during a particular school year shall be notified by the evaluator no later than the first working day of October of the year in which the evaluation is to take place.~~

8.4.28.5.1 New Unit Members

Unit members who begin work after the first working day of October, but before twenty-five percent (25%) of the work year has expired, will receive a copy of Article 8 within ten (10) work days of their first day of work.

8.4.38.5.2 Notification to Unavailable Unit Members

Unit members who are ill or otherwise unavailable to be notified pursuant to Article 8.43.43 shall receive written notice sent by electronic mail to their District email address and certified mail sent to the unit member's last known address and postmarked on or before the first work day in October of the year in which they are to be evaluated.

8.58.6 Evaluation Step 2 – Planning Meeting Formal Observation

8.6.1 Pre-Observation Conference

The unit member(s) being formally observed ~~evaluated~~ and the evaluator shall meet ~~no later than the last work day of October~~ at least two (2) days prior to the formal observation for the pre-observation conference (Appendix D-7) to:

~~_____ The purpose of the planning meeting shall be as follows:~~

- a. ~~Review the content, context, and objective of the lesson to be observed. To review and clarify the evaluation process, all evaluation forms and timelines as described in Article 8. The evaluator shall provide the unit member with a copy of Article 8.~~
- b. ~~DT~~o identify~~etermine~~ the three (3) standards that will be the focus of the unit member's ~~evaluation~~formal observation. The unit member shall select one (1) standard. The evaluator shall select one (1) standard. The third standard shall be the standard selected by the District for a District-wide focus. In the absence of a District-wide focus, the third standard shall be selected by the unit member.
- c. ~~To discuss objectives and standards to be achieved during the evaluation period.~~
- d. ~~To Schedule by mutual agreement the discuss a timeline formal observation within five (5) days of the pre-observation conference. The formal observation shall last at least forty-five (45) minutes or one (1) full classroom period whichever is greater at the TK-5 level, and at least one (1) full period at grades 6-8.~~
- h. ~~Schedule the post observation conference which shall be completed within ten (10) days of the pre-observation conference. of observations, conferences and final evaluation dates.~~

~~8.6~~ Evaluation Step 3 — Formal Observations

~~8.6.1 The timelines for the first formal observation are described in Article 8.3.3. The first formal observation will be preceded by a pre-observation conference in which the time and date are specified and the objective of the lesson is discussed. The pre-observation conference will be held at least two (2) days prior to the first formal observation. The formal observation will be scheduled by mutual agreement.~~

~~8.6.2 Formal observations shall last at least forty-five (45) minutes or one (1) full classroom period whichever is greater at the TK-5 level, and at least one (1) full period at grades 6-8.~~

8.6.2 Formal Observation Ratings

- ~~—To evaluate all unit members except for instructional coaches according to the California Standards for the Teaching Profession, the “Formal Observation” form shall utilize the following ratings:~~

a.

~~NA – Not Applicable therefore not observed~~

~~1. Level 1: Emerging~~

~~==~~

~~2. Level 2: Exploring~~

~~==~~

~~3. Level 3: Applying~~

~~4. Level 4: Integrating~~

~~5. Level 5: Innovating~~

b. To evaluate instructional coaches according to NTC's Instructional Coaching Practice Standards, the "Formal Observation" form shall utilize the following ratings:

1. Establishing

2. Applying

3. Integrating

4. Innovating

8.6.3 Reschedule of Formal Observation

a. ~~The formal observation shall take place no later than ten (10) days after the pre-observation conference. However, the evaluator may unilaterally cancel the formal observation not more than twice before the end of the timelines set forth in Article 8.43.43 due to emergency circumstances at the school site and must inform the unit member of the circumstances. After the formal scheduled observation begins, the evaluator may reschedule due to emergency circumstances at the school site and must inform the unit member of the circumstances.~~

b. If the evaluator or unit member is absent due to illness or emergency, the two (2) parties shall mutually agree to a new observation date.

c. If the unit member is responsible, by absence, for an inability to schedule the formal observation within the timelines set forth in Article 8.43.3,4 then the timelines for conducting the formal observation shall be extended by the number of days of the unit member's absence.

d. If the formal observation is cancelled twice by the unit member's absence, the evaluator shall conduct an unscheduled formal observation.

8.6.3e. If the unit member is not responsible for the inability to schedule the observation with the timelines and the formal observation cannot take place within the Article 8.43.3-4 timelines, the unit member's evaluation-formal observation shall be conducted the following year.

8.6.4f. If the formal observation is rescheduled, then the unit member and the evaluator shall follow Article 8.6.1 to arrange for the rescheduled formal observation.

8.6.4 Post-Observation Conference

A post-observation conference must be held within five (5) ten (10) work days of the formal-pre-observation conference to:

a. Review the ways the presentation of the lesson/coaching session related to or met the standards chosen to provide a focus for the unit member's formal observation;

b. Review the strengths observed, provide suggestions for improvement, and provide recommendations for subsequent lessons/coaching sessions;

c. Provide the unit member an opportunity to share constraints inhibiting their ability to meet objectives and standards; and

8.6.5d. Provide. At the conference, the the unit member with ll receive a copy of the "Formal Observation" form(s) (Appendix D-8) completed by the evaluator.

8.6.6 — A unit member who receives a rating of "emerging" or "exploring" on a formal observation shall have a minimum of two (2) additional formal observations, pre and post observation conferences and written assessment. A post observation conference and a planning meeting/pre observation conference may be concurrent.

8.7 ~~Evaluation Step 4~~—Correcting Areas of Improvement

In the case of formal observation(s) rated “emerging” or “exploring,” the evaluator shall take positive action to assist the unit member in correcting any cited areas of improvement. The evaluator’s role to assist the unit member shall include, but not be limited to the following:

- a. Specific recommendations for improvement;
- b. Direct assistance to implement the recommendations;
- c. Provisions of additional resources to be utilized to assist with improvement such as: PAR, Literacy Instructional Coach support, release time to observe other teachers identified by the evaluator, or other District-provided training or support.
- d. Techniques to measure improvement;
- e. Time scheduledd to monitor progress.

8.8 ~~Evaluation Step 5~~—Formal Summative Evaluation and Conference

A ~~formal~~ summative conference between the unit member and evaluator shall be held no later than thirty (30) calendar days prior to the end of the school year to discuss the content of the ~~formal~~ summative evaluation form. At the conference, the evaluator shall provide the unit member with a copy of the ~~final evaluation form~~, “Summative Evaluation.” (Appendix D-9). In the event the unit member disputes the content, within ten (10) ~~work~~ days of the ~~Formal S~~summative ~~c~~Conference, the unit member may prepare and submit to the Human Resources Department a written statement which shall be attached to the ~~formal~~ summative evaluation.

8.9 Modification of ~~Objectives and Standards~~ Professional Goals

During the course of the evaluation period, circumstances may change which require modification of the original ~~objectives and standards~~ professional goals set by the unit member. The unit member ~~or evaluator~~ may ~~initiate a change of these objectives and standards in the manner prescribed in Section 8.5.1.b above~~ their goals subject to agreement by their evaluator.

8.10 Evaluation Forms

8.10.1 Forms

Only the evaluation forms attached to this collective bargaining agreement as Appendix D shall be used to evaluate unit members, excluding self-reflection addressed in Article 8.2. These forms shall

be accessed and completed through the PowerSchool Unified Talent platform “Perform.” This platform is designed to manage and conduct observations and evaluations, online or in person, and to provide a feedback loop.

8.10.2 Material Considered for ~~Formal~~ Summative Evaluation

In preparing the ~~final evaluation form~~, “Summative Evaluation,” for placement in the unit member’s personnel file, the evaluator shall rely ~~in part upon data collected through classroom observations and conferences on the portfolio of evidence~~. Any areas of improvement which may have been brought to the attention of the unit member and subsequently ~~corrected~~improved, shall ~~not be included in the final evaluation form~~. be rated at the current level of development on the Continuum of Teaching Practice.

8.11 Identification of Constraints

A unit member shall have the right to identify in writing any constraints that the unit member believes may have inhibited ~~inhibit his/her~~their ability to meet the objectives and standards established ~~and the unit member’s statement regarding identified constraints shall be attached to the final evaluation.~~

8.12 Unit Member Participation

Unit members shall not evaluate other unit members. Unit members may request informal observations by fellow unit members subject to agreement. ~~Unit member involvement in the Peer Assistance and Review Program for Teachers shall not violate Article 8.12 of this Agreement. Functions performed pursuant to Article 16 by unit members shall not constitute either management or supervisory functions.~~

8.13 Evaluations Content

The evaluation of unit members pursuant to this Article shall not include or be based upon the following:

8.13.1 Publisher’s norms established by standardized tests.

~~8.13.2~~—Any test result/programs excluded by law.

~~8.14~~—~~Performance Improvement Plan and Peer Assistance and Review Program~~

~~8.14.1~~—~~Procedures~~

~~No unit member shall be required to participate in an improvement program unless each of the following conditions has been met:~~

- ~~a. The unit member had a formal observation rated “emerging” or “exploring” during the school year and the evaluator provided reasonable assistance, and the area for improvement has not been improved;~~
- ~~b. Following the first year’s evaluation rated “emerging” or “exploring,” the unit member has been given notice that the unit member shall be required to participate in performance improvement plan. (This in no way diminishes the District’s right at any time to implement Education Code Section 44932).~~

~~8.14.2 Performance Improvement Plan~~

~~In the event a unit member receives an “emerging” or “exploring” rating in two (2) key elements of the three (3) selected standards (Article 8.5) in the California Standards for the Teaching Profession (CSTPs) (one (1) through six (6)), the unit member shall participate in a performance improvement plan.~~

~~In the event a unit member who has not received an “emerging” or “exploring” rating in two (2) key elements in the selected CSTPs is requested to participate in an improvement program, the unit member’s participation shall be voluntary.~~

~~8.14.3 Conditions of Performance Improvement Plan~~

- ~~a. Evaluators shall use the Performance Improvement Plan form included as Appendix D.~~
- ~~b. The performance improvement plan shall be discussed by the unit member and the unit member’s evaluator; in the absence of mutual agreement, the evaluator’s determination of the content of the performance improvement plan shall prevail.~~
- ~~c. Release time shall be provided to the unit member when required by the steps of the performance improvement plan.~~
- ~~d. The performance improvement plan shall relate to the cause(s) creating the overall rated “emerging” or “exploring” evaluation.~~
- ~~e. If the performance improvement plan includes peer participation, the relationship between the participating unit member and peer shall be confidential.~~

~~f. Upon the completion of the performance improvement plan, the unit member shall be reevaluated.~~

~~8.14.4 Peer Assistance and Review Program~~

~~Notwithstanding any other provision of Article 8.14, any unit member who receives “emerging” or “exploring” ratings in two (2) key elements in the California Standards for the Teaching Profession (one (1) through six (6)) shall participate in the Peer Assistance and Review Program (PAR) as set forth in Article 16 of the Agreement or other performance improvement plan as described in Article 8.14.3.~~

~~8.14.5 Results of Participation in Peer Assistance and Review Program~~

~~The results of a unit member’s mandatory participation in the Peer Assistance and Review Program shall be made available as part of the evaluation conducted pursuant to Education Code Section 44664 and Article 8. The evaluator shall have the discretion as to whether and how to use the results of a unit member’s participation in the evaluation.~~

~~8.14.6 Additional Observation/Evaluation and Performance Improvement Plan~~

~~Evaluators shall rate unit members on all areas on the evaluation forms. Where a unit member receives a rating “emerging” or “exploring” in two (2) or more areas of evaluation that were not one of the three (3) subject area(s) that were identified as the focus of the evaluation (see Article 8.5), then:~~

~~a. The evaluator shall conduct further observation of the areas within six (6) weeks;~~

~~b. If further observation reveals performance that is rated as “emerging” or “exploring,” then a performance improvement plan will be developed; and~~

~~8.13.2 c. The following school year, the unit member will have a mandatory performance improvement plan to address the identified area(s) where the unit member was rated “emerging” or “exploring.”~~

8.15.8.14 Complaint Used in an Evaluation

8.15.18.14.1 Written Statement

If an evaluation is based upon derogatory information, charges or complaints by students, parents, or employees other than the evaluator, the derogatory information must be reduced to writing and then the unit member has the right to:

- a. Be given a copy of the complaint or derogatory information within five (5) working days of receipt of the complaint or derogatory information by the District, if derogatory information/complaint is utilized in the evaluation of a unit member;
- b. Meet with the specific person making the complaint if the complainant agrees to meet with the unit member;
- c. Respond in writing to any complaint or derogatory information and attach to the unit member's response;
- d. Appeal the evaluator's decision regarding the complaint to the Superintendent or designee, other than a site administrator, within five (5) working days of the disposition of the complaint by the evaluator should the unit member disagree with the evaluator's disposition of the complaint. The decision of the Superintendent regarding the complaint shall be final. The Superintendent shall sign the written disposition.

8.15.28.14.2 Public Charges Affecting Evaluation

If any parent or citizen complaint is utilized against a unit member, the complaint shall be reported to the unit member by the receiving administrator within five (5) work days of receipt of the complaint.

Appendix D-1**RAVENSWOOD CITY SCHOOL DISTRICT****PORTFOLIOS OF EVIDENCE**

In an effort to capture a holistic view of a unit member's professional practice, portfolios of evidence will be created and shall be comprised of at least the following components:

<u>Portfolio A</u>	<u>Portfolio B</u>
<u>Goal Setting:</u> Unit members shall set three (3) professional goals, connected to the California Standards for the Teaching Profession, to engage in continuous and purposeful professional growth and development during the year.	<u>Goal Setting:</u> Unit members shall set three (3) professional goals, connected to the California Standards for the Teaching Profession, to engage in continuous and purposeful professional growth and development during the year.
<u>Informal Observations:</u> A minimum of two (2) informal observations shall be conducted by the evaluator. Unit members may request additional informal observations by fellow unit members and/or District administrators, subject to agreement.	<u>Informal Observations:</u> A minimum of four (4) informal observations shall be conducted by the evaluator. Unit members may request additional informal observations by fellow unit members and/or District administrators, subject to agreement.
<u>Formal Observation:</u> One (1) formal observation shall be conducted by the evaluator, including a pre and post observation conference.	<u>Professional Growth Cycle:</u> Unit members and their evaluator shall agree upon professional development to be undertaken by the unit member in support of their professional goal(s). Unit members shall be responsible for the payment of any agreed upon professional development.
<u>Self-Reflection:</u> Unit members shall self-reflect on their progress towards their three (3) professional goals throughout the year. This self-reflection may be presented in any form including writing, artifacts, etc. Unit members shall provide appropriate context to evaluators.	<u>Self-Reflection:</u> Unit members shall self-reflect on their progress towards their three (3) professional goals throughout the year. This self-reflection may be presented in any form including writing, artifacts, etc. Unit members shall provide appropriate context to evaluators.
<u>Formalized Student/Family Feedback:</u> Formal feedback collected from students/family (i.e., survey results) shall not be included in a unit member's portfolio unless expressly agreed upon by unit member and evaluator.	<u>Formalized Student/Family Feedback:</u> Formal feedback collected from students/family (i.e., survey results) shall not be included in a unit member's portfolio unless expressly agreed upon by unit member and evaluator.

Appendix D-2

RAVENSWOOD CITY SCHOOL DISTRICT

GOAL SETTING

Unit members shall set three (3) professional goals, connected to the California Standards for the Teaching Profession, to engage in continuous and purposeful professional growth and development during the year.

Name:	Assignment:	School:
<input type="checkbox"/> Temporary	<input type="checkbox"/> Probationary 1	<input type="checkbox"/> Probationary 2
<input type="checkbox"/> Permanent		
Evaluator:	Evaluator Position:	

Goal 1:

Goal 2:

Goal 3:

Appendix D-34

RAVENSWOOD CITY SCHOOL DISTRICT

INFORMAL OBSERVATION

This form is to be completed during and after an informal observation.

Name: Assignment: School:

Temporary Probationary 1 Probationary 2 Permanent

Evaluator: Evaluator Position:

CONTEXT

Date:

Grade(s)/Subject Area(s):

TIMES	OBSERVATIONS

Evaluator Comments/Questions:

Unit Member Reflections:

Appendix D-4

RAVENSWOOD CITY SCHOOL DISTRICT

SELF-REFLECTION (SAMPLE ONLY)

This form is provided as a sample only and is not required. This form may be utilized by unit members if they choose.

Instructions – Write a narrative addressing the following:

1. **Context:** Describe your courses, grade levels, students, and teaching background.

The information/details you choose to include in this section should be relevant and connected to the CSTP growth and impact on student outcomes you describe in subsequent paragraphs. In describing your students, cite specific demographic data and list your source(s).

2. **Progress on Goals:** Explain how your goals connect to the CSTPs and describe your overall growth. Cite specific evidence from one or more of the following:

- a) Work with your coach;
- b) TIPS workshops and corresponding reflections;
- c) PD you have attended; and
- d) Any other work that is relevant to your growth as a professional.

Remember to make connections to and use the language of the applicable CSTP standards and sub-elements.

3. **Impact on Student Learning:** Describe how your actions and strategies specifically affected student outcomes. Give specific relevant examples.

4. **Next Steps:** What will you continue next year, what will you implement, and what will you seek to improve? Be specific in outlining how your action will improve learning outcomes and benefit students.

Appendix D-5**RAVENSWOOD CITY SCHOOL DISTRICT****TIMELINE FOR 2021-2022 SOFT LAUNCH**

The following timeline is for use during the 2021-2022 school year only. This is the timeline for the development and collection of evidence for Portfolio A. This timeline may be extended by mutual agreement of any unit member to be evaluated and the evaluator.

<u>Portfolio A</u>
<u>By the first work day of October 2021:</u> Unit members to be evaluated shall be notified.
<u>By the last work day of December 2021:</u> Evaluator shall meet with unit member(s) to: <ul style="list-style-type: none"> a. <u>Review and clarify the evaluation process;</u> b. <u>Determine the portfolio of evidence being utilized;</u> c. <u>Share the relevant evaluation timelines; and</u> d. <u>Review the professional goals set by the unit member.</u>
<u>By the last work day of December 2021:</u> Evaluator shall have completed at least one (1) informal observation for temporary, probationary, and permanent unit members.
<u>By Friday, February 4, 2022:</u> Evaluator shall have completed the formal observation for temporary and probationary unit members, including the pre and post observation conferences.
<u>By the last work day of March 2022:</u> Evaluator shall have completed the formal observation for permanent unit members, including the pre and post observation conferences.
<u>By the last work day of April 2022:</u> Evaluator shall have completed at least two (2) informal observation for temporary, probationary, and permanent unit members.
<u>At least forty-five (45) calendar days prior to the last work day of 2022:</u> Unit member shall have submitted their self-reflection(s) on their progress towards their three (3) professional goals.
<u>At least thirty (30) calendar days prior to the last work day of 2022:</u> Evaluator shall have completed all summative evaluations and conferences.

Appendix D-6**RAVENSWOOD CITY SCHOOL DISTRICT****TIMELINE 2022-2023 PILOT YEAR**

The following timeline is for use during the 2022-2023 school year. This is the timeline for the development and collection of evidence for each portfolio. These timelines may be extended by mutual agreement of any unit member to be evaluated and the evaluator.

<u>Portfolio A</u>	<u>Portfolio B</u>
<u>By the first work day of October: Unit members to be evaluated shall be notified.</u>	<u>By the first work day of October: Unit members to be evaluated shall be notified.</u>
<u>By the last work day of October: Evaluator shall meet with unit member(s) to:</u> <ul style="list-style-type: none"> <u>e. Review and clarify the evaluation process;</u> <u>f. Determine the portfolio of evidence being utilized;</u> <u>g. Share the relevant evaluation timelines; and</u> <u>h. Review the professional goals set by the unit member.</u> 	<u>By the last work day of October: Evaluator shall meet with unit member(s) to:</u> <ul style="list-style-type: none"> <u>a. Review and clarify the evaluation process;</u> <u>b. Determine the portfolio of evidence being utilized;</u> <u>c. Share the relevant evaluation timelines;</u> <u>d. Review the professional goals set by the unit member; and</u> <u>e. Agree upon the professional growth cycle being utilized by the unit member.</u>
<u>By the last work day of December: Evaluator shall have completed at least one (1) informal observation for temporary, probationary, and permanent unit members.</u>	<u>By the last work day of December: Evaluator shall have completed at least two (2) informal observations for permanent unit members.</u>
<u>By the last work day of January: Evaluator shall have completed the formal observation for temporary and probationary unit members, including the pre and post observation conferences.</u>	
<u>By the last work day of March: Evaluator shall have completed the formal observation for permanent unit members, including the pre and post observation conferences.</u>	<u>By the last work day of April: Evaluator shall have completed at least four (4) informal observations for permanent unit members.</u>
<u>By the last work day of April: Evaluator shall have completed at least two (2) informal observation for temporary, probationary, and permanent unit members.</u>	
<u>At least forty-five (45) calendar days prior to the last work day: Unit member shall have submitted their self-reflection(s) on their progress towards their three (3) professional goals.</u>	<u>At least forty-five (45) calendar days prior to the last work day: Unit member shall have submitted their self-reflection(s) on their progress towards their three (3) professional goals.</u>
<u>At least thirty (30) calendar days prior to the last work day: Evaluator shall have completed all summative evaluations and conferences.</u>	<u>At least thirty (30) calendar days prior to the last work day: Evaluator shall have completed all summative evaluations and conferences.</u>

Appendix D-7**PRE-EVALUATION OBSERVATION CONFERENCE FORM**

By the first work day of October, Unit Members to be evaluated must be notified. This form is to be completed prior to the formal observation by the last work day of October (Article 8, Section 8.3.3).

Name: _____ Assignment: _____ School: _____

☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent

Evaluator: _____ Evaluator Position: _____

Content, context, and objective of lesson to be observed:

TEXT BOX

Standards that will provide the focus of the formal observation:

Determine from the California Standards for the Teaching Profession three (3) of the six (6) Standards that will provide the focus of the evaluation formal observation (Article 8, Section 8.56.1(b) of the contract). The Unit Member shall select one (1) standard. The Evaluator shall select one (1) standard. The third standard shall be the standard selected by the District for a District-wide focus. In the absence of a District-wide focus, the third standard shall be selected by the Unit Member.

1. Standard (# _____)

2. Standard (# _____)

3. Standard (# _____)

Methods of Assessment:

Assessment methods will include classroom observations and a review of teacher-developed lessons and work products.

Observation # _____ **Observation Date/Time:** _____

Post-Observation Conference Date/Time: _____

Continuum of Teaching Practice:

The Revised 2012 *Continuum of Teaching Practice* is aligned with the 2009 California Standards for the Teaching Profession (CTSP) and builds on California's pre-service Teaching Expectations and sets forth a description of teaching that respects the diverse ways teachers pursue excellence in teaching and learning. The Continuum of Teaching Practice is the tool that will be used for self-reflection, goal setting, and inquiry into practice. The common language

about teaching and learning will be used to promote professional growth within an environment of collegial support.

☐ I understand that the District Professional Requirements are included as a part of my evaluation.

_____ Evaluator's Signature	_____ Date	_____ Unit Member's Signature	_____ Date
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Appendix D-7**INSTRUCTIONAL COACH: PRE-OBSERVATION CONFERENCE**

This form is to be completed prior to the formal observation.

Name: _____ Assignment: _____ School: _____

☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent

Evaluator: _____ Evaluator Position: _____

Content, context, and objective of coaching session to be observed:

TEXT BOX

Standards that will provide the focus of the formal observation:

Determine from the New Teacher Center's Instructional Coaching Practice Standards three (3) of the six (6) Standards that will provide the focus of the formal observation (Article 8, Section 8.6.1(b) of the contract). The Unit Member shall select one (1) standard. The Evaluator shall select one (1) standard. The third standard shall be the standard selected by the District for a District-wide focus. In the absence of a District-wide focus, the third standard shall be selected by the Unit Member.

1. Standard (# _____)
2. Standard (# _____)
3. Standard (# _____)

Methods of Assessment:

Assessment methods will include coaching session observations and a review of coach-developed planning documents and work products.

Observation Date/Time:**Post-Observation Conference Date/Time:****Continuum of Instructional Coaching Practice:**

The New Teacher Center's *Continuum of Instructional Coaching Practice* is aligned with NTC's Instructional Coaching Practice Standards and helps program leaders support the development of coaches in the same responsive ways in which they expect coaches to support their teachers.

Evaluator's Signature Date Unit Member's Signature Date

Appendix D-82

RAVENSWOOD CITY SCHOOL DISTRICT

FORMAL OBSERVATION ~~FORM~~

This form is to be completed during and after the formal observation. ~~This form shall be -and~~
~~r~~reviewed during the post observation conference summary (within 510 days of the pre-
 observation conference). ~~A formal observation is required by the end of January for temporary~~
~~and probationary unit members and by March 1st for permanent unit members.~~

Name: _____ Assignment: _____ School: _____

☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent

Evaluator: _____ Evaluator Position: _____

Observation # _____ Observation Date/Time: _____

Post-Observation Conference Date/Time: _____

A. Description of lesson observed and general notes:

B. In what ways did the presentation of the lesson relate to or meet ~~one or more of~~ the
 standards chosen to provide a focus for the teacher's ~~evaluation~~ formal observation?

a. First Standard:

b. Second Standard:

c. Third Standard:

C. Strengths observed:

D. Suggestions for improving the lesson:

E. Recommendations for subsequent lessons ~~and/or next observation~~:

F. Constraints inhibiting ability to meet objectives and standards:

Formal Observation Result

First Standard:

- ☐ ~~Level 1:~~ Emerging
- ☐ ~~Level 2:~~ Exploring
- ☐ ~~Level 3:~~ Applying
- ☐ ~~Level 4:~~ Integrating
- ☐ ~~Level 5:~~ Innovating

Second Standard:

- ☐ ~~Level 1:~~ Emerging
- ☐ ~~Level 2:~~ Exploring
- ☐ ~~Level 3:~~ Applying
- ☐ ~~Level 4:~~ Integrating
- ☐ ~~Level 5:~~ Innovating

Third Standard:

- ☐ ~~Level 1:~~ Emerging
- ☐ ~~Level 2:~~ Exploring
- ☐ ~~Level 3:~~ Applying
- ☐ ~~Level 4:~~ Integrating
- ☐ ~~Level 5:~~ Innovating

~~Date and time of next observation (if needed):~~ _____

_____ Evaluator's Signature	_____ Date	_____ Unit Member's Signature	_____ Date
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Unit Member's signature does not indicate agreement. A written response may be submitted within ten (10) days.

Appendix D-8**RAVENSWOOD CITY SCHOOL DISTRICT****INSTRUCTIONAL COACH: FORMAL OBSERVATION**

This form is to be completed during and after the formal observation. This form shall be reviewed during the post observation conference summary (within 10 days of the pre-observation conference).

Name: _____ Assignment: _____ School: _____

☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent

Evaluator: _____ Evaluator Position: _____

Observation Date/Time: _____

Post-Observation Conference Date/Time: _____

A. Description of coaching session observed and general notes:

B. In what ways did the coaching session relate to or meet the standards chosen to provide a focus for the coach's formal observation?

a. First Standard:

_____ b. Second Standard:

c. Third Standard:

C. Strengths observed:

D. Suggestions for improving the coaching session:

E. Recommendations for subsequent coaching sessions:

F. Constraints inhibiting ability to meet objectives and standards:

Formal Observation Result

First Standard:

☐ Establishing

☐ Applying

☐ Integrating

☐ Innovating

Second Standard:

☐ Establishing

☐ Applying

☐ Integrating

☐ Innovating

Third Standard:

☐ Establishing

☐ Applying

☐ Integrating

☐ Innovating

Evaluator's Signature	Date	Unit Member's Signature	Date
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Unit Member's signature does not indicate agreement. A written response may be submitted within ten (10) days.

Standard 1 - Engaging and Supporting All Students in Learning	NA	1	2	3	4	5	Comments
1.1 - Using knowledge of students to engage them in learning							
1.2 - Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests							
1.3 - Connecting subject matter to meaningful, real-life contexts							
1.4 - Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs							
1.5 - Promoting critical thinking through inquiry, problem solving, and reflection							
1.6 - Monitoring student learning and adjusting instruction while teaching							

Standard 2 - Creating and Maintaining Effective Environments for Student Learning	NA	1	2	3	4	5	Comments
2.1 - Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully							
2.2 - Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students							
2.3 - Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe							
2.4 - Creating a rigorous learning environment with high expectations and appropriate support for all students							
2.5 - Developing, communicating, and maintaining high standards for individual and group behavior							
2.6 - Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn							
2.7 - Using instructional time to optimize learning							

Standard 3 - Understanding and Organizing Subject Matter for Student Learning	NA	1	2	3	4	5	Comments
3.1 - Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks							
3.2 - Applying knowledge of student development and proficiencies to ensure student understanding of subject matter							
3.3 - Organizing curriculum to facilitate student understanding of the subject matter							
3.4 - Utilizing instructional strategies that are appropriate to the subject matter							
3.5 - Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students							
3.6 - Addressing the needs of English learners and students with special needs to provide equitable access to the content							

Standard 4 - Planning Instruction and Designing	NA	1	2	3	4	5	Comments
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Learning Experiences for All Students							
4.1 - Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction							
4.2 - Establishing and articulating goals for student learning							
4.3 - Developing and sequencing long-term and short-term instructional plans to support student learning							
4.4 - Planning instruction that incorporates appropriate strategies to meet the learning needs of all students							
4.5 - Adapting instructional plans and curricular materials to meet the assessed learning needs of all students							

Standard 5 - Assessing Students for Learning	NA	1	2	3	4	5	Comments
5.1 - Applying knowledge of the purposes, characteristics, and uses of different types of assessments							
5.2 - Collecting and analyzing assessment data from a variety of sources to inform instruction							
5.3 - Reviewing data, both individually and with colleagues, to monitor student learning							
5.4 - Using assessment data to establish learning goals and to plan, differentiate, and modify instruction							
5.5 - Involving all students in self-assessment, goal setting, and monitoring progress							
5.6 - Using available technologies to assist in assessment, analysis, and communication of student learning							
5.7 - Using assessment information to share timely and comprehensible feedback with students and their families							

Standard 6 - Developing as a Professional Educator	NA	1	2	3	4	5	Comments
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6.1 - Reflecting on teaching practice in support of student learning							
6.2 - Establishing professional goals and engaging in continuous and purposeful professional growth and development							
6.3 - Collaborating with colleagues and the broader professional community to support teacher and student learning							
6.4 - Working with families to support student learning							
6.5 - Engaging local communities in support of the instructional program							
6.6 - Managing professional responsibilities to maintain motivation and commitment to all students							
6.7 - Demonstrating professional responsibility, integrity, and ethical conduct							

~~S~~ – Satisfactory

~~U~~ – Unsatisfactory

~~Dates Conduct Addressed:~~ If a substandard of District Professional Requirements is marked “Unsatisfactory,” the dates where this unsatisfactory conduct was previously addressed by the evaluator must be included. _____

District Professional Requirements	S	U	Dates Conduct Addressed	Comments
7.1 – Maintaining a professional record of punctuality and attendance				
7.2 – Adhering to school site policies and directives				
7.3 – Abiding by adopted Board of Education policies and procedures				
7.4 – Assuming and completing school-related assignments (e.g. yard supervision, attendance at contracted after hours school events, etc.)				
7.5 – Meeting professional standards in personal appearance and grooming				
7.6 – Providing necessary plans and materials for substitutes				

Summary of major strengths identified during the year:

Summary of major areas of needed improvement identified during the year:

Major recommendation for improvement:

Constraints inhibiting ability to meet objectives and standards:

OVERALL EVALUATION

~~The overall evaluation is determined by the three (3) selected standards on the Pre-Evaluation Conference Form.~~

- ☐ ~~Level 1:~~ Emerging
- ☐ ~~Level 2:~~ Exploring
- ☐ ~~Level 3:~~ Applying
- ☐ ~~Level 4:~~ Integrating
- ☐ ~~Level 5:~~ Innovating

~~Performance Improvement Plan~~

- ☐ ~~Yes, required if two key elements within the three standards are marked,~~
~~“Emerging” or “Exploring”~~
- ☐ ~~No~~

~~Recommendation for Employment~~

- ☐ ~~Yes, employment is recommended for next year~~
- ☐ ~~No~~

Evaluator's Signature

Date

Unit Member's Signature

Date

Unit Member's signature does not indicate agreement. A written response may be submitted within ten (10) days.

~~Teacher's comments attached:~~ ☐ ~~Yes~~ ☐ ~~No~~

Appendix D-4

RAVENSWOOD CITY SCHOOL DISTRICT

PERFORMANCE IMPROVEMENT PLAN

A Performance Improvement Plan is required if two key elements within the three standards are marked, “Emerging” or “Exploring.”

Name: _____ Assignment: _____ School: _____

☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent

Evaluator: _____ Evaluator Position: _____

Area(s) of Improvement
Evidence of Area(s) Needing Improvement
Performance Goal(s)
Required Steps for Improvement
Resources Provided
Timeline for Progress Review

Appendix D-9**RAVENSWOOD CITY SCHOOL DISTRICT****INSTRUCTIONAL COACH: SUMMATIVE EVALUATION**

This form and summative conference is to be completed no later than thirty (30) days prior to the last day of school.

Name: _____ Assignment: _____ School: _____

☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent

Evaluator: _____ Evaluator Position: _____

NA - Not Applicable

2 - Establishing

3 - Applying

4 - Integrating

5 - Innovating

Summary Comments: Commendations and recommendations must include those relative to the Standards.

<u>Standard 1 – Develops as an instructional leader to advance instructional coaching, the teaching profession, and equitable outcomes for every student.</u>	<u>NA</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Comments</u>
<u>1.1 - Develops and continuously pursues professional growth goals and action plans that are grounded in instructional coaching standards and expectations and are continually informed by coach and teacher data of practice and student learning data.</u>						
<u>1.2 - Collects and analyzes instructional coach and teacher data of practice to inform instructional coaching decisions that will improve teacher practice and the academic, social, and emotional learning of every student.</u>						
<u>1.3 - Engages in coach professional learning opportunities and contributes fully to the coach community of practice to advance own learning and that of coach colleagues.</u>						
<u>1.4 - Builds collaborative partnerships with school and district instructional leaders, teacher leaders, and school communities to advance the teaching profession and advocate for equitable outcomes for every student.</u>						
<u>1.5 - Promotes, designs, and/or facilitates teacher professional learning that is aligned with professional teaching standards, school and district instructional goals, and program vision, mission, and goals and promotes</u>						

<u>development of optimal learning environments and rigorous content learning for every student.</u>						
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<u>Standard 2 - Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.</u>	<u>NA</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Comments</u>
<u>2.1 - Deepens and maintains own knowledge of grade-level content standards and standards-aligned tasks, lessons, and curriculum to ensure that every student has access to rigorous, standards-aligned content.</u>						
<u>2.2 - Deepens and maintains own knowledge of research-based practices that create emotionally, intellectually, and physically safe classroom environments for every student.</u>						
<u>2.3 - Deepens and maintains own knowledge of strategies and research-based frameworks designed to support teachers to expect, plan for, and meet the variable learning needs of every student.</u>						
<u>2.4 - Deepens and maintains own knowledge of equity principles and culturally responsive pedagogy to identify and address inequitable practices and engage teachers in using an equity lens to reflect on their practice.</u>						

<u>Standard 3 - Creates and maintains collaborative, respectful, instructionally focused coaching partnerships with individual and groups of teachers to foster teacher ownership of continuous improvement of practice and to advance the learning of every student.</u>	<u>NA</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Comments</u>
<u>3.1 - Cultivates relational trust, caring, mutual respect, and honesty with individual and groups of teachers to build ownership, solve problems, and foster teacher agency, resilience, and commitment to the success of every student.</u>						
<u>3.2 - Uses coaching language and stances to engage teachers in collaborative, instructionally focused, problem-solving conversations and reflective analysis to promote teacher agency and improved student academic, social, and emotional growth.</u>						
<u>3.3 - Creates strategic coaching outcomes and plans for meetings with teachers to advance teacher practice and the learning of every student.</u>						
<u>3.4 - Uses coaching and collaboration time effectively to implement instructionally focused tools and protocols that</u>						

<u>advance instruction and the learning of every student.</u>						
<u>3.5 - Facilitates reflective conversations about race, culture, and the diversity of the school and community to improve instruction and ensure that every student has what they need to be successful socially, emotionally, and academically.</u>						
<u>3.6 - Builds teacher capacity to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.</u>						

<u>Standard 4 - Engages school leaders and instructional leadership team in partnerships to advance teacher effectiveness and the learning of every student.</u>	<u>NA</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Comments</u>
<u>4.1 - Initiates collaborative partnerships with school leaders to establish instructional coach roles and responsibilities and identify alignments to school and district instructional priorities.</u>						
<u>4.2 - Deepens school leaders' and instructional leadership team's knowledge of the standards-aligned, formative assessment teaching-coaching cycle and its impact on instruction and equitable outcomes for every student.</u>						
<u>4.3 - Strengthens collaborative partnerships with instructional leadership team to better meet the developmental needs of all teachers, ensure coaching aligns with school instructional priorities, and foster a learning environment in which every student can be successful.</u>						

<u>Standard 5 - Engages teachers in instructionally focused inquiry cycles to accelerate teaching practice and equitable outcomes for every student.</u>	<u>NA</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Comments</u>
<u>5.1 - Advances standards-aligned instruction and student learning of rigorous content by engaging teachers in ongoing teaching-coaching cycles to advance equitable learning for every student.</u>						
<u>5.2 - Strengthens teacher capacity to use appropriate assessments of student academic, social, and emotional skills to advance the learning of every student.</u>						
<u>5.3 - Builds teacher capacity to analyze student assessments to guide the planning and delivery of standards-aligned instruction that meets the variable learning needs of every student.</u>						

<u>5.4 - Deepens teacher capacity for continuous improvement through professional goal-setting based on assessments of practice and student learning, school and district instructional priorities, and professional teaching standards.</u>						
<u>Standard 6 - Builds teacher capacity to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social, and emotional needs of every student.</u>	<u>NA</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Comments</u>
<u>6.1 - Engages individual and groups of teachers in developing and applying research-based knowledge, skills, and strategies to create emotionally, intellectually, and physically safe optimal learning environments for every student.</u>						
<u>6.2 - Builds teacher capacity to advance equitable and inclusive instruction for every student based on principles of equity and the use of culturally responsive pedagogy.</u>						
<u>6.3 - Expands teacher capacity to advocate for, establish, and maintain equitable and inclusive classroom environments that foster self-regulation and learner agency.</u>						
<u>6.4 - Strengthens teacher capacity to equitably meet the diverse learning needs of every student through the instructional use of technology.</u>						

Summary of major strengths identified during the year:

Summary of major areas of needed improvement identified during the year:

Major recommendation for improvement:

Constraints inhibiting ability to meet objectives and standards:

OVERALL EVALUATION

- ☐ Establishing
- ☐ Applying
- ☐ Integrating
- ☐ Innovating

Evaluator's Signature	Date	Unit Member's Signature	Date
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Unit Member's signature does not indicate agreement. A written response may be submitted within ten (10) days.

Evaluator's Signature	Date	Unit Member's Signature	Date
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ARTICLE 12. COMPENSATION

12.1 Purpose

We need a compensation system that pays RTA unit members as the professionals that they are throughout their career.

The compensation system shall:

- a. Be flexible and fluid, reflecting the growth of unit members throughout the year;
- b. Support the retention of high performers; and
- c. Support increased recruitment for all positions, especially those hardest to fill.

~~12.1~~12.2 Salary Schedule

~~12.1.1~~12.2.1 Salary Schedule for 2018-2019

Effective July 1, 2018, the 2015-2016 bargaining unit salary schedules shall be increased by two percent (2%) for all bargaining unit members who completed the 2018-2019 school year (from their date of employment if hired after the school year started). (See Appendices J-1)

~~12.1.2~~12.2.2 Salary Schedule for 2019-2010

Effective July 1, 2019, the 2018-2019 salary schedules for all RTA bargaining unit members shall be increased by five and one half percent (5.5%). (See Appendices J-2)

12.2.3 Salary Schedule for 2021-2022

Effective July 1, 2021, the 2019-2020 salary schedules for all RTA bargaining unit members shall be increased by ten percent (10%). Unit members shall have until October 15, 2022 to submit units for salary movement and placement on the 2021-2022 salary schedule. (See Appendices J-3)

~~12.1.3~~12.2.4 One-time Payments

Each unit member who completed the 2018-2019 school year (from their date of employment if hired after the school year started) and returns to the District for the 2019-2020 school year shall receive a

one-time, off-the-salary-schedule payment of two thousand dollars (\$2,000).

Each unit member employed on May 28, 2021 shall receive a one-time, off-the-salary-schedule payment of one thousand eight hundred twenty seven dollars and thirty-four cents (\$1,827.34).

12.1.412.2.5 Hourly Rate

Effective June 17, 2019, the hourly rate shall be increased to fifty dollars (\$50).

12.3 Career Ladder

Effective July 1, 2021, all RTA unit members shall be placed on the nearest highest rung of the one hundred (100) rung 2021-2022 Career Ladder, corresponding to their placement on the 2021-2022 salary schedule. This career ladder shall replace the 2021-2022 salary schedule. Unit members shall have until October 15, 2022 to finalize their placement on the 2021-2022 Career Ladder. (See Appendix J-4) Salary bargaining shall resume with the onset of the new Collective Bargaining Agreement that begins July 1, 2022.

12.3.1 Career Ladder Movement

- a. Effective July 1, 2022, all RTA unit members shall advance three (3) vertical rungs from their July 1, 2021 career ladder placement.
- b. Effective July 1, 2023, vertical movement on the career ladder shall be based on the summative evaluation rating from the prior year.

1. For all RTA unit members except instructional coaches, vertical movement shall be as follows:

- i. One (1) vertical rung shall be granted for a rating of "emerging;"
- ii. Two (2) vertical rungs shall be granted for a rating of "exploring;"
- iii. Three (3) vertical rungs shall be granted for a rating of "applying;"
- iv. Four (4) vertical rungs shall be granted for a rating of "integrating;" and

v. Five (5) vertical rungs shall be granted for a rating of “innovating.”

2. For all instructional coaches, vertical movement shall be as follows:

i. Two (2) vertical rungs shall be granted for a rating of “establishing;”

ii. Three (3) vertical rungs shall be granted for a rating of “applying;”

iii. Four (4) vertical rungs shall be granted for a rating of “integrating;” and

iv. Five (5) vertical rungs shall be granted for a rating of “innovating.”

c. A unit member who is not responsible for the inability to schedule and conduct the formal observation per Article 8.6.3 (e) shall advance the number of rungs indicated by the previous year’s summative evaluation or the current year’s summative evaluation, whichever is greater.

d. Career ladder movement for unit members on a leave of absence shall be addressed in the future and included no later than July 1, 2022.

12.3.2 Career Ladder Placement for New Unit Members

a. Psychologists, Counselors, and Nurses hired after July 1, 2022, shall start the career ladder at rung 20, with additional credit for experience applied per Article 12.3.3.

b. Speech Language Pathologists hired after July 1, 2022, shall start the career ladder at rung 35, with additional credit for experience applied per Article 12.3.3.

c. All other RTA unit members hired after July 1, 2022 shall start on rung 1 of the career ladder, with additional credit for experience applied per Article 12.3.3.

12.3.3 Credit for Experience

a. A unit member must teach seventy-five percent (75%) of the days that school is in session in order to have that year count

as a year of experience for career ladder movement purposes. Unit members who are employed in part-time positions shall be granted credit for a year of part-time service on the same basis as persons teaching a full day.

b. Unit Members hired after January 1, 2022, may qualify for up to a maximum of twenty (20) years of credit for public school experience or non-public school experience completed with a valid teaching credential. Each year of service credit shall be awarded two and a half (2.5) vertical rungs on the career ladder.

12.4 Special Assignments/Credentials/Extra Duty Stipends

The District will provide the following stipends for extra duty or special assignments / credentials.

12.4.1 Interscholastic Coaching

One thousand dollars (\$1,000) per trimester, per sport for interscholastic coaching.

12.4.2 Special Education

A. Special Education Teachers

1. Effective July 1, 2019, an annual stipend in the amount of five thousand dollars (\$5,000) per year shall be paid to teachers in the Special Education Program.
2. Services to be provided based on the stipend shall include the following:
 - a. Accurate and timely case management of all cases assigned by the site supervisor (principal), or District staff (Director of Special Education or designee) including the following activities:
 - i. Work with team members to schedule IAT and IEP Team Meetings;
 - ii. Attend SST, IAT, and IEP Team Meetings as required;
 - iii. Conduct accurate and timely educational assessments and writing the required reports for integration by the school

psychologist into the integrated psycho-educational evaluation;

- iv. Conduct bilingual psycho-educational evaluations (may use a translator to assess in Spanish);
- v. Provide guidance to team members in the development of accurate IEP Documentation;
- vi. Direct teams in the development of LRE statements that reflect the specific information regarding student need;
- vii. Develop IEP documents;
- viii. Gather all required signatures on student IEPs;
- ix. Gather data and document student progress toward IEP Goals and Benchmarks, maintain portfolio data on student progress; and submit quarterly documentation to parents on time;
- x. Maintain and submit a log of assessments completed, SST Meetings attended, IATs attended, and IEP Meetings attended;
- xi. Log information daily and submit logs to Principal and Director of Special Education monthly;
- xii. Update each month with a yearly record of all information logged.
- xiii. Maintain accurate State School Registers for services delivered on a daily basis; and
- xiv. Submit registers to the Director of Special Education the Friday following the last day of the month. In the event Friday is a holiday, all registers must be submitted the next business day. ;

3. Stipend Payment

Eligible unit members will receive two thousand five hundred dollars (\$2,500) in December and the remainder of the annual stipend, two thousand five hundred dollars (\$2,500) in June.

B. School Psychologists/Speech Language Pathologists

Effective July 1, 2019, school psychologist and speech language pathologist unit members shall receive an annual five thousand dollars (\$5,000) stipend in recognition of the additional time, as required in Article 7.1.1 regarding length of work day, and additional duties and responsibilities required for these positions. Eligible unit members will receive two thousand five hundred dollars (\$2,500) in December and the remainder of the stipend, two thousand five hundred dollars (\$2,500), in June.

1. Services to be provided based on the stipend shall include the following.

- a. Accurate and timely case management of all cases assigned by the site supervisor (principal), or District staff (Director of Special Education or designee) including the following activities:
 - i. Work with team members to schedule IAT and IEP Team Meetings;
 - ii. Attend SST, IAT, and IEP Team Meetings as required;
 - iii. Conduct psycho-educational / speech language assessments prior to IEP Team Meetings;
 - iv. Integrate all reports of other assessors (Educational, OT, PT, etc.) into final psycho-educational evaluations / speech language assessments as necessary;
 - v. Provide guidance to team members in the development of accurate IEP Documentation, as necessary; and

vi. Direct teams in the development of LRE statements that reflect the specific information regarding student need, as necessary.

b. Maintain and submit a log of assessments completed, SST Meetings attended, IATs attended, and IEP Meetings attended;

i. Log information daily;

ii Submit logs to principal and director monthly; and

iii Update each month with a yearly record of all information logged.

C. Bilingual School Psychologists / Speech Language Pathologists/Special Education Teachers

1. A stipend in the amount of three thousand dollars (\$3,000) per year shall be paid to Bilingual School Psychologists / Speech Language Pathologists/Special Education Teacher unit members. To qualify for the Bilingual stipend, a Psychologist / Speech Language Pathologist/Special Education Teacher must maintain a valid Spanish Bilingual Authorization.

2. Services to be provided based on the stipend shall include the following:

a. Accurate and timely case management of all cases assigned by the site administrator, or District staff (Director of Special Education or designee) including the following activities:

i. Work with team members to schedule IAT and IEP Team Meetings;

ii. Attend SST, IAT, and IEP Team Meetings as required;

iii. Conduct bilingual/Spanish psycho-educational / speech language assessments and translating them orally and in writing for parents prior to IEP Team Meetings;

- vi. Integrate all reports of other assessors (Educational, OT, PT, etc.) into final psycho-educational evaluations / speech language assessments as necessary;
 - v. Provide guidance to team members in the development of accurate IEP Documentation, as necessary; and
 - vi. Direct teams in the development of LRE statements that reflect the specific information regarding student need, as necessary.
- b. Maintain and submit a log of assessments completed, SST Meetings attended, IATs attended, and IEP Meetings attended;
- i. Log information daily;
 - ii Submit logs to principal and director monthly; and
 - iii Update each month with a yearly record of all information logged.

3. Stipend Payment

Eligible unit members will receive fifteen hundred dollars (\$1,500) in December and the remainder of the stipend, fifteen hundred dollars (\$1,500), in June.

12.4.3 Bilingual Program Stipend

Teachers holding a valid Spanish Bilingual Authorization will receive a stipend as follows: effective July 1, 2019, an annual four thousand dollar (\$4,000) stipend for teachers with a Spanish Bilingual Authorization and providing bilingual instruction in a District-designated bilingual program. Eligible unit members will receive two thousand dollars (\$2,000) in December and the remainder of the stipend, two thousand dollars (\$2,000) in June.

12.4.4 Middle School Parent Conferences Stipends

Teachers in grade levels 6-8 only shall receive a one-time lump sum stipend in the amount of two hundred fifty dollars (\$250.00) if they

conduct more than fifty-eight (58) parent conferences in a school year. Teachers must submit parent conference sign-in sheets, signed by each parent and verified by the site administrator to Human Resources, no later than May 1.

12.4.5 Curriculum & Instruction District Lead, ~~—and—~~Reading Specialist/Literacy Coach, and Instructional Coach Stipend

Effective July 1, 2019~~21~~, a unit member who is designated by the District as a Curriculum and Instruction District Lead, ~~or~~ Reading Specialist/Literacy Coach, or Instructional Coach shall receive an annual stipend of ~~six~~eight thousand dollars (\$~~86~~,000) in recognition of the additional time required in Article 7.1.1 and their additional duties and responsibilities. Eligible unit members will receive ~~three~~four thousand dollars (\$~~43~~,000) in December and the remainder of the stipend, ~~three~~four thousand dollars (\$~~43~~,000) in June. Continuation of this stipend in future fiscal/school years is dependent on outside funding for the stipend.

The District will follow the procedures in Article 10.2 for notifying unit members of openings for assignments eligible for this stipend.

12.4.6 Teacher-in-Charge Stipend

Effective July 1, 2019, a unit member designated by a site administrator to serve as the “teacher in charge” during the absence of a site administrator on campus shall receive a two hundred fifty dollar (\$250) stipend for each day the unit member serves as the designated “teacher-in-charge.” The stipend shall be prorated for less than a full-day of service.

12.4.7 Overnight Field Trips Stipend

- a. Overnight student field trips are optional for unit members.
- b. Unit members may, but shall not be required to participate in fundraising efforts for student field trips.
- ~~12.2—~~c. If a unit member elects not to participate in a student field trip, volunteer unit members may be solicited to plan, coordinate and supervise the trip. A unit member who opts out of a student field trip shall be responsible for teaching the volunteer unit member’s class(es) during the field trip. A unit member with only one (1) year or less of teaching experience is not eligible to volunteer to teach another unit member’s class during the field trip.

d. d. — Effective July 1, 2019, a unit member who plans, coordinates and supervises an overnight student field trip shall receive a stipend of three hundred dollars (\$300) for each overnight of the field trip.

12.3.12.5 Health and Welfare Benefits

12.3.12.5.1 Health Insurance

a. CalPERS Health Benefits Program

The benefits will be provided by participation in the CalPERS Health Benefits Program, PEMHCA (The Public Employees' Medical and Hospital Care Act).

b. Eligibility

All bargaining unit members who are employed half-time (0.50 F.T.E.) or greater are eligible to receive the District premium contribution described in Section 12.2.1.3.

c. District Health Insurance Premium Contribution

Effective July 1, 2019, the District's contribution level for each eligible unit member for health insurance plan coverage shall be one hundred percent (100%) of the CalPERS employee-only Bay Area Region Kaiser rate each year. Unit member(s) who select health insurance or health insurance coverage with premiums in excess of the District's contribution will pay, through payroll deduction, any additional premiums or costs associated with the unit member's selected coverage or benefits.

- 1a. If two (2) unit members are married to one another and/or are in a domestic partnership with one another and deemed eligible for the District premium contribution as per Article 12.2.1.2, then they may choose to combine the District's per employee premium contribution into a shared two (2)-party or family health insurance plan. The District's dollar contribution under this section shall remain the same per person, but the total contribution shall be made into a single two (2)-party or family plan, rather than requiring two (2)- separate health insurance plans. In the event that a two (2)-party or family plan premium

is less than the District's contribution for two (2) unit members then neither unit member will be entitled to, or will be paid, the difference.

The individual unit member's contribution shall be deducted equally from each unit member's pay. If the cost of the selected two-party or family plan is more than the District contribution, then the difference shall be split and one-half (1/2) shall be deducted from each unit member's pay.

In order to receive any benefit provided for by this Section, each unit member shall complete a signed request for joint benefits annually.

Definition: A domestic partnership is established when persons meeting the criteria specified by Family Code Section 297 file a Declaration of Domestic Partnership with California Secretary of State.

- d. Every eligible unit member shall enroll in one of the CalPERS health insurance plans or provide proof of other health insurance as required by CalPERS. If the unit member elects not to enroll in a CalPERS health plan, the District benefit contribution shall be forfeited.
- e. Any excess amount after the application of the District's contribution described in 12.2.1.2 shall be the sole responsibility of the unit member who shall authorize salary deduction of the difference between the District's contribution and the premium amount of the health plan and coverage selected by the unit member. Any excess amount shall be in accordance with Internal Revenue Code, Section 125 requirements as indicated in Section 12.2.4.
- f. The administrative costs charged by CalPERS of one-half percent (1/2 %) will be paid by the unit member.

~~12.3.2~~12.5.2 Dental ~~and, Vision, and Life Insurance~~

- a. The District shall pay the full premium of the cost of dental, vision, and life insurance coverage for each eligible unit member throughout the term of this Agreement.
- b. The District agrees to provide life insurance coverage for each eligible unit member in the amount of fifty thousand dollars

(\$50,000). The District will fully pay the monthly premium. Unit members may purchase dependents' coverage as allowed by the plan provider.

~~12.3.3~~12.5.3 Changes in Health Care Providers

The District shall have the right to substitute and/or add or delete dental and life providers during the term of this Agreement provided that such substitute coverage is substantially similar to the coverage provided by current providers. The District shall have the right to offer additional coverage subject to the approval of the RTA.

~~12.3.4~~12.5.4 Flexible Benefit Plan

The District shall maintain a Flexible Benefit Plan pursuant to Section 125 of the Internal Revenue Code to permit unit members to elect to make pre-tax contributions toward dependent care expenses, health care expenses, or health plan premium contributions.

~~12.4~~12.6 Professional Development

Effective July 1, 2019, unit members shall be paid at the hourly rate (\$50.00) for required attendance at District professional development programs held by the District outside of the hours agreed to in this Agreement and school calendar.

~~12.5~~12.7 Salary/Travel Regulations

~~12.5.1~~12.7.1 Issuance of Checks

- a. If a regular pay day during the school term falls on a day when school is not in session, unit members shall receive their checks on the last day prior thereto, subject to issuance by the San Mateo County Office of Education.
- b. The annual salary of unit members shall be annually prorated over a ten (10) or twelve (12) month period at the option of the unit member. Tenthly prorations shall be paid each month September through June.
- c. A unit member's daily rate is determined by dividing the annual salary by the total number of workdays. This daily rate is for purposes such as a deduction when the teacher is absent in situations not covered by paid leaves, to compute prorated contracts when a teacher starts after the beginning of a school year or terminates before the end of a school year,

and to prorate pay increases for changes in salary schedules in the event of the implementation of longer year provisions.

~~12.5.2 Credit for Experience/Coursework~~

- ~~a. A unit member must teach seventy-five percent (75%) of the days that school is in session in order to have that year count as a year of experience for salary schedule movement purposes. Unit members who are employed in part-time positions shall be granted credit for a year of part-time service on the same basis as persons teaching a full day.~~
- ~~b. Horizontal salary movement on the schedule shall be on the basis of columns only.~~
- ~~c. Vertical movement on the salary schedule shall be based on years of service; one (1) vertical increment shall be granted for each year of service.~~
- ~~d. Unit Members hired after July 1, 2019, may qualify for up to a maximum of twenty (20) years of credit for public school experience.~~
- ~~e. Official transcripts verifying any additional units must be submitted or postmarked by October 15 in order that credit be given for the additional units for that school year. If evidence is submitted or postmarked later than October 15, except under extenuating circumstances, the salary change shall be effective as of the next school year. All course work for additional units must be completed by September 1 of the year in which credit is claimed. When October 15 falls on a day the District is not in session, the next working date will be the final day for submission and/or postmark of official transcripts.~~
- ~~f. Course credit for salary placement and movement on the salary schedule shall be given for post graduate, upper division or graduate course work taken at four (4) year colleges, universities, or graduate schools which are accredited by a regional accrediting commission or other programs approved by the District. District approved units of study for professional growth and District in-service (professional development) shall also be counted for salary placement and movement on the salary schedule including Continuing Education Units (CEU) granted for attending professional development programs. Semester hours (units) as defined by~~

~~the particular accredited college or university will be acceptable for placement on the salary schedule. Quarter hours (units) shall be converted to semester hours (units) by multiplying the total of such hours (units) by two thirds (2/3). Lower division coursework must have prior approval by the Director of Human Resources. Lower Division course work must be related to the field of teaching. A written statement explaining the relevancy of coursework must be submitted with the prior approval request.~~

- ~~g. Credit will be granted for duplication of prior accredited course work only if proof can be furnished that course content was not duplicated.~~

12.5.312.7.2 Graduate Degree Recognition

- a. Unit members hired prior to January 1, 2022. Unit members who have completed graduate studies leading to an earned Masters Degree shall receive one thousand two dollars (\$1,002) added to their base salary rates. Unit members hired prior to January 1, 2022, who have completed graduate studies leading to an earned Doctorate Degree related to the field of education shall receive one thousand two dollars (\$1,002) added to their base salary rates. Unit members hired prior to January 1, 2022, who possess both Masters and Doctorate Degrees (with the Doctorate related to the field of education) shall receive two thousand four dollars (\$2,004) added to their base salary rates.
- b. A unit member hired prior to January 1, 2022, may receive salary credit for a second Masters Degree provided the following conditions are met:
 1. The last Masters Degree is related to the field of education.
 2. The course requirements and units earned for the second Masters Degree are in addition to those utilized in the first Masters Degree except for a maximum of six (6) units.
- c. Effective July 1, 2019, unit members who demonstrate to the District that they have obtained a National Board Certification shall receive three thousand dollars (\$3,000) added to their base salary.

~~12.5.4~~12.7.3 Statement of Units

The Human Resources Department shall provide each unit member who requests it by the last working day of December each school year, a statement of the number of units that the Human Resources Department has on file for them.

~~12.5.5~~ ~~Salary for Psychologists, Counselors, Nurses, and Speech Language Pathologists~~

- ~~a. Psychologists, Counselors, and Nurses shall be paid in accordance with the salary schedule found at Appendix J-2.~~
- ~~b. Speech Language Pathologists shall be paid according to the salary schedule found at Appendix J-2.~~

~~12.5.6~~12.7.4 New Job Classifications/Change in Job Classifications

- a. If a new job classification in the bargaining unit is established, the Board will negotiate with the Association over the appropriate salary for that classification. If possible, negotiations shall take place prior to the filling of the position. If it is not possible to complete negotiations prior to the filling of the position, the salary subsequently agreed upon shall be retroactive to the first day the position was filled
- b. If there is any substantial change in the duties requiring higher skills of any existing job classification in the bargaining unit, the Board will negotiate with the Association regarding possible modification in the salary for the position; and if agreed, any salary change will become effective the first day that the change in duties became effective.

~~12.5.7~~12.7.5 Travel

- a. Unit members who are assigned to more than one (1) school shall not be required, without his/her consent, to engage in inter-school travel of more than five (5) miles per day. Such unit members shall be notified of any changes in their schedules as soon as feasible prior to the proposed change.
- b. Unit members who may be requested to use their own automobiles in the performance of their duties and unit members who are assigned to more than one (1) school site per day shall be reimbursed for all District-required travel at the current District mileage rate for all work-related driving done

between arrival at the first location at the beginning of their work day and departure from the final location at the end of their work day.

- c. Unit members who use their personal cars for other business designated by the District shall receive the benefits provided in paragraph (b) above.
- d. Travel assignments shall not be made to discipline unit members.

12.6.12.8 Retiree Medical Coverage

~~12.6.1~~12.8.1 The District agrees to contribute the lesser amount set by Government Code Section 22857, Subdivision (b) of the California Public Employee's Retirement Law per eligible retiree, per month, which at no time shall exceed sixteen dollars (\$16) per month (the contribution will begin at one dollar (\$1) per month and increase annually in accordance with PERS regulations). If the District and the Association agree to terminate participation in the CalPERS medical insurance plan, the District shall have no further obligation for payment of the basic contribution.

~~12.6.2~~12.8.2 The District shall reimburse the retiree a supplemental amount equal to the difference between Section 12.5.1 and the employer's contribution for single coverage health plan at the time of retirement and until Section 12.5.6 applies. Unit members may enroll in the District's dental plan, at their own expense, if permitted by the dental insurance carrier.

~~12.6.3~~12.8.3 To be eligible for this program, a unit member must be at least fifty-five (55) years of age, retire, must tender—the unit member's resignation to the District, and must have been employed full-time in the District for at least ten (10) years, of which the immediate preceding five (5) years were District employment without a break in service.

~~12.6.4~~12.8.4 The retired unit member must be retired under the provisions of the State Teachers Retirement System.

~~12.6.5~~12.8.5 The retired unit member must have been enrolled in a health insurance plan while an active unit member.

~~12.6.6~~12.8.6 The District shall pay such single coverage contribution for the retiree for five (5) years, or until the retiree is eligible for

participation in Medicare, or the retiree reaches the age of sixty-five (65), whichever of the events occur first.

~~12.6.7~~12.8.7 If the retiree elects not to enroll in the CalPERS Health Plan, the amount in Sections 12.5.1 and 12.5.2 will be forfeited.

~~12.71.1~~ Special Assignments/Credentials/Extra Duty Stipends

~~The District will provide the following stipends for extra duty or special assignments / credentials.~~

~~12.7.11.1.1~~ Interscholastic Coaching

~~One thousand dollars (\$1,000) per sport for interscholastic coaching.~~

~~12.7.21.1.1~~ Special Education

~~A.~~ Special Education Teachers

~~1. Effective July 1, 2019, an annual stipend in the amount of five thousand dollars (\$5,000) per year shall be paid to teachers in the Special Education Program.~~

~~2.1. Services to be provided based on the stipend shall include the following:~~

~~a. Accurate and timely case management of all cases assigned by the site supervisor (principal), or District staff (Director of Special Education or designee) including the following activities:~~

~~i. Work with team members to schedule IAT and IEP Team Meetings;~~

~~ii. Attend SST, IAT, and IEP Team Meetings as required;~~

~~iii. Conduct accurate and timely educational assessments and writing the required reports for integration by the school psychologist into the integrated psycho-educational evaluation;~~

~~iv. Conduct bilingual psycho-educational evaluations (may use a translator to assess in Spanish);~~

- ~~v. Provide guidance to team members in the development of accurate IEP Documentation;~~
- ~~vi. Direct teams in the development of LRE statements that reflect the specific information regarding student need;~~
- ~~vii. Develop IEP documents;~~
- ~~viii. Gather all required signatures on student IEPs;~~
- ~~ix. Gather data and document student progress toward IEP Goals and Benchmarks, maintain portfolio data on student progress; and submit quarterly documentation to parents on time;~~
- ~~x. Maintain and submit a log of assessments completed, SST Meetings attended, IATs attended, and IEP Meetings attended;~~
- ~~xi. Log information daily and submit logs to Principal and Director of Special Education monthly;~~
- ~~xii. Update each month with a yearly record of all information logged;~~
- ~~xiii. Maintain accurate State School Registers for services delivered on a daily basis;~~
- ~~xiv. Submit registers to the Director of Special Education the Friday following the last day of the month. In the event Friday is a holiday, all registers must be submitted the next business day;~~

~~3.1. Stipend Payment~~

~~Eligible unit members will receive two thousand five hundred dollars (\$2,500) in December and the remainder of the annual stipend, two thousand five hundred dollars (\$2,500) in June.~~

~~B. School Psychologists/Speech Language Pathologists~~

~~Effective July 1, 2019, school psychologist and speech language pathologist unit members shall receive an annual five thousand dollars (\$5,000) stipend in recognition of the additional time, as required in Article 7.1.1 regarding length of work day, and additional duties and responsibilities required for these positions. Eligible unit members will receive two thousand five hundred dollars (\$2,500) in December and the remainder of the stipend, two thousand five hundred dollars (\$2,500), in June.~~

~~1. Services to be provided based on the stipend shall include the following.~~

~~a. Accurate and timely case management of all cases assigned by the site supervisor (principal), or District staff (Director of Special Education or designee) including the following activities:~~

~~i. Work with team members to schedule IAT and IEP Team Meetings;~~

~~ii. Attend SST, IAT, and IEP Team Meetings as required;~~

~~iii. Conduct psycho-educational / speech language assessments prior to IEP Team Meetings;~~

~~iv. Integrate all reports of other assessors (Educational, OT, PT, etc.) into final psycho-educational evaluations / speech language assessments as necessary;~~

~~v. Provide guidance to team members in the development of accurate IEP Documentation, as necessary;~~

~~vi. Direct teams in the development of LRE statements that reflect the specific information regarding student need, as necessary.~~

~~b. Maintain and submit a log of assessments completed, SST Meetings attended, IATs attended, and IEP Meetings attended;~~

- ~~i. Log information daily;~~
- ~~ii Submit logs to principal and director monthly;~~
- ~~iii Update each month with a yearly record of all information logged.~~

~~C. Bilingual School Psychologists / Speech Language Pathologists/Special Education Teachers~~

- ~~1. A stipend in the amount of three thousand dollars (\$3000) per year shall be paid to Bilingual School Psychologists / Speech Language Pathologists/Special Education Teacher unit members. To qualify for the Bilingual stipend, a Psychologist / Speech Language Pathologist/Special Education Teacher must maintain a valid Spanish Bilingual Authorization.~~
- ~~2. Services to be provided based on the stipend shall include the following:~~
 - ~~a. Accurate and timely case management of all cases assigned by the site administrator, or District staff (Director of Special Education or designee) including the following activities:~~
 - ~~i. Work with team members to schedule IAT and IEP Team Meetings;~~
 - ~~ii. Attend SST, IAT, and IEP Team Meetings as required;~~
 - ~~iii. Conduct bilingual/Spanish psycho-educational / speech language assessments and translating them orally and in writing for parents prior to IEP Team Meetings;~~
 - ~~vi. Integrate all reports of other assessors (Educational, OT, PT, etc.) into final psycho-educational evaluations / speech language assessments as necessary;~~
 - ~~v. Provide guidance to team members in the development of accurate IEP Documentation, as necessary;~~

~~vi. Direct teams in the development of LRE statements that reflect the specific information regarding student need, as necessary.~~

~~b. Maintain and submit a log of assessments completed, SST Meetings attended, IATs attended, and IEP Meetings attended;~~

~~i. Log information daily;~~

~~ii Submit logs to principal and director monthly;~~

~~iii Update each month with a yearly record of all information logged.~~

~~3. Stipend Payment~~

~~Eligible unit members will receive fifteen hundred dollars (\$1,500) in December and the remainder of the stipend, fifteen hundred dollars (\$1,500), in June.~~

~~12.7.31.1.1 Bilingual Program Stipend~~

~~Teachers holding a valid Spanish Bilingual Authorization will receive a stipend as follows: effective July 1, 2019, an annual four thousand dollar (\$4,000) stipend for teachers with a Spanish Bilingual Authorization and providing bilingual instruction in a District-designated bilingual program. Eligible unit members will receive two thousand dollars (\$2,000) in December and the remainder of the stipend, two thousand dollars (\$2,000) in June.~~

~~12.7.41.1.1 Middle School Parent Conferences Stipends~~

~~Teachers in grade levels 6-8 only shall receive a one-time lump sum stipend in the amount of two hundred fifty dollars (\$250.00) if they conduct more than fifty-eight (58) parent conferences in a school year. Teachers must submit parent conference sign-in sheets, signed by each parent and verified by the site administrator to Human Resources, no later than May 1.~~

~~12.7.51.1.1 Curriculum & Instruction District Lead and Reading Specialist/Literacy Coach Stipend~~

~~Effective July 1, 2019, a unit member who is designated by the District as a Curriculum and Instruction District Lead or Reading Specialist/Literacy Coach shall receive an annual stipend of six thousand dollars (\$6,000) in recognition of the additional time required in Article 7.1.1 and their additional duties and responsibilities. Eligible unit members will receive three thousand dollars (\$3,000) in December and the remainder of the stipend, three thousand dollars (\$3,000) in June. Continuation of this stipend in future fiscal/school years is dependent on outside funding for the stipend.~~

~~The District will follow the procedures in Article 10.2 for notifying unit members of openings for assignments eligible for this stipend.~~

~~12.7.61.1.1 Teacher in Charge Stipend~~

~~Effective July 1, 2019, a unit member designated by a site administrator to serve as the “teacher in charge” during the absence of a site administrator on campus shall receive a two hundred fifty dollar (\$250) stipend for each day the unit member serves as the designated “teacher in charge.” The stipend shall be prorated for less than a full day of service.~~

~~12.7.71.1.1 Overnight Field Trips Stipend~~

- ~~a. Overnight student field trips are optional for unit members.~~
- ~~b. Unit members may, but shall not be required to participate in fundraising efforts for student field trips.~~
- ~~c. If a unit member elects not to participate in a student field trip, volunteer unit members may be solicited to plan, coordinate and supervise the trip. A unit member who opts out of a student field trip shall be responsible for teaching the volunteer unit member’s class(es) during the field trip. A unit member with only one (1) year or less of teaching experience is not eligible to volunteer to teach another unit member’s class during the field trip.~~
- ~~d. Effective July 1, 2019, a unit member who plans, coordinates and supervises an overnight student field trip shall receive a stipend of three hundred dollars (\$300) for each overnight of the field trip.~~

Ravenswood City School District**2021-2022 Certificated Salary Schedule – Annual****Effective July 1, 2021****10% increase over 2019-2020 salary schedule**

	AB	C*	D	E	F
	<u>Intern</u>	<u>0-44 Units</u>	<u>45-59 Units</u>	<u>60-74 Units</u>	<u>75+ Units</u>
1	57,005	58,827	61,096	63,367	65,639
2	58,827	61,096	63,367	65,639	67,913
3	58,827	63,367	65,639	67,913	70,183
4	58,827	65,639	67,913	70,183	72,458
5	58,827	67,913	70,183	72,458	74,729
6	58,827	70,183	72,458	74,729	77,000
7	58,827	72,458	74,729	77,000	79,273
8	58,827	74,729	77,000	79,273	81,550
9	58,827	77,000	79,273	81,550	83,818
10	58,827	79,273	81,550	83,818	86,092
11	58,827	81,550	83,818	86,092	88,351
12	58,827	81,550	83,818	89,210	91,463
13				92,331	94,573
14				95,449	97,682
15				97,537	99,768
16				98,281	100,514
17				99,024	101,256
18				99,769	102,002
19				100,513	102,744
20				101,256	103,491
21				102,002	104,235
22				102,744	104,981
23				103,491	106,500

\$57,005 Minimum salary for 1.0 FTE

*Employee must hold preliminary or clear credential to advance to Range C

Educational Incentive Salary Add-ons

Annual \$1,002 Master's Degree**

Annual \$1,002 Second Advanced Degree** (must be related to field of education)

Annual \$3,000 National Board Certification in Teaching

Stipends

Annual \$8,000 C&I District Lead, Reading Specialist/Literacy Coach (contingent on outside funding)

Annual \$4,000 Spanish Bilingual Authorization (must serve in dual immersion setting)

Annual \$5,000 Special Education Teacher

Annual \$3,000 Spanish Bilingual Authorization - Special Education Teacher

\$1,000 Coaching Stipend per Sport

\$250 Daily Rate for Teacher in Charge

\$50 Hourly Rate for extended duty - effective June 17, 2019

\$300 per Night for Overnight Field Trips

**Unit members hired prior to January 1, 2022 only

Ravenswood City School District**2021-2022 Certificated Salary Schedule –Annual
For Nurses, Counselors, and Psychologists****Effective July 1, 2021****10% increase over 2021-2022 salary schedule**

	AB	C*	D	E	F
	<u>Intern</u>	<u>0-44 Units</u>	<u>45-59 Units</u>	<u>60-74 Units</u>	<u>75+ Units</u>
1	57,005	72,458	74,729	77,000	79,273
2	58,827	74,729	77,000	79,273	81,550
3		77,000	79,273	81,550	83,818
4		79,273	81,550	83,818	86,092
5		81,550	83,818	86,092	88,351
6				89,210	91,463
7				92,331	97,082
8				95,449	97,680
9				97,537	99,768
10				98,281	100,513
11				99,024	101,256
12				99,769	102,002
13				100,513	102,744
14				101,256	103,490
15				102,002	104,234
16				102,744	104,981
17				103,491	106,500

*Employee must hold preliminary or clear credential to advance to Range C

Per Diem – 15 additional days compensated at per diem rate**2021-2022 Certificated Salary Schedule –Annual
For Speech Language Pathologists**

<u>Years</u>	<u>Waiver</u>	<u>Credential</u>
1	90,488	93,173
2	91,831	94,516
3	93,173	95,860
4		97,202
5		98,544
6		99,887
7		101,230
8		102,572

Educational Incentive Salary Add-ons

Annual \$1,002 Master's Degree**

Annual \$1,002 Second Advanced Degree** (must be related to field of education)

Stipends

Annual \$5,000 Psychologists and Speech Language Pathologists

Annual \$3,000 Spanish Bilingual Authorization - Psychologists and Speech Language Pathologists

\$50 Hourly Rate for extended duty - effective June 17, 2019

**Unit members hired prior to January 1, 2022 only

Ravenswood City School District**2021-2022 Certificated Career Ladder – Annual****Effective July 1, 2021**

1	60,000	26	86,050	51	107,100	76	123,150
2	61,050	27	86,900	52	107,750	77	123,600
3	62,100	28	87,750	53	108,400	78	124,050
4	63,150	29	88,600	54	109,050	79	124,500
5	64,200	30	89,450	55	109,700	80	124,950
6	65,250	31	90,300	56	110,350	81	125,400
7	66,300	32	91,150	57	111,000	82	125,850
8	67,350	33	92,000	58	111,650	83	126,300
9	68,400	34	92,850	59	112,300	84	126,750
10	69,450	35	93,700	60	112,950	85	127,200
11	70,500	36	94,550	61	113,600	86	127,650
12	71,550	37	95,400	62	114,250	87	128,100
13	72,600	38	96,250	63	114,900	88	128,550
14	73,650	39	97,100	64	115,550	89	129,000
15	74,700	40	97,950	65	116,200	90	129,450
16	75,750	41	98,800	66	116,850	91	129,900
17	76,800	42	99,650	67	117,500	92	130,350
18	77,850	43	100,500	68	118,150	93	130,800
19	78,900	44	101,350	69	118,800	94	131,250
20	79,950	45	102,200	70	119,450	95	131,700
21	81,000	46	103,050	71	120,100	96	132,150
22	82,050	47	103,900	72	120,750	97	132,600
23	83,100	48	104,750	73	121,400	98	133,050
24	84,150	49	105,600	74	122,050	99	133,500
25	85,200	50	106,450	75	122,700	100	133,950

\$60,000 Minimum salary for 1.0 FTE

Educational Incentive Salary Add-ons

Annual \$3,000 National Board Certification in Teaching

Stipends

Annual \$8,000 C&I District Lead, Reading Specialist/Literacy Coach, Instructional Coach*

Annual \$4,000 Spanish Bilingual Authorization (must serve in dual immersion setting)

Annual \$5,000 Special Education Teacher

Annual \$3,000 Spanish Bilingual Authorization - Special Education Teacher

\$1,000 Coaching Stipend per Sport

\$250 Daily Rate for Teacher in Charge

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\$300 per Night for Overnight Field Trips

*Contingent on outside funding