

## 2023-24 Tentative Agreements

### 1. Article VII: Salaries and Appendix B

The District and Association agree the District shall increase the 2023-2024 salary schedules, Appendix A, and Appendix B by 7.5% retroactive and effective July 1, 2023. In addition, effective March 1, 2024, the District shall increase the 2023-2024 salary schedules by 0.72%.

Upon ratification and School Board approval, the 7.5% salary increase will be reflected on the February 29, 2024 pay warrant. The retroactive payment of July 1, 2023 to January 31, 2024 will be paid on March 31, 2024. The 0.72% salary increase will be effective on March 1, 2024 and reflected on the March 31, 2024 pay warrant.

The additional stipends to HS Appendix B have been added: Science and Engineering Fair, Girls Wrestling, Cheer-Stunt, Flag Football, Lacrosse, Beach Volleyball, Badminton Assistant Coach, Golf Assistant Coach and ESports. In addition, ESports has been added to Elementary, Middle and Alternative Education stipends.

★ **Why is this a Win for the Association?** For the 23/24 school year, the proposed cost-of-living adjustment (COLA) is 8.22%. This means the entire COLA was captured as an ongoing salary increase. The 7.5% salary schedule increase will be retroactive to July 1, 2023. In addition, the salary schedule will be increased again on March 1, 2024 by 0.72% for a total salary increase to 8.22%.

Also, the HS coaching positions that are currently on an MOU for Appendix B will now be added to Appendix B. These stipends are: Science & Engineering Fair, Girls Wrestling, Cheer-Stunt, Flag Football, Beach Volleyball, Badminton Asst. coach, Golf Asst. coach, and ESports.

### 2. Article VIII: Employee Benefits

The District and Association agree to increase the four-tier unblended CAP structure for medical and dental insurance effective October 1, 2023 to the following:

Employee Only	\$10, 600
Employee + Spouse	\$18, 800
Employee + Children	\$16, 150
Employee + Family	\$25, 750

★ **Why is this a Win for the Association?**

By increasing the CAP structure, members will not have an increase in their out-of-pocket monthly premiums for health benefits for the 2023-24 school year.

This is the 6th consecutive year that there has been no out-of-pocket increases to members' monthly premiums. This health benefits CAP increase equals 1.13%. **This brings the total compensation package to 9.35%.**

### **3. Article IX and Appendix C: School Calendar**

The District and Association agree to 2024-25 School Calendars (Head Start/Pre-K (Full day Duration/Non-Duration), State Preschool, Head Start Pre-K (Double Session), TK-6/Butterfield Language Academy, 6-8, and 9-12).

- ★ **Why is this a Win for the Association?** The Calendar Committee has completed the work for the 2024-25 calendars. This agreement allows for planning to begin for both members and the District for the 2024-25 school years. The calendar committee is made up of Association members and District staff.

### **4. Article X: Hours and Assignments**

The District and Association agreed to name the positions that are part of our bargaining unit that had not been previously named in the contract. In addition, working conditions for specialists were added to the contract.

- ★ **Why is this a Win for the Association?** After a long wait, specialists now have working conditions that define adjunct duty and temporary reassignment (subbing). Many new positions have been added over the years that were not previously named in the contract. This names those positions as part of the Moreno Valley Educators and stipulates their workday.

### **5. Article XIII: Class Size (SDC Overages)**

The District and Association agreed SDC teachers would be paid for overages for both class size and/or caseload at an equal rate of overage pay regardless of the segment level. In addition, the side letter for Article XIII was incorporated into the contract as permanent language.

- ★ **Why is this a Win for the Association?**

This recognizes special education case management requires additional teacher resources and time and brings equity for overage pay for this class of employees.

The sideletter for Article XIII has been in the contract since 1998. This codifies this language permanently in the contract and makes it clearer and easier to find when needed.

### **6. Article XV: Evaluations**

The District and Association agreed to update language in Article XV on the Evaluation forms and the contract language so that both are consistent. There was also clarification for Assistance Plans and PAR Requirements. Additionally, the name of the Alternate Evaluation form has been updated to Project Evaluation. These contract language and form updates were based upon recommendations of the Joint Evaluation Committee.



★ **Why is this a Win for the Association?**

Consistency and clarity between the Evaluation forms and the contract is key. This will alleviate any confusion that may occur in the Evaluation process. The name change to Project Evaluation more accurately reflects the process.

**7. Article XXII: Leaves of Absence (Catastrophic Illness)**

The District and Association agreed to clarify the processes and procedures to request and receive catastrophic leave. A catastrophic leave committee as well as a catastrophic leave bank will be established. Members can choose to participate in the catastrophic leave bank by contributing days to the bank. Only members who contribute to the bank will be eligible to receive days from the bank. A joint oversight committee will review petitioners' eligibility, leave award and monitor the leave bank. Members will be able to request and contribute direct donations of days for catastrophic leave.

★ **Why is this a Win for the Association?**

Members have options for accessing or donating catastrophic leave days. This also creates a process and procedure to request and donate catastrophic leave anonymously. The creation of this process allows for a clear and transparent way to request, contribute and donate catastrophic leave.

**8. Article XXIV: Induction and Peer Assistance and Review**

The District and Association agree to indemnify and hold harmless the joint committee, consulting teachers, MVEA, CTA, and NEA any liability arising out of their participation in the PAR as provided in Ed. Code. A consulting teacher shall have the right to refuse to be called as a witness in a dismissal hearing.

★ **Why is this a Win for the Association?**

This provides legal protection for consulting teachers, the Association, CTA and NEA. It also provides that a consulting teacher does not testify against a member in a dismissal hearing.

The MVEA Executive Board and the MVEA Bargaining Team unanimously recommend a "YES" vote on the Tentative Agreements.

**VOTING TIMELINE**

<b>Virtual General Membership Meeting via Webex @ 4 - 5 p.m.</b>	<b>Tuesday, December 5, 2023</b>
<b>Voting</b>	<b>December 5 at 5:30 pm - December 12th at 5:30 pm via Simply Voting</b>
<b>Results out</b>	<b>December 14</b>

Link to General Membership Meeting on Tuesday, December 5 at 4:00-5:00 PM  
<https://cta.webex.com/cta/j.php?MTID=m329cd9c1c041cd3bd95caf6a3a01a218>

**ONLY MVEA  
MEMBERS  
MAY VOTE!**





**TENTATIVE AGREEMENT  
BETWEEN THE  
MORENO VALLEY UNIFIED SCHOOL DISTRICT  
AND THE  
MORENO VALLEY EDUCATORS ASSOCIATION**

**November 27, 2023**

**Article VII – SALARIES**

Pursuant to Article VII – Salaries, the Moreno Valley Unified School District (District) and the Moreno Valley Educators Association (Association) agree to the following:

- Effective July 1, 2023, the District shall increase the 2023-24 salary schedules, Appendix A and Appendix B, by 7.5%, retroactive to July 1, 2023.
- Effective March 1, 2024, the District shall increase the 2023-24 salary schedules, Appendix A and Appendix B, by 0.72%.
- ~~• Effective July 1, 2022, the District shall increase the 2022-23 salary schedules, Appendix A and Appendix B, by 6.56%.~~
- ~~• All unit members in paid status as of October 1, 2022, shall receive a one-time 3% off schedule payment based on the 2022-23 salary schedule placement, paid no later than October 31, 2022.~~

Nov. 27, 2023  
Date

Suzanne Berkey  
Suzanne Berkey  
MVEA Bargaining Team  
Moreno Valley Educators Association

11-27-23  
Date

Jason Barney  
Jason Barney  
Interim Chief Human Resources Officer  
Moreno Valley Unified School District



**TENTATIVE AGREEMENT**  
**BETWEEN THE**  
**MORENO VALLEY UNIFIED SCHOOL DISTRICT**  
**AND THE**  
**MORENO VALLEY EDUCATORS ASSOCIATION**

June 8, 2023

**ARTICLE VIII – EMPLOYEE BENEFITS**

**Section 1 - Entitlement**

The District and the Association agree to increase the four-tier unblended CAP structure for medical and dental insurance effective October 1, 2022 2023 to the following:

Employees Only	\$9,800	\$10,600
Employee + Spouse	\$16,900	\$18,800
Employee + Children	\$14,250	\$16,150
Employee + Family	\$23,150	\$25,750

~~In addition, the District and the Association agree to a one-year health benefits credit applied towards the Anthem PPO 80 medical plan.~~

June 8, 2023

Date

Suzanne Berkey

Suzanne Berkey  
MVEA Bargaining Team  
Moreno Valley Educators Association

June 8, 2023

Date

Robert J. Verdi, Ed.D.

Robert J. Verdi, Ed.D.  
Chief Human Resources Officer  
Moreno Valley Unified School District





**TENTATIVE AGREEMENT**  
**BETWEEN THE**  
**MORENO VALLEY UNIFIED SCHOOL DISTRICT**  
**AND THE**  
**MORENO VALLEY EDUCATORS ASSOCIATION**

**June 8, 2023**

**Article IX and Appendix C – School Calendar**

Pursuant to Article IX and Appendix C – School Calendar, the District and the Association agree to the attached ~~2023-2024~~ 2024-2025 school calendars (Head Start/Pre-K, State Preschool, TK-6, Butterfield Language Academy TK-8, 6-8 and 9-12).

June 8, 2023  
Date

Suzanne Berkey  
Suzanne Berkey  
MVEA Bargaining Team  
Moreno Valley Educators Association

June 8, 2023  
Date

Robert J. Verdi, Ed.D.  
Robert J. Verdi, Ed.D.  
Chief Human Resources Officer  
Moreno Valley Unified School District





# MORENO VALLEY UNIFIED SCHOOL DISTRICT

Traditional Year

**2024-2025**

State Preschool

(Armada, Box Springs, Creekside, Ridge Crest, Seneca, Serrano, Sunnymeadows)

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5					1	2		3	4	5	6	1	2	3	4					1	2	3	4	5	6
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	PC	PC	9	10	11	12	13
15	16	17	18	19	S	T	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	16	17	S	19	20
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
29	30	31			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29	30	31			

JANUARY					FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	5	6	7	3	4	5	6	7	1	2	3	4					1	2	2	3	4	5	6
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14	7	8	9	10	11	5	6	PC	8	9	9	10	11	12	13
13	14	15	16	17	17	18	19	20	21	17	18	19	20	21	14	15	16	17	18	12	13	PC	15	16	16	17	18	19	20
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28	21	22	S	24	25	19	20	21	22	23	23	24	25	26	27
27	28	29	30	31						31					28	29	30			26	27	28	29	30	30				

△ Students Return  
PC = Parent Conference

○ Legal Holiday  
S = Staff Development Days

⊗ Local Holiday

□ School Recess

T = Teacher Prep Day

## IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 9 & 13	Teacher Prep Days
August 12	Staff Development
August 14	<b>STUDENTS RETURN</b>
September 2	Labor Day (Legal Holiday)
September 4	Staff Development
November 7, 8	Parent Conference
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 18	Staff Development
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	<b>STUDENTS RETURN</b>
January 20	Martin Luther King Day (Legal Holiday)
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	<b>STUDENTS RETURN</b>
April 23	Staff Development
May 7, 14	Parent Conference Days
May 26	Memorial Day (Legal Holiday)
June 13	<b>LAST DAY OF INSTRUCTION</b>
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days
		Modified Traditional
1	08/12/24 - 09/06/24	16
2	09/09/24 - 10/4/24	20
3	10/07/24 - 11/01/24	20
4	11/04/24 - 11/29/24	12
5	12/2/24 - 12/27/24	14
6	01/06/25 - 01/31/25	14
7	02/03/25 - 02/28/25	18
8	03/03/25 - 03/28/25	15
9	03/31/25 - 04/25/25	14
10	04/28/25 - 05/23/25	18
11	05/26/25 - 06/20/25	14
<b>TOTAL</b>		<b>175</b>

Calendar Committee Consensus: 5/24/2023  
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023  
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023  
 Final Board Approved:

# MORENO VALLEY UNIFIED SCHOOL DISTRICT

Traditional Year

2024-2025

Head Start Pre-K

(Double Session-Armada, Butterfield, Edgemont, Rainbow Springs)

JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5				1	2	2	3	4	5	6	1	2	3	4					1		2	3	4	5	6
8	9	10	11	12	5	6	7	8	9	9	10	11	12	13	7	8	9	10	11						9	10	11	12	13
15	16	17	18	19	15	16	17	18	19	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
29	30	31			26	27	28	29	30	30					28	29	30	31		25	26	27	28	29	30	31			

△ Students Return      ○ Legal Holiday      ⊗ Local Holiday      □ School Recess      T = Teacher Prep Day  
 PC = Parent Conference      S = Staff Development Days      HV = Home Visits

## IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 9 & 13	Teacher Prep Days
August 12	Staff Development
August 14	STUDENTS RETURN
August 21 & 28	Parent Conference Days
September 2	Labor Day (Legal Holiday)
September 4	Staff Development
September 11, 18, 25	Teacher Prep Days
October 2, 16, 23, 30	Teacher Prep Days
October 9	Staff Development
November 20	Teacher Prep Days
November 7, 8, 13	Home Visits
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 4 & 11	Teacher Prep Days
December 18	Staff Development
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 15 & 22	Teacher Prep Days
January 20	Martin Luther King Day (Legal Holiday)
January 29	Staff Development
February 5, 19 & 26	Teacher Prep Days
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 5, 12 & 19	Home Visits
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
April 2, 9, 16, 30	Teacher Prep Day
April 23	Staff Development
May 28	Teacher Prep Day
May 7, 14, 21	Parent Conference Days
May 26	Memorial Day (Legal Holiday)
May 28	Teacher Prep Day
June 12	LAST DAY OF INSTRUCTION
June 13	Teacher Prep Day
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days
		Modified Traditional
1	08/12/24 - 09/06/24	14
2	09/09/24 - 10/4/24	16
3	10/07/24 - 11/01/24	16
4	11/04/24 - 11/29/24	10
5	12/2/24 - 12/27/24	12
6	01/06/25 - 01/31/25	11
7	02/03/25 - 02/28/25	15
8	03/03/25 - 03/28/25	12
9	03/31/25 - 04/25/25	12
10	04/28/25 - 05/23/25	16
11	05/26/25 - 06/20/25	12
TOTAL		146

Calendar Committee Consensus:  
 MVUSD/MVEA Tentative Agreement Reached:  
 MVUSD/CSEA Tentative Agreement Reached:  
 Final Board Approved:

5/24/2023  
 6/8/2023  
 6/2/2023



# MORENO VALLEY UNIFIED SCHOOL DISTRICT

## Traditional Year - Semester Calendar

PENDING BOARD APPROVAL

2024-2025

Grades 9-12

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F
1 2 3 4 5	5 6 7 NT NT	2 3 4 5 6	1 2 3 4	4 5 6 7 8	2 3 4 5 6
8 9 10 11 12	T T 14 15 16	9 10 11 12 13	7 8 9 10 M	11 12 13 14 15	9 10 11 12 13
15 16 17 18 19	19 20 21 22 23	16 17 18 19 20	14 15 16 17 18	18 19 20 21 22	16 17 18 19 NSD
22 23 24 25 26	26 27 28 29 30	23 24 25 26 27	21 22 23 24 25	25 26 27 28 29	23 24 25 26 27
29 30 31		30	28 29 30 31	30 31	

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F
1 2 3	3 4 5 6 7	3 4 5 6 7	1 2 3 4	1 2	2 3 4 5 6
6 7 8 9 10	10 11 12 13 14	10 11 12 13 14	7 8 9 10 11	5 6 7 8 9	9 10 11 12 NSD
13 14 15 16 17	17 18 19 20 21	17 18 19 20 M	14 15 16 17 18	12 13 14 15 16	16 17 18 19 20
20 21 22 23 24	24 25 26 27 28	24 25 26 27 28	21 22 23 24 25	19 20 21 22 23	23 24 25 26 27
27 28 29 30 31		31	28 29 30	26 27 28 29 30	30

△ Students Return

PC = Parent Conference

○ Legal Holiday

NT = New Teacher Orientation

⊘ Local Holiday

School Recess

District-Wide Flex Days

District Professional Development Days

M = Minimum Day

T = Teacher Prep Day

### IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 8 & 9	New Teacher Orientation
August 12 & 13	Teacher Prep Days
August 14	STUDENTS RETURN
September 2	Labor Day (Legal Holiday)
October 11	END OF FIRST QUARTER
	Minimum Day - Students Only
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 20	END OF FIRST SEMESTER
	NON STUDENT DAY
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 20	Martin Luther King Day (Legal Holiday)
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 21	END OF THIRD QUARTER
	Minimum Day - Students Only
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
May 26	Memorial Day (Legal Holiday)
June 9	Graduation - VVHS.
June 10	Graduation - MMHS, March V., VDLHS
June 11	Graduation - MVHS, Bridges Learning Ctr.
June 12	Graduation - CSHS
June 12	LAST DAY OF INSTRUCTION
June 13	NON STUDENT DAY
	Semester Grading Due
	Minimum Workday - All Certificated
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days		
		Modified Traditional		
		K-5	6-8	9-12
1	08/12/24 - 09/06/24	17	17	17
2	09/09/24 - 10/4/24	20	20	20
3	10/07/24 - 11/01/24	20	19	20
4	11/04/24 - 11/29/24	12	14	14
5	12/2/24 - 12/27/24	15	15	14
6	01/06/25 - 01/31/25	14	14	14
7	02/03/25 - 02/28/25	18	17	18
8	03/03/25 - 03/28/25	15	15	15
9	03/31/25 - 04/25/25	15	15	15
10	04/28/25 - 05/23/25	20	20	20
11	05/26/25 - 06/20/25	14	14	13
TOTAL		180	180	180

### 2024-2025 Final Exam Schedule

1st Semester Exams: December 17-19 2024  
2nd Semester Exams: June 10-12, 2025

### 2025 SUMMER SCHOOL

June 17 & 18 - Teacher Prep Days  
June 20 - Summer School Begins  
June 19 - Juneteenth/Emancipation Day  
July 4 - Independence Day  
July 18 - Summer School Ends  
Time: TBD

JUNE					
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	T	T	19	20	
23	24	25	26	27	
30					

JULY					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

### 2025 EXTENDED SCHOOL YEAR

9-12 Gr.  
June 17 & 18 - Teacher Prep Days  
June 20 - Extended School Year Begins  
June 19 - Juneteenth/Emancipation Day  
July 4 - Independence Day  
July 18 - Extended School Year Ends

JUNE					
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	T	T	19	20	
23	24	25	26	27	

X

JULY					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

Graduation dates and venues are subject to change

Calendar Committee Consensus: 5/24/2023  
MVUSD/MVEA Tentative Agreement Reached: 6/8/2023  
MVUSD/CSEA Tentative Agreement Reached: 6/2/2023  
Final Board Approved:



# MORENO VALLEY UNIFIED SCHOOL DISTRICT

Traditional Year

2024-2025

Head Start Pre-K (Full Day-Duration/Non-Duration)

(Armada, Butterfield, Edgemont)

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F
1 2 3 4 5	1 2	2 3 4 5 6	1 2 3 4	1	2 3 4 5 6
8 9 10 11 12	5 6 7 8 9	9 10 11 12 13	7 8 9 10 11	4 5 6 HV HV	9 10 11 12 13
15 16 17 18 19	12 13 14 15 16	16 17 18 19 20	14 15 16 17 18	11 12 13 14 15	16 17 18 19 20
22 23 24 25 26	19 20 PC 22 23	23 24 25 26 27	21 22 23 24 25	18 19 HV 21 22	23 24 25 26 27
29 30 31	26 27 PC 29 30	30	28 29 30 31	25 26 27 28 29	30 31

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F
1 2 3	3 4 5 6 7	3 4 HV 6 7	1 2 3 4	1 2	2 3 4 5 6
6 7 8 9 10	10 11 12 13 14	10 11 HV 13 14	7 8 9 10 11	5 6 PC 8 9	9 10 11 12 13
13 14 15 16 17	17 18 19 20 21	17 18 19 20 21	14 15 16 17 18	12 13 PC 15 16	16 17 18 19 20
20 21 22 23 24	24 25 26 27 28	24 25 26 27 28	21 22 23 24 25	19 20 PC 22 23	23 24 25 26 27
27 28 29 30 31		31	28 29 30	26 27 28 29 30	30

△ Students Return  
PC = Parent Conference

○ Legal Holiday  
S = Staff Development Days

⊗ Local Holiday  
HV = Home Visits

□ School Recess

T = Teacher Prep Day

## IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 9 & 13	Teacher Prep Days
August 12	Staff Development
August 14	STUDENTS RETURN
August 21 & 28	Parent Conference Days
September 2	Labor Day (Legal Holiday)
September 6	Staff Development
September 11, 18, 25	Teacher Prep Days
October 2 & 16	Teacher Prep Days
October 9	Staff Development
November 7, 8, 20	Home Visits
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 18	Staff Development
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	STUDENTS RETURN
January 15 & 22	Teacher Prep Days
January 20	Martin Luther King Day (Legal Holiday)
January 29	Staff Development
February 5	Teacher Prep Day
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 5, 12 & 19	Home Visits
March 24-April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	STUDENTS RETURN
April 23	Staff Development
May 7, 14, 21	Parent Conference Days
May 26	Memorial Day (Legal Holiday)
June 12	LAST DAY OF INSTRUCTION
June 13	Teacher Prep Day
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days
		Modified Traditional
1	08/12/24 - 09/06/24	14
2	09/09/24 - 10/4/24	16
3	10/07/24 - 11/01/24	18
4	11/04/24 - 11/29/24	11
5	12/2/24 - 12/27/24	14
6	01/06/25 - 01/31/25	11
7	02/03/25 - 02/28/25	17
8	03/03/25 - 03/28/25	12
9	03/31/25 - 04/25/25	14
10	04/28/25 - 05/23/25	17
11	05/26/25 - 06/20/25	13
TOTAL		157

Calendar Committee Consensus: 5/24/2023  
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023  
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023  
 Final Board Approved:

# MORENO VALLEY UNIFIED SCHOOL DISTRICT

## Traditional Year - Trimester Calendar

2024-2025

### Grades TK - 6/TK-5 Butterfield Language Academy

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F
1 2 3 4 5	1 2	2 3 4 5 6	1 2 3 4	M	2 3 4 5 6
8 9 10 11 12	5 6 7 NT NT	9 10 11 12 13	7 8 9 10 11	4 5 6 PC PC	9 10 11 12 13
15 16 17 18 19	T T 14 15 16	16 17 18 19 20	14 15 16 17 18	11 12 13 14 15	16 17 18 19 M
22 23 24 25 26	19 20 21 22 23	23 24 25 26 27	21 22 23 24 25	18 19 20 21 22	23 24 25 26 27
29 30 31	26 27 28 29 30	30	28 29 30 31	25 26 27 28 29	30 31

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F	M T W Th F
1 2 3	3 4 5 6 7	3 4 5 6 M	1 2 3 4	1 2	2 3 4 5 M
6 7 8 9 10	10 11 12 13 14	10 11 12 13 14	7 8 9 10 11	5 6 7 8 9	9 10 11 12 M
13 14 15 16 17	17 18 19 20 21	17 18 19 20 21	14 15 16 17 18	12 13 14 15 16	16 17 18 19 20
20 21 22 23 24	24 25 26 27 28	24 25 26 27 28	21 22 23 24 25	19 20 21 22 23	23 24 25 26 27
27 28 29 30 31		31	28 29 30	26 27 28 29 30	30

△ Students Return

○ Legal Holiday

⊗ Local Holiday

□ School Recess

M = Minimum Day

PC = Parent Conference

NT = New Teacher Orientation

□ District-Wide Flex Days

T = Teacher Prep Day

□ District Professional Development Days

#### IMPORTANT DATES

July 4	Independence Day (Legal Holiday)
August 8 & 9	New Teacher Orientation
August 12 & 13	Teacher Prep Days
August 14	<b>STUDENTS RETURN</b>
September 2	Labor Day (Legal Holiday)
November 1	<b>END OF FIRST TRIMESTER</b>
	Minimum Day - Students Only
October 7 & 8	Parent Conference Day
November 11	Veterans Day (Legal Holiday)
November 25-29	Thanksgiving Recess
November 27	Admission's Day (Local Holiday)
November 28-29	Thanksgiving Holidays (Legal/Local)
December 20	Minimum Day - Students Only
December 23	Winter Recess Begins
December 24	Christmas Eve (Local Holiday)
December 25	Christmas Day (Legal Holiday)
December 31	New Year's Eve (Local Holiday)
January 1	New Year's Day (Legal Holiday)
January 13	<b>STUDENTS RETURN</b>
January 20	Martin Luther King Day (Legal Holiday)
February 14	Lincoln's Day (Local Holiday)
February 17	President's Day (Legal Holiday)
March 7	<b>END OF SECOND TRIMESTER</b>
	Minimum Day - Students Only
March 24 - April 4	Spring Recess
April 3	Cesar Chavez Day (Legal Holiday-Observed)
April 7	<b>STUDENTS RETURN</b>
May 26	Memorial Day (Legal Holiday)
June 6	<b>END OF THIRD TRIMESTER</b>
	Minimum Day - Students Only
June 13	<b>LAST DAY OF INSTRUCTION</b>
	Minimum Day - Students Only
	Minimum Workday - All Certificated
June 19	Juneteenth/Emancipation Day (Legal Holiday)

School Month	Dates	Student Days		
		Modified	Traditional	
		K-5	6-8	9-12
1	08/12/24 - 09/06/24	17	17	17
2	09/09/24 - 10/4/24	20	20	20
3	10/07/24 - 11/01/24	20	19	20
4	11/04/24 - 11/29/24	12	14	14
5	12/2/24 - 12/27/24	15	15	14
6	01/06/25 - 01/31/25	14	14	14
7	02/03/25 - 02/28/25	18	17	18
8	03/03/25 - 03/28/25	15	15	15
9	03/31/25 - 04/25/25	15	15	15
10	04/28/25 - 05/23/25	20	20	20
11	05/26/25 - 06/20/25	14	14	13
<b>TOTAL</b>		<b>180</b>	<b>180</b>	<b>180</b>

#### 2025 SUMMER SCHOOL

June 17 & 18 - Teacher Prep Days  
 June 20 - Summer School Begins  
 June 29 - Juneteenth/Emancipation Day  
 July 4 - Independence Day  
 July 18 - Summer School Ends  
 Time: TBD

JUNE					
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	T	T	19	20	△
23	24	25	26	27	
30					

JULY					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

#### 2025 EXTENDED SCHOOL YEAR

K-8  
 June 17 & 18 - Teacher Prep Days  
 June 20 - Extended School Year Begins  
 June 19 - Juneteenth/Emancipation Day  
 July 4 - Independence Day  
 July 18 - Extended School Year Ends

JUNE					
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	T	T	19	20	△
23	24	25	26	27	
30					

JULY					
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

Calendar Committee Consensus: 5/24/2023  
 MVUSD/MVEA Tentative Agreement Reached: 6/8/2023  
 MVUSD/CSEA Tentative Agreement Reached: 6/2/2023  
 Final Board Approved:





**TENTATIVE AGREEMENT**  
**BETWEEN THE**  
**MORENO VALLEY UNIFIED SCHOOL DISTRICT**  
**AND THE**  
**MORENO VALLEY EDUCATORS ASSOCIATION**

**September 29, 2023**

**Article X – Hours and Assignments**

The Moreno Valley Unified School District ("District") and the Moreno Valley Educators Association ("MVEA") agree to the revised and new language to Article X – Hours and Assignments.

**Section 1 - Assignment**

- (a) An employee shall be given written notice of tentative assignment (grade level, subject, and school) for the forthcoming year no later than ninety (90) calendar days preceding the first day of the new work year. Notification of changes in assignments shall be given as soon as possible after a change has been decided upon. It shall also be the policy of the District when practicable to advise employees of possible changes when it appears such changes are likely.
- (b) When possible, combination classes will be minimized.
- (c) Middle school teachers, except those in self-contained classrooms, shall not be required to teach more than three (3) subjects (i.e., Math), title (SDAIE or GATE), and/or grade level (6th, 7th, or 8th) preparation. Teachers may volunteer for additional preparations.

**Section 2 - Hours of Work**

Except pursuant to the circumstances set forth in subsections (a) and (b) below, the length of the regular workday for employees who have a majority of their time assigned to regular classroom teaching shall be seven (7) hours, twenty (20) minutes.

- (a) Teaching employees shall attend meetings called by site administrators or department chairpersons, except as limited by Section 9.
- (b) The high school level certificated employees may be assigned duties that may be outside the defined workday. Such assignments shall be reasonable and assigned equitably within a school staff. Extra duty for high school will include Graduation and Back to School Night, plus six (6) events. Any duty assigned beyond eight (8) ~~and any duty assigned on Sunday or a holiday shall be paid at the extra duty hourly rate. shall be paid at a rate of \$25 per event.~~
- (c) Teaching employees shall be entitled to a forty (40) minute duty free lunch period each workday. In no event shall the student lunch period exceed the teacher lunch period and in those schools with forty (40) minute lunches, accommodation will be made to assure teachers of their full forty (40) minute duty free lunch break.

- (1) In serious inclement weather situations, the District may adjust the elementary schedule, as long as a thirty (30) minute duty free lunch period is maintained.
  - (2) At the beginning of the school year, a committee at each site/YRE track will be formed to discuss inclement weather options in order to cover lunch time supervision. By the end of the first month of the school year, the findings of this committee will be presented to the staff for their approval.
  - (3) On minimum days, the District may adjust all schedules as long as a thirty (30) minute duty free lunch period is maintained.
  - (4) The lunch period at elementary schools shall be forty-five (45) minutes. Teachers are expected to walk their classes to the lunch area and may be required to stay with their classes for a reasonable period of time, generally from zero (0) to five (5) minutes.
- (d) Classroom teachers shall be responsible for up to three hundred five (305) minutes of instruction as scheduled by the District. The District and the Association will meet and prepare a report for the Bargaining Teams on the effects of counting passing time as instructional minutes. Teaching employees in a period-oriented program will be assigned no more than five (5) periods of instruction.
  - (e) The District shall establish the beginning and ending times of all school programs, except in setting such times the Board shall not exceed the workday as set forth above in Section 2. Teaching employees will be present at their site a reasonable period of time prior to and following the student day.
  - (f) Playground duty, bus duty and supervision of special events within a school staff may be assigned to employees, and in such cases, such duties shall be reasonable in amount and assigned equitably within a school staff.
  - (g) Supervisory duties will be determined at each school site and each YRE track by a committee composed of administrator(s), and teachers selected by their peers. At each school site/YRE track, the committee will determine the type and number of supervision minutes per week. These minutes will be equitable per teacher per site and/or per track. The committee will present the information to the staff for their approval.
  - (h) Adjunct duties shall be assigned by the District. Such duties shall be reasonable, equitably distributed, mutually scheduled (or assigned if mutual agreement has been attempted but has not been reached), and communicated to all unit members at each school site. Adjunct duties ~~subject to evaluation~~ shall be communicated within thirty (30) workdays from the beginning of each school year. Other adjunct duties ~~which are subject to evaluation~~ may be added, deleted, or modified by mutual agreement between the ~~evaluator~~ administrator and the employee. The District may assign additional, necessary adjunct duties after thirty (30) workdays, by seniority, with the duties assigned first to the employee(s) with the least District seniority.
  - (i) Each middle school staff may develop a comprehensive school plan, in cooperation with the school parental community, to address curricular and staff development needs through the reduction of student contact time. This plan must be supported by at least seventy percent (70%) of the respondents to the school parental community survey prior to submission to the Board of Education for approval. In no event shall such plan violate minimum State mandated instructional minutes.

### Section 3 - Job Sharing



- (a) Job sharing is defined as two (2) permanent employees in satisfactory status sharing one full-time teaching assignment. Job sharing shall be by mutual consent of the District and the teachers and shall not result in any additional cost to the District.
- (b) A written plan for job sharing shall be presented to the District for approval. The plan must be in the best interests of the District. The plan shall include provisions for extra duty assignments and attendance at regular meetings. The District shall not withhold approval arbitrarily or capriciously.
- (c) Employees sharing jobs shall be paid at their regular contractual rate and accrue salary and benefits proportionate to the part of the job assignment fulfilled.
- (d) Employees sharing jobs shall be entitled to the rights, protections, and benefits set forth in this Agreement.
- (e) Employees sharing jobs shall receive one step increase upon the accumulation of each one full-time equivalent year.
- (f) Job sharers shall request and shall be granted one-half (1/2) time leaves of absence during the job share year. If one job sharer leaves the arrangement, the other job sharer must either go on leave for the remainder of the year or move to full-time employment.

#### **Section 4 - Psychologists/Speech Language Pathologists/Athletic Directors/~~Non-Classroom Certificated-Employees~~**

The length of the workday for psychologists hired to begin work on or before June 30, 1992 shall be eight (8) hours exclusive of a lunch period. The length of the regularly scheduled workday for all other employees whose majority assignment is not regular classroom teaching shall be in accordance with the provisions of **section paragraph** 2, 2(a), 2(b), and 2(c) of this Article. The establishment of a regularly scheduled workday in this paragraph shall not mean that any responsibilities traditionally associated with a particular job involving work outside the regular scheduled workday or away from the building site shall be affected. In every case, the hours of work for each non-teaching employee shall be established by such employee's immediate supervisor.

Speech language pathologists (SLPs) shall work an eight (8) hour day, and the District and the Association shall establish a salary schedule that reflects the additional forty (40) minutes each day that these employees are required to work. Each day the District exceeds the K-12 caseload average as stipulated in Education Code section 56363.3 by one to five students, SLPs with a caseload above 55 shall be paid one hour per day at the contractual hourly rate as identified in Appendix B. The contractual hourly rate shall be increased incrementally for each additional one to five students above the stipulated caseload. The Preschool SLP caseload shall be as stipulated in Education Code 56441.7. The District and the Association will review caseloads on a monthly basis.

Athletic Directors at the comprehensive high schools shall be fully released from classroom responsibilities (full-day release) and shall work an 8 hour day for 200 days and be placed on the same salary schedule as the Special Education Program Specialist. Duties will include, but are not limited to, the development and oversight of academic intervention and support for student athletes, training devoted to the development of coaches and fostering community and collegiate partnerships.

#### **Section 5 – Non-Classroom Certificated Employees**

- (a) **The length of the regularly scheduled workday for employees whose majority assignment is**



not regular classroom teaching shall be in accordance with seven (7) hours, twenty (20) minute workday inclusive of 40-minute lunch period. Such positions include, but are not limited to: Multilingual Program Specialists, Professional Development Specialists, Certificated Site Academic Coaches, School Counselors, School Social Workers, and Behavior Intervention Teachers.

(b) The length of the regularly scheduled workday for employees whose majority assignment is not regular classroom teaching shall be in accordance with an eight (8) hour work day inclusive of a 40-minute lunch period. Such positions include, but are not limited to: Special Education Program Specialists, African American Parent Involvement Program Specialists, Behavioral Support Program Specialists, and School Nurses.

(c) Adjunct duties shall be assigned by the District. Such duties shall be reasonable, equitably distributed, mutually scheduled (or assigned if mutual agreement has been attempted but has not been reached), and communicated to all non-classroom unit members. Adjunct duties shall be communicated within thirty (30) workdays from the beginning of each school year. Other adjunct duties may be added, deleted, or modified by mutual agreement between the administrator and the employee. The District may assign additional, necessary adjunct duties after thirty (30) workdays, by seniority, with the duties assigned first to the employee(s) with the least District seniority.

(d) Non-site based certificated employees may be assigned duties that may be outside the defined workday. Such assignments shall be reasonable and assigned equitably within a department. Adjunct duty for non-site certificated employees shall not exceed three (3) events, unless mutually agreed upon by the District and the Association. Adjunct duty assigned beyond three (3) events shall be paid at the extra duty hourly rate.

(e) Unit members shall not be daily reassigned from their specified job assignment for more than five (5) days during any school year. In the event there is a need to increase the number of days a unit member may be reassigned it shall be decided by mutual agreement by the District and the Association. If a unit member shall be required to be daily reassigned, then the unit member shall be notified in advance by the end of the prior workday.

## **Section 5 6 – Student Grouping**

The principal of each school may involve the employees in the grouping of students within the school so as to maximize learning consistent with sound growth, development, and social practices.

## **Section 6 7– Emergency Coverage**

If the principal and assistant principal (if any) are to be away from the school during the regular student hours, an employee shall be designated to act in an emergency.

## **Section 7 – 8 Preparation/Conference Periods**

On each full-time teaching day, all teaching employees shall have a preparation/conference period established by the District during which entire time the employee shall devote his/her energies to preparation activities, conferencing with students, parents of students, or employees on matters relevant to assigned duties. In grades K through 5 the preparation/conference period shall be no less than fifty (50) consecutive minutes. At the secondary level (6-12), the length of the preparation/conference period shall be no less than the students' regular daily period.

## **Section 8 – 9 Traveling Employees**

(a) Employees traveling from site to site on the same day will be paid mileage at the current IRS rate to cover automobile expenses. If the distance exceeds one and one-half (1-1/2) miles, the

District shall reduce the employee's instructional day by an appropriate amount of time for traveling, not less than fifteen (15) minutes per day.

- (b) The District will make a reasonable effort to provide existing equipment and materials to traveling employees to minimize the inconvenience faced by such employees.

#### **Section 9 – 10 Meetings**

The number of required meetings will be limited as follows: At each school, attendance at more than two (2) meetings of the entire school staff shall not be required by the site administrator during a calendar month and no more than two (2) other mandatory meetings per month except in either case where such meetings are pursuant to the dictates of state law or except those required by categorically funded programs. Except in the case of categorical program evaluations, emergencies, and where the site administrator with the concurrence of the majority of the school staff agree, mandatory staff meetings shall not occur during a scheduled preparation/conference period. Mandatory meetings shall not last longer than sixty (60) minutes after the end of the regular workday and shall be scheduled at least twenty-four (24) hours in advance. Meetings called by department chairpersons shall not count against the above limits, but shall be reasonable in number. This section shall not be applicable to any non-student attendance days. Issues discussed at voluntary staff meetings shall be summarized at the next mandatory staff meeting or provided to the staff in writing.

#### **Section 40 – 11 Support Personnel**

- (a) Association Attendance. With respect to Association building representative meetings, one (1) psychologist representative may attend up to two (2) such meetings per month during scheduled work hours, provided one day's advance absence notice is given. All District Office employees, including but not limited to program specialists, curriculum specialists, and speech language pathologists may attend up to three (3) general membership meetings per school year. In either case where attendance at such meetings will occur during scheduled work hours, the District Office employees shall make up such time at a time scheduled by the District.
- (b) Resource Specialists. Resource Specialists will be responsible for testing and attending meetings for their respective caseloads, administrative placements, and initial referrals at their sites. One period per day of the Resource Specialist's instructional schedule shall be designated for such testing and related duties.

#### **Section 44— 12 Medical Procedures**

The District shall not require bargaining unit members, other than nurses, to perform ongoing medical procedures for students.

#### **Section 42 – 13 Full Day Kindergarten**

- (a) The length and number of recess/lunch breaks for students shall be the same as other primary grade classes (i.e., one recess break, one lunch break, etc.).
- (b) Each Full Day Kindergarten teacher shall be provided an instructional assistant for 1.75 hours per day by the District.
- (c) The District shall attempt to keep the Kindergarten classrooms together and locate the program in classrooms near age appropriate restrooms per Title V regulations.
- (d) Full Day Kindergarten teachers shall have standardized class set up: tables, chairs, rug, cubbies, kitchenette, kidney table, big book holder, standing bookcase, single sided bookcase, and kitchen play set.

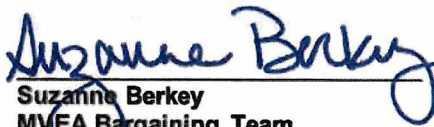


- (e) Full Day Kindergarten classes may be dismissed up to 15 (fifteen) minutes prior to 1<sup>st</sup> (first) grade - 5th (fifth) grade dismissal, as established by the site through the Restructuring Process. The District and the Association representatives will meet by the end of the 2018-2019 school year to evaluate the efficiency of dismissal times.
- (f) Full Day Kindergarten teachers shall receive up to 13 substitute days for the 2018-2019 school year. Beginning with the 2019-2020 school year all Full Day Kindergarten teachers shall receive up to 11 substitute days per year. During the 2019-2020 school year, the District and the Association will bargain the substitute days for subsequent years.

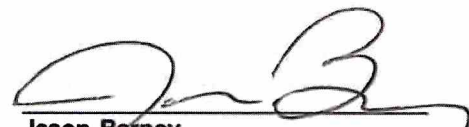
**Section 13 – 14 Dual Language Immersion**

- (a) Dual Language Immersion (DLI) teachers shall be compensated up to ten (10) days per school year at their daily rate of pay for additional work associated with primary language services.
- (b) DLI teachers attending mandated professional development outside the professional working hours as defined by Article X - Hours and Assignments shall be compensated at the hourly rate of pay for all such professional development.
- (c) Class size shall conform to the self-contained bilingual size of 28 pursuant to Article XIII - Class Size, Section 2. Class size overages shall follow the contractual process outlined in Article XIII, Section 2 (a) and Section 3.
- (1) Grades TK-3 shall not exceed 25 students.  
(2) Grades 4-12 shall not exceed 28 students.

9/29/23  
Date

  
Suzanne Berkey  
MVEA Bargaining Team  
Moreno Valley Educators Association

9-29-23  
Date

  
Jason Barney  
Interim Chief Human Resources Officer  
Moreno Valley Unified School District

**TENTATIVE AGREEMENT**  
**BETWEEN THE**  
**MORENO VALLEY UNIFIED SCHOOL DISTRICT**  
**AND THE**  
**MORENO VALLEY EDUCATORS ASSOCIATION**

**October 31, 2023**

**ARTICLE XIII – CLASS SIZE**

The Moreno Valley Unified School District ("District") and the Moreno Valley Educators Association ("MVEA") agree to the revised and new language to Article XIII – Class Size.

**Section 1 - Staffing Ratios**

- (a) The District shall utilize Section 2 – Class Average Limits/Caseloads for initial projected staffing purposes and all budgetary planning as a guideline at each school site.

The following staffing ratios for were bargained by the District and the Association as an alternative to the requirement of the Grade Span Adjustment (GSA) regulations in the Local Control Funding Formula (LCFF). The staffing ratios are ongoing; however, if the LCFF GSA funds are reduced by the state, the Association and the District shall meet to bargain class size at Grades TK-3 as identified in Section 2 of this Article.

2015-16: Transitional Kindergarten (TK)-Grade 3: TK: 1 teacher per 25 students projected; Kindergarten-Grade 3: 1 teacher per 27 students projected.

2016-17: Transitional Kindergarten (TK)-Grade 3: 1 teacher per 25 students projected.

All other grade level staffing ratios shall be based on the class-size averages listed in Section 2(a).

If the application of these ratios in the aggregate at any one school results in a fraction of one-half (1/2) or more, the next highest whole number of teachers shall be allocated to that school for initial projected staffing purposes.

- (b) The term "Teacher" as used in Section 1(a) above is intended to cover regular classroom teachers and does not include instructional aides, management personnel, psychologists, nurses, resource teachers, librarians, elementary music teachers, counselors, speech language pathologists, special education teachers, reading specialists, and the like.

**Section 2 - Class Average Limits/Caseloads**

- (a) The following class average limits/caseloads were bargained by the District and the Association as an alternative to the requirement of the Grade Span Adjustment (GSA) regulations in the Local Control Funding Formula (LCFF). The class average limits/caseloads are ongoing; however, if the LCFF GSA funds are reduced by the state, the Association and the District shall meet to bargain class size at Grades TK-3 as identified in this Section. Except as set forth in Section 4 below, if the actual number of students enrolled in an individual class averages more than the

numbers stated in subparagraphs below for more than 20 consecutive workdays, the site administrator shall, upon request of the affected teacher(s), develop a plan, after consultation with the affected teacher(s), to achieve a reduction within a reasonable time period. When class size/caseloads exceed the defined limits, a written grievance may be filed, and if unresolved within ten (10) days, the grievance will be moved to Level III of the grievance article.

- (1) Transitional Kindergarten (TK): 25
  - (2) Kindergarten - Grade 3: 29 (2014-2015); 27 (2015-2016); 25 (2016-17)
  - (3) Grades 4-6 (elementary): 33
  - (4) Grades 6 -12: 36 in any one class and 165 students for a five (5) period teaching day exclusive of the classes set forth in paragraph 5 below. If less than five (5) periods are taught, the figure shall be prorated accordingly.
  - (5) Special Day Class: 18
  - (6) Self-contained bilingual: Not to exceed 27 (2015-16); not to exceed 25 (2016-17). (TK-3 self-contained bilingual classes shall adhere to Sections 2(a)(1) and 2(a)(2) and shall not exceed 28.)
  - (7) Dual Language Immersion: Grades TK-3 shall not exceed 25 students. Grades 4-12 shall not exceed 28 students.
  - (8) Secondary remedial reading: Classes shall have no more than 20 students
  - (9) Middle school opportunity: 26
  - (10) Speech Language Pathologist: as provided in Education Code 56363-3
  - (11) RSP: 28
  - (12) ELD/Bilingual pull-out: 100
  - (13) Physical Education: classes shall have no more than fifty-five (55) students per teacher with a maximum of 240 students for a five-period teaching day.
  - (14) Proficiency Mathematics: 25
  - (15) March Mountain/March Valley shall enroll no more than 22 students per class period
  - (16) Independent Study: District-wide average caseload – 60
  - (17) Moreno Valley Community Learning Center (MVCLC) charter shall enroll no more than 20 students in any one class. In the event that there is a change in MVCLC charter language, the District and Association agree to review the class size maximum.
  - (18) Bayside Community Day School: Shall enroll no more than 24 students in any one class or exceed a caseload of 120. Physical Education classes shall have no more than thirty (30) students per class with a maximum of 150 students.
- (b) Alternative Education Sites: In the event that class size or caseload is exceeded for 10 consecutive school days, the site administration, impacted teacher(s) and site representative(s) shall meet to problem solve the specific situation. If the overage is not resolved, the District and Association shall meet to implement the class size overage process.
- (c) The foregoing shall not be construed to preclude the site administrator and affected staff from consulting earlier than the expiration of the twenty (20) workdays to establish an appropriate plan where it is clear that the number of enrollees will exceed the number set forth above for more than twenty (20) workdays. In such case the reasonable period of time in which to take action shall commence as of the first day consultation is requested after such fact becomes clear.
- (d) The District and the Association agree that there are circumstances when class size/caseloads exceed the limits as defined in Article XIII. When established resolution processes are untenable, the District and Association will mutually agree upon a resolution. (Refer to Side Letter Agreement dated October 23, 1998)

### **Section 3 – Caseload and Class Size Overage Process (First 20 days of instruction)**

The following process for class size caseload and class size limits for the beginning of the school year up to and including the first 20 days of instruction.

#### **(a) The First 20 Student School Days**

- (1) The unit member shall notify the principal and the Association through District email of any class size and/or caseload overages that occur within the first 20 days.
- (2) Within the first twenty (20) days of school the District shall work to balance all class size and/or caseload overages. If the overages are corrected within the first 20 days, there will be no overage payment.
- (3) After the first twenty (20) student days, if the District has not balanced the class size and/or caseload limits, the unit member may file a grievance. That grievance must be filed within ten (10) work days in order to be paid for each day of overage.
- (4) The unit member who is still over contractual limits on day twenty-one (21) shall be paid from the date of the original overage until resolved as long as a grievance has been filed within timelines.
- (5) The only exception to this process shall be resource specialist caseloads that by law shall not exceed 28 students.
- (6) Overage that begin after the first 20 days of school shall follow the normal grievance process.
- (7) Alternative Education Sites – refer to Article XIII – Class Size, Section 2(b).

#### **(b) Summer School Class Size and Caseload Overages**

(based on a three (3) hour class, four (4) days per week)

- (1) The unit member shall notify the summer school administrator and the Association through District email of any class size and/or caseload overages within the first four (4) days of summer school.
- (2) Within the first four (4) days of summer school the District shall work to balance all class size and/or caseload overages. If the overages are corrected within the first 4 days, there will be no overage payment.
- (3) After the first four (4) student days, if the District has not balanced the class size and/or caseload limits, the unit member may file a grievance. That grievance must be filed within five (5) work days in order to be paid for each day of overage.
- (4) The unit member who is still over contractual limits on day five (5) shall be paid from the date of the original overage until resolved.

### **Section 4 - Exceptions to Class Size Maximums**

- (a) Consistent with past practice, classes at the elementary and secondary level that have traditionally been in excess of the numbers set forth above such as physical education (athletics), ROTC, chorus, and band, as well as classes that have been traditionally below these maximums such as foreign language, shop, home economics, and remedial classes, shall not be governed by the ratios in Section 2.
- (b) At the elementary level, the District will use reasonable efforts to secure substitutes for absent teachers when a teacher is assigned responsibility for students who would have been assigned to a substitute (if one had been available) for any part of a school day, the District shall pay one hour to the teacher at the hourly contract rate.
- (c) At the middle and high school levels, the District will use reasonable efforts to secure substitutes for absent teachers. When a teacher accepts responsibility for students who would have been assigned to a substitute, the District shall pay one (1) hour to the teacher at the hourly contract rate for each extra period assignment.



## **Section 5 – SDC Class Size and Caseload Overages**

- (a) SDC teachers will be paid the contractual hourly rate for additional students over the contractual class size/caseload limits according to the following:
- Each day the contractual class size/caseload limit is exceeded by one (1) student per day, the teacher will be paid the contractual hourly rate.
  - Each day the contractual class size/caseload limit is exceeded by two (2) students, the teacher will be paid the contractual hourly rate times two (2).
  - Each day the contractual class size/caseload limit is exceeded by three (3) to five (5) students, the teacher will be paid the contractual hourly rate times four (4).

## **Section 6 – Class Size/Caseload Coverage Resolutions When Untenable**

~~The Moreno Valley Unified School District (the "District") and the Moreno Valley Educators Association (the "Association") agree that there are circumstances when class size/caseloads exceed the limits as defined in Article XIII. When established resolution processes are untenable, one of the following will be mutually agreed upon a resolution.~~

When established resolution processes are untenable one of the following will be mutually agreed upon by the principal and representative of the District, the member teacher, and representative from the Association.

- (1) Provide one (1) release day per month for activities related to instruction at a District facility or an approved activity outside of the District (location to be identified to administration).
- (2) The teacher shall have the flexibility to exceed defined limitations for programmatic reasons without compensation.
- (3) Elementary teachers will be paid the contractual hourly rate for additional students over the contractual class size/caseload limits according to the following:
  - Each day the contractual class-size/caseload limit is exceeded by one (1) student per day, the teacher will be paid the contractual hourly rate.
  - Each day the contractual class-size/caseload limit is exceeded by two (2) to five (5) students, the teacher will be paid the contractual hourly rate times two (2).
- (4) Secondary teachers will be paid the contractual hourly rate for additional students over the contractual class size/caseload limits according to the following:
  - Each day the contractual class-size limit is exceeded by one or more students in one or more periods per day, the teacher will be paid the contractual hourly rate. An additional incremental increase of the contractual hourly rate shall not apply until the teacher's student caseload contractual limitation is exceeded by five (5) students (e.g., if the contractual limit is 36 students per period, the teacher will receive the contractual hourly rate times one (1.))
  - Each day the contractual caseload limit is exceeded by one to five students per day, the teacher will be paid the contractual hourly rate. For each additional one to five students above the caseload contractual limits, the contractual hourly rate will be increased incrementally (e.g., if the contractual limit is 165 and the teacher has 171 to 175 students, the teacher will receive the contractual hourly rate times two.)

- (5) At the secondary level, teacher(s) shall receive 1/6 of their daily rate as compensation for teaching an additional period.
- (6) At the secondary level, implement a 6/4 teacher schedule. The teacher reaches six periods daily for the first semester and teaches four periods daily and receives two preparation periods the second semester. Additional compensation shall not apply.

#### **Section 5-7 - Certificated Support Services Staffing**

- (a) The District will attempt to limit each English Language Development (ELD) Specialist's assignment to no more than two (2) sites, but both the District and the Association acknowledge that sometimes assignment to additional sites may be necessary.
- (b) The District will assign Elementary School Counselors to no more than two (2) sites but both the District and Association acknowledge that sometimes assignment to additional sites may be necessary based on fiscal considerations. Before additional sites are assigned the District and Association will mutually agree upon a resolution.
- (c) The District acknowledges that the current secondary counseling staffing ratios as designated below are desirable:
- (1) High School: 450 to 1 District-wide ratio
  - (2) Middle School: less than 1450 - 2  
more than 1450 - 3  
when enrollment reaches 1700 - 4
- (d) The District and the Association shall establish a prorated caseload assignment for psychologists hired after July 1, 1992, based on the Side Letter Agreement to Article X, Section 1, dated June 30, 1989.

10/31/2023

Date



Suzanne Berkey  
MVEA-Bargaining Team  
Moreno Valley Educators Association

10/31/23

Date



Jason Barney  
Interim Chief Human Resources Officer  
Moreno Valley Unified School District





**TENTATIVE AGREEMENT  
BETWEEN THE  
MORENO VALLEY UNIFIED SCHOOL DISTRICT  
AND THE  
MORENO VALLEY EDUCATORS ASSOCIATION**

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**November 27, 2023**

**ARTICLE XV - EVALUATION PROCEDURES**

Pursuant to Article XV – Evaluation Procedures, the Moreno Valley Unified School District (District) and the Moreno Valley Educators Association (Association) agree to the following:

**Section 1 - Principles of Evaluation and Assessment**

This provision establishes a uniform and systematic procedure for assessing an employee's work performance. The primary purpose of an employee evaluation is to improve the educational process for students and to develop the highest professional competence on the part of each employee.

In order to implement a more collaborative evaluation model that emphasizes coaching, the Association and the District agree to a structured rollout of the updated Article XV - Evaluation Procedures. Schools currently participating in the structured rollout shall continue under the updated procedures. Beginning in the 2015-16 school year, all employees shall be evaluated using the updated Article XV - Evaluation Procedures articulated in this Article.

The Association and the District shall continue to work on evaluation procedures in the Joint Association/District Evaluation Committee to analyze the updated procedures using member and administrative input.

The District retains the sole responsibility for the evaluation and assessment of performance of each employee, subject to the following procedural requirements. Any grievance brought under this Article shall be limited to a claim that the procedural requirements stated herein have been violated. Under normal circumstances, the site administrator (or his/her designee) shall have overall responsibility for the evaluation. If someone other than the site administrator (or designee) is the evaluator, or if the District changes the evaluator, the District shall, within a reasonable time, notify the employee. The District shall not request bargaining unit members to evaluate other bargaining unit members.

In compliance with law, discipline and discharge procedures may be undertaken independently of the evaluation procedures contained in this Article. This provision shall not, however, constitute a waiver of any right an employee may have to adequate notice of performance deficiencies and adequate opportunity to improve. Written evaluations shall be communicated using the forms shown in Appendix D.

**Section 2 - Evaluation Criteria**

~~(a) — The District shall evaluate and assess employee competency as it reasonably relates to each of the following:~~

~~(1) — The progress of pupils toward the standards of expected student achievement at each grade level in each area of study.~~

~~(2) — The instructional techniques and strategies used by the employee.~~



~~(3) The employee's adherence to curricular objectives.~~

~~(4) The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities, including the performance of assigned adjunct duties.~~

- (b) (a) This evaluation system shall be based on the California Standards for the Teaching Profession (CSTP), a set of standards of professional practice that acknowledge the multiple activities and responsibilities of educators that contribute to the improvement of learning and the success of the school. In the case of certificated unit members other than teachers, the appropriate standards shall be used.
- (c) (b) The evaluation and assessment of employee competency shall not include the use of publishers' norms established by standardized tests.
- (d) (c) The criteria for the ~~Alternative Evaluation Process~~ **Project Based Evaluations** are referenced in Section 5.

### **Section 3 - Procedures for Evaluation and Assessment**

The District shall evaluate probationary, temporary, and intern employees every year and permanent employees every other year, subject to the provisions of Article XV - Evaluation Procedures. Temporary, Intern, and Probationary 1 employees shall only be evaluated using CSTP 1, 2, and 6. Probationary 2 employees shall only be evaluated using CSTP 3, 4, and 5. Permanent employees shall be evaluated using all six (6) CSTPs.

It is understood between the District and the Association that this Section is an evaluation procedural requirement.

#### **(a) Pre-evaluation**

- (1) Each school shall hold a staff meeting prior to the beginning of each school year to discuss evaluation criteria and procedures.
- (2) The District shall appoint an evaluator for each employee and inform each employee to be evaluated of his/her evaluator within forty-five (45) workdays from the beginning of the school year.
- (3) In the case of employees assigned after the beginning of the school year, such notification and meeting shall occur within thirty (30) calendar days of the assignment.
- (4) The employee may request the District to assign an alternate evaluator.
- (5) The evaluator and the employee shall meet to discuss and establish evaluation goals for the year using the Goal Setting Form to record the goals. The employee may utilize the Self-Reflection Form as part of this process (as included in Appendix D).

#### **(b) Observations - General**

- (1) The evaluator shall conduct no fewer than three (3) observations prorated appropriately for employees assigned after the beginning of the year.
- (2) There shall be one scheduled observation and at least two (2) unscheduled observations.

- (3) At least one observation shall occur by December 15 of their evaluation year.
- (4) Observations shall be reasonable in number and duration, and in no instance shall be used to harass an employee.

(5) **Scheduled Observations**

- a. The evaluator shall meet with the employee in a Pre-Observation Conference using the Pre-Observation Conference Form (Appendix D) and shall agree to a time and date for the scheduled observation. The Goal Setting Conference (Section 3(a)(5)) and the Pre-Observation Conference may be combined into one conference by mutual agreement of the evaluator and the employee.
- b. The scheduled observations shall be no longer than sixty (60) minutes using the Observation Form (Appendix D). This observation shall be prescheduled at least three (3) days in advance.
- c. The evaluator shall meet with the employee to review the observation and to provide a copy of the observation report within ten (10) workdays after the classroom observation. The District and the Association acknowledge that unusual circumstances (such as illness of either the evaluator or the employee, or emergencies) may prevent compliance with the time limits set forth in this section.

(6) **Unscheduled Observations**

- a. Unscheduled observations shall be no longer than thirty (30) minutes and may be shorter.
- b. The evaluator shall meet with the employee within ten (10) workdays to review the observation using the Observation Form (Appendix D).

**(c) Final Evaluation Conference**

- (1) The evaluator shall use observation data and the Teacher Evaluation Report Criteria to develop the Teacher Evaluation Report as included in Appendix D. The final evaluation may include comments and information from previous observations or other written evidence of employee performance as related to Section 2 provided such information has been shared with the unit member prior to development of the written evaluation. In any event, the evaluation shall reflect and be consistent with the written documentation provided to the employee throughout the evaluation year. The evaluator shall use the appropriate Evaluation Report form (Appendix D) for all certificated employees who are not teachers (e.g., counselors, psychologists, speech language pathologists, etc.).
- (2) Evaluations and assessments conducted pursuant to this procedure shall be reduced in writing on the forms attached hereto as Appendix D. The evaluator shall meet with the employee to provide a copy and review the final evaluation report no later than thirty (30) calendar days before the last day of student attendance of the school year. If the evaluation report requires an Assistance Plan, the meeting will be held within ten (10) workdays from the date of the delivery of the evaluation form to the employee. This same procedure shall be used for all Certificated Employees using the appropriate forms (Appendix D) for each category of Certificated Employees.
- (3) The evaluator shall notify the employee of the next steps.



- a. ~~If an employee receives a 2 (partially meet District standards) in the Overall Rating of any Standard, an Assistance Plan (Section 4 of this Article) shall be required. The employee shall be evaluated the following year in the Standard(s) in which improvement is needed.~~ An Assistance Plan shall be required if an employee receives an overall rating of two (2) in more than one standard (Article XV Section 4 of this Article). The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.
- b. ~~If an employee receives a 1 (does not meeting District standards/unsatisfactory) in the Overall Rating of any Standard, an Assistance Plan (Section 4 of this Article) shall be required and the employee shall be referred to PAR. The employee shall be evaluated the following year in all Standards.~~ An Assistance Plan (Section 4 of this Article) and PAR shall be required if an employee receives an overall rating of 1 in any standard. The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.

- (4) The Final Evaluation Report and Observation Forms shall be placed in the employee's personnel file at the conclusion of the school year.

(d) **Rebuttal**

- (1) The employee has the right to initiate a written reaction or response to the evaluation. Such response shall become a permanent attachment to the copy of the evaluation in the employee's personnel file. If such response is filed, the evaluation document may be modified at the District's discretion.
- (2) If a grievance relating to the evaluation procedures as set forth in this Article is filed, evaluation materials shall be withheld from the personnel file until the grievance process is exhausted.
- (3) Evaluations and other material of an evaluative nature shall be removed from personnel files and sealed, upon the employee's request, after four (4) years have elapsed from the date of evaluation.

**Section 4 - Assistance Plans**

The purpose of an Assistance Plan is to strengthen the knowledge, skills, and practices of educators to improve student achievement through a supportive and coaching-based process. An Assistance Plan is not disciplinary and shall be developed collaboratively.

- (a) ~~If on an employee's Final Evaluation Report, an employee receives an Overall Rating of a 2 (partially meets District standards) for one or more Standard, then an~~ Assistance Plans shall ~~be required to~~ address the specific area(s) in which improvement is needed. When multiple standards/strands are identified for improvement (on the Final Evaluation Report), the evaluator and employee may choose to address one or more standards/strands on the Assistance Plan. If additional standards/strands are not addressed in the first Assistance Plan, it is understood that another Assistance Plan will be developed.

Additional plan(s) may be developed pursuant to Section 4(~~e-d~~).

- (b) ~~If on an employee's Final Evaluation Report, an employee receives a rating of two (2) in~~



more than one standard, then an Assistance Plan shall be required to address the elements of that standard.

- (b) (c) If on an employee's Final Evaluation Report, an employee receives an Overall Rating of a 1 in any standard (does not meet District Standards/unsatisfactory), then an Assistance Plan shall be required to address all ~~areas of the CSTP elements of that standards~~, and the employee shall be referred to the Peer Assistance and Review Program (PAR).
- (e) (d) At any time during the school year, the District shall may notify an employee in writing that his/her job performance is at risk of not meeting District Standards and the reasons the evaluator has made such determination. In this event, the District and the employee shall meet as necessary to discuss specific recommendations for improvement of the employee's performance. If these recommendations do not improve performance, the evaluator and employee shall develop an Assistance Plan to specifically address identified weaknesses and describe a process for improvement.
- (e) (e) An Assistance Plan shall include the following provisions:
  - (1) An Assistance Plan shall specifically address identified weaknesses and describe a process of improvement. The District may recommend or require an employee who is on an Assistance Plan to participate in a District provided program designed to improve appropriate areas of the employee's performance. If the District requires such participation on a non-workday, or after 5:00 p.m., it shall pay the employee the negotiated hourly rate for his/her actual time in attendance.
  - (2) An Assistance Plan shall have a term of no more than six (6) weeks; and will, if unsuccessful, be followed by additional Assistance Plan(s).
  - (3) When an employee is on an Assistance Plan such employee shall be observed by the evaluator no more than once per week. Each observation shall be written up. A conference between the employee and his/her evaluator shall take place within three (3) days.
  - (4) There shall be a conference at the conclusion of each Assistance Plan. At this conference, the employee shall be notified if he/she has successfully completed the Assistance Plan or another Assistance Plan is needed.
- (e) (f) Upon the request of the employee who is on an Assistance Plan the District shall appoint—a second an alternate evaluator.
- (f) (g) If a first year probationary employee ends the year on an Assistance Plan and is reelected, the employee shall have two (2) observations prior to November 30. Each of these shall be followed by a conference with the observer and shall result in an updated evaluation form.

A second year probationary employee who may end the year on an Assistance Plan must be informed of unsatisfactory performance prior to February 15, except under extraordinary circumstances.

- (g) (h) Association shall be notified within ten (10) days of the assignment of an employee to an Assistance Plan unless the employee involved specifically requests that the Association not be notified.

## Section 5 - Alternative-Evaluation Project Based Evaluation

The purpose of the Alternative Project Based Evaluation is to provide evaluators and eligible employees



the opportunity of collaboratively developing a self-guided growth plan. Project options are action research project, development of curriculum unit or course, lesson study, mentoring or peer coaching, National Board Certification process, self-directed professional growth, or site leadership role.

(a) Participation Criteria

The participation criteria are as follows:

- (1) Prior evaluations by an administrator with all ratings of "4" or "3";
- (2) Mutual agreement by evaluator and certificated employee for participation in the **Alternative Project Based** Evaluation process; and
- (3) Permanent teacher at least six (6) years in MVUSD.

(b) Project Deadlines

- (1) Project description including goals discussed with and submitted to the evaluator by October 31.
- (2) Mid-year evaluation of project by January 31. If the certificated employee opts to return to the regular Certificated Evaluation process, that transition shall take place following the completion of the mid-year evaluation. The employee and the evaluator shall follow the procedures in Sections 3 through 6; and the employee shall have at least two (2) observations, at least one (1) of which is a scheduled observation.
- (3) Final evaluation of the project shall occur no later than thirty (30) days before the last student day of school.

## Section 6 - General Evaluation Practices

- (a) This Article does not preclude non-scheduled classroom visitations and observations as an additional useful assessment technique, nor does it preclude classroom observations or visitations during a year in which the employee is not being evaluated.
- (b) Any observation which impacts an employee evaluation shall be written on the District observation report form (Appendix D). All observation reports shall be provided to the employee.
- (c) All employees are presumed to plan instruction and design learning experiences for all students (CSTP IV). Whether or not an employee has adequately planned a particular lesson will generally be evident from the observation of the lesson itself. When it is not evident to an administrator that there is evidence of planning, the administrator may meet with the employee to discuss concerns regarding planning. If these concerns are not addressed, then Section 4(~~e~~-d) of this Article may be implemented.
- (d) The District shall not require that lesson planning be done in any particular format or require lesson plans to be turned in on a regular (daily or weekly) basis unless the employee is on an Assistance Plan. The District may request a lesson plan to be provided prior to a prescheduled observation.

## Section 7 - Association Representation

- (a) The District recognizes the right of representation in employment relations provided under Government Code Section 3543.1 as that section is interpreted by PERB and courts of competent jurisdiction.

- (b) It is understood by the District and the Association that this right currently includes the right of an employee to have representation in any meeting with a person in a supervisory position which the unit member reasonably believes may lead to discipline or negative evaluation. Unit members shall not request and shall not be afforded Association representation at any classroom (or other site) observation.

Nov. 27, 2023

Date

Suzanne Berkey

Suzanne Berkey  
MVEA Bargaining Team  
Moreno Valley Educators Association

11-27-23

Date

Jason Barney

Jason Barney  
Interim Chief Human Resources Officer  
Moreno Valley Unified School District



**MORENO VALLEY UNIFIED SCHOOL DISTRICT  
CERTIFICATED EVALUATION REPORT -TEACHER**



<b>Evaluatee's Name:</b>		<b>Site:</b>	
<b>Position/Subject/Grade Level</b>	<b>Employment Status:</b> (Check one)	<input type="checkbox"/> Temporary <input type="checkbox"/> Intern (Probationary 0) <input type="checkbox"/> Probationary ( <input type="checkbox"/> 1 <input type="checkbox"/> 2) <input type="checkbox"/> Permanent	
<b>Date of Conference:</b>		<b>Evaluator:</b>	

Temporary, Intern, and Probationary 1 employees are only evaluated on Standards 1, 2 & 6. Probationary 2 employees are evaluated in Standards 3, 4, & 5. Permanent employees are evaluated on all six standards.

**SECTION 1: EVALUATION OF PERFORMANCE**

<b>Rating Scale:</b>	<b>4 = Exceeds District Standards</b>	<b>3 = Meets District Standards</b>	<b>2 = *Partially Meets District Standards</b>	<b>1 = *Does Not Meet District Standards (Unsatisfactory)</b>
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\*These ratings require specific "Techniques/Strategies for Improvement/Growth"

<b>Standard I. Engages and Supports All Students in Learning</b>					<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Overall Rating:</b> 4        3        2        1								
<b>ELEMENTS OF STANDARD I</b>								
1.1. Connects students' prior knowledge, life experience, and interest with learning goals.								
1.2. Uses a variety of instructional strategies and resources to respond to students' diverse needs.								
1.3. Facilitates learning experiences that promote autonomy, interaction, and choice.								
1.4. Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.								
1.5. Promotes self-directed, reflective learning for all students.								
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:								

<b>Standard II. Creates and Maintains Effective Environments for Student Learning</b>					<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Overall Rating:</b> 4        3        2        1								
<b>ELEMENTS OF STANDARD II</b>								
2.1. Creates a physical environment that engages all students.								
2.2. Establishes a climate that promotes fairness and respect.								
2.3. Promotes social development and group responsibility.								
2.4. Establishes and maintains standards for student behavior.								
2.5. Plans and implements classroom procedures and routines that support student learning.								
2.6. Uses instructional time effectively.								
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:								

Standard III. Understands and Organizes Subject Matter for Student Learning					4	3	2	1
Overall Rating: 4      3      2      1								
<b>ELEMENTS OF STANDARD III</b>								
3.3. Demonstrates knowledge of subject matter content and student development.								
3.4. Organizes curriculum to support student understanding of subject matter.								
3.5. Interrelates ideas and information within and across subject matter areas.								
3.6. Develops student understanding through instructional strategies that are appropriate to the subject matter.								
3.7. Uses materials, resources, and technologies to make subject matter accessible to students.								
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:								

Standard IV. Plans Instruction and Designs Learning Experiences for All Students					4	3	2	1
Overall Rating: 4      3      2      1								
<b>ELEMENTS OF STANDARD IV</b>								
4.1. Draws on and values students' backgrounds, interests, and developmental learning needs.								
4.2. Establishes and articulates goals for student learning.								
4.3. Develops and sequences instructional activities and materials for student learning.								
4.4. Designs short-term and long-term plans to foster student learning.								
4.5. Modifies instructional plans to adjust for student needs.								
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:								

Standard V. Assesses Student Learning					4	3	2	1
Overall Rating: 4      3      2      1								
<b>ELEMENTS OF STANDARD V</b>								
5.1. Establishes and communicates learning goals for all students.								
5.2. Collects and uses multiple sources of information to assess student learning.								
5.3. Involves and guides all students in assessing their own learning.								
5.4. Uses the results of assessments to guide instruction.								
5.5. Communicates with students, families, and other audiences about students' progress.								
5.6. Demonstrates student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures.								
Effective Strategies Implemented and/or Techniques/Strategies for Improvement/Growth:								



Standard VI. Develops as a Professional Educator				4	3	2	1
Overall Rating: 4 3 2 1							
<b>ELEMENTS OF STANDARD VI</b>							
6.1. Reflects on teaching practice and plans professional development.							
6.2. Establishes professional goals and pursues opportunities to grow professionally.							
6.3. Works with communities to improve professional practice.							
6.4. Works with families to improve professional practice.							
6.5. Works with colleagues to improve professional practice.							
Evidence of Developing as a Professional Educator:							

**SECTION 2: CRITERIA RUBRIC FOR THE OVERALL RATINGS CALCULATION IN OF EACH STANDARD (Section 1- Standards I-VI)**

OVERALL RATINGS PER STANDARD	CRITERIA-CALCULATION OF RATINGS
<b>4</b> Exceeds District Standards	<ul style="list-style-type: none"> <li>At least three "4" Ratings; and</li> <li>No "2" or "1" Ratings in the elements of standard</li> </ul>
<b>3</b> Meets District Standards	<ul style="list-style-type: none"> <li>"3" and "4" Ratings;</li> <li>No more than one "2" Rating; and</li> <li>No "1" Ratings in the elements of standard</li> </ul>
<b>2</b> Partially Meets District Standards	<ul style="list-style-type: none"> <li>Two "2" Ratings; or</li> <li>One "1" Rating in the elements of standard</li> </ul> <p><i>Assistance Plan Required</i></p>
<b>1</b> Does Not Meet District Standards (Unsatisfactory)	<ul style="list-style-type: none"> <li>At least two "1" Ratings in the elements of standard</li> </ul> <p><i>Assistance Plan required Peer Assistance and Review (PAR) required</i></p>

~~An evaluatee who receives an Overall Rating of 2 or 1 in more than one (1) Standard shall be evaluated annually until the evaluatee is no longer required to have an Assistance Plan or participate in the PAR program.~~

An Assistance Plan shall be required if an employee receives an overall rating of two (2) in more than one standard (Article XV, Section 4). The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.

An Assistance Plan (Article XV, Section 4) and PAR shall be required if an employee receives an overall rating of 1 in any standard. The employee shall be evaluated the following year in all elements of the standards that were not met until the evaluatee has met the standards and is no longer required to have an assistance plan.

**SECTION 3: COMMENTS BY EVALUATOR**

Areas of outstanding performance/expected growth/additional comments:



**SECTION 4: COMMENTS BY EVALUATEE**

Evaluatee may attach a written response. Comments must be submitted in writing within fourteen (14) calendar days.

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.

---

Evaluator's Signature

Date

---

Evaluatee's Signature

Date

# **MORENO VALLEY UNIFIED SCHOOL DISTRICT TEACHER EVALUATION REPORT CRITERIA**

**Rating Scale:**      4 = Exceeds District Standards      3 = Meets District Standards      2 = \*Partially Meets District Standards (Requires Improvement)      1 = \*Does Not Meet District Standards (Unsatisfactory)      \*Requires Comment

Standard 1. Engaging & Supporting All Students in Learning	4	3	2	1
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher facilitates as students connect and apply their prior knowledge, life experiences and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher elicits some questions from students during a lesson to monitor their understanding.	The teacher makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. The teacher does not elicit student questions or comments during a lesson.
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	The teacher makes skillful use of a wide repertoire of instructional strategies to engage all students in learning, and makes adjustments while teaching to respond to students' needs.	The teacher uses a variety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully and makes some adjustments to respond to students' needs.	The teacher uses a selection of instructional strategies that are largely appropriate to the students and the instructional goals, but they may lack variety or may not be responsive to students' needs.	The teacher uses instructional strategies, but they lack variety, are poorly carried out, or are inappropriate to the students or the instructional goals. No adjustments are made to respond to students' needs.
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	Learning experiences are facilitated by the teacher and students to promote and support a variety of constructive interactions, autonomy and choice in the pursuit of significant learning.	Learning experiences are facilitated by the teacher to promote constructive interactions, autonomy and choice and to encourage and support student involvement in learning.	Learning experiences are directed by the teacher and allow limited student autonomy, interaction and choice.	Learning experiences are directed by the teacher, permitting no student autonomy, interaction or choice.
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	Learning opportunities are provided that extend student thinking and engage and support all students in problem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject matter areas.	Learning opportunities and support are provided for students to engage in problem solving and in investigating and analyzing subject matter concepts and questions within subject matter areas.	Some learning opportunities are provided for students to engage in problem solving within subject matter areas, but little support is given to develop necessary skills.	No learning opportunities are provided for students to engage in problem solving, analysis, or inquiry within or across subject matter areas.
1.5 Promoting self-directed, reflective learning for all students	Students take initiative for their own learning, and reflect on, talk about and evaluate their own work with peers.	Students are supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.	Students' learning is directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.	No opportunities are provided for students to initiate their own learning or to monitor their own work.

# MORENO VALLEY UNIFIED SCHOOL DISTRICT TEACHER EVALUATION REPORT CRITERIA

Rating Scale: 4 = Exceeds District Standards

3 = Meets District Standards

2 = \*Partially Meets District Standards  
(Requires Improvement)  
\*Requires Comment

1 = \*Does Not Meet District Standards  
(Unsatisfactory)  
\*Requires Comment

Standard II. Creating & Maintaining Effective Environments for Student Learning	4	3	2	1
2.1 Creating a physical environment that engages all students	The arrangement of the physical environment ensures safety and accessibility and facilitates constructive interaction and purposeful engagement for all students in learning activities.	The arrangement of the physical environment ensures safety and accessibility. Most students work well individually or together as they participate in learning activities.	The physical environment is arranged for safety and accessibility, and it facilitates individual student engagement in learning.	The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed.
2.2 Establishing a climate that promotes fairness and respect	Students ensure that a climate of equity, caring and respect is maintained in the classroom, and students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring, and respect is maintained by the teacher, and students are encouraged to take risks and be creative. The pattern of teacher response to inappropriate behavior is fair and equitable.	A climate of fairness, caring and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable.	The classroom climate is characterized by unfairness or disrespect, either between the teacher and students or among students. Students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable.
2.3 Promoting social development and group responsibility	Students work independently and collaboratively and maintain a classroom community in which they respect each other's differences, assume leadership and are responsible for themselves and their peers.	Students respect each other's differences and work independently and collaboratively, taking responsibility for themselves and their peers.	Students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility.	Students' social development, self-esteem and diversity are not supported, and students have no sense of responsibility for each other.
2.4 Establishing and maintaining standards for student behavior	Students and teacher develop standards for behavior together, and students are responsible for helping each other maintain standards.	Standards for behavior are established, are clear to all students, and are maintained by the teacher. The teacher's response to student behavior is appropriate.	Standards for behavior have been established by the teacher, and the teacher's response to student behavior is generally appropriate.	No standards for behavior appear to have been established, or students are confused about what the standards are.
2.5 Planning and implementing classroom procedures and routines that support student learning	Students and teacher ensure that classroom procedures and routines operate seamlessly and efficiently.	Procedures and routines work smoothly, with no loss of instructional time.	Procedures and routines have been established and work moderately well with little loss of instructional time.	Classroom procedures and routines have not been established or are not being enforced.
2.6 Using instructional time effectively	Pacing of the lesson is adjusted as needed to ensure the engagement of all students in learning activities. Transitions are seamless.	Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. Transitions are smooth.	Instructional time is paced so that most students complete learning activities. Transitions used to move students into new activities are generally effective.	Learning activities are often rushed or too long, and transitions are rough or confusing, resulting in a loss of instructional time.



# **MORENO VALLEY UNIFIED SCHOOL DISTRICT TEACHER EVALUATION REPORT CRITERIA**

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Standard III. Understanding & Organizing Subject Matter for Student Learning	4	3	2	1
<b>3.1</b> Demonstrating knowledge of subject matter content and student development	The teacher's working knowledge of subject matter and individual students' development incorporates a broad range of perspectives, strongly supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development incorporates different perspectives, supports all students' learning, and is current.	The teacher's working knowledge of subject matter and basic principles of student development reflects a single perspective, supports some students' learning, and is usually current.	The teacher's working knowledge of subject matter and student development is inconsistently evident, does not adequately support students' learning, or may not be current.
<b>3.2</b> Organizing curriculum to support student understanding of subject matter	The curriculum is organized and sequenced and demonstrates concepts, themes and skills, and the relationships between them. It reveals and values a broad range of perspectives, and is organized to ensure that all students develop a deep understanding of core concepts.	The curriculum is organized and sequenced and demonstrates concepts, themes and skills; reveals and values different perspectives; supports an understanding of core concepts for all students.	The curriculum is loosely organized, inconsistently demonstrates concepts, themes and skills; reveals and values different perspectives; and supports an understanding of core concepts for all students.	The curriculum is not organized and it rarely demonstrates concepts, themes and skills; rarely values different perspectives or rarely supports students' understanding of core concepts.
<b>3.3</b> Interrelating ideas and information within and across subject matter areas	The teacher facilitates students as they identify and integrate concepts and information within and across curriculum, relates content to their lives and previous learning and uses this to extend their understanding.	The teacher identifies and integrates key concepts and information within the curriculum, relates content to students' lives and uses previous learning to extend students' understanding.	The teacher identifies some key concepts and information within the curriculum and attempts to relate content to previous learning without extending students' understanding.	The teacher presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.
<b>3.4</b> Developing student understanding through instructional strategies that are appropriate to the subject matter	A repertoire of instructional strategies is used to make content accessible to all students, to challenge them to think critically, and to deepen their knowledge of enthusiasm for subject matter.	The teacher uses appropriate instructional strategies to make content accessible to students, to encourage them to think critically and to extend their knowledge of subject matter.	The teacher may use a few strategies to make the content accessible to student and may encourage some students to think critically or to extend their knowledge of subject matter.	Instructional strategies are not appropriately matched to subject matter content or concepts and do not encourage students to think critically or to extend their knowledge.
<b>3.5</b> Using materials, resources and technologies to make subject matter accessible to students	A range of instructional materials, resources and technologies are integrated into the curriculum to extend students' understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies support the curriculum and promote students' understanding of content and concepts. Materials reflect diverse perspectives.	Instructional materials, resources and technologies are used infrequently to convey key subject matter concepts. Materials may reflect diverse perspectives.	Instructional materials, resources and technologies are either not used or used inappropriately. Materials do not accurately reflect diverse perspectives.

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\*Requires Comment      \*Requires Comment      \*Requires Comment      \*Requires Comment

## **Standard IV. Planning Instruction & Designing Learning Experiences for All Students**

	4	3	2	1
<b>4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs</b>	Instructional plans build on students' backgrounds, experiences, interests and developmental needs to support all students' learning.	Instructional plans reflect students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans are partially drawn from information about students' backgrounds, experiences, interests and developmental needs to support students' learning.	Instructional plans do not match or reflect students' backgrounds, experiences, interests and developmental needs, and do not support students' learning.
<b>4.2 Establishing and articulating goals for student learning</b>	Short-term and long-term instructional goals are set by teacher and students, and integrate students' language, experience and home and school expectations. Goals are appropriately challenging for all students and represent valuable learning. Expectations for students are consistently high.	Short-term and long-term instructional goals are based on students' language, experiences, or home and school expectations. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Some instructional goals address students' language, experience and/or home and school expectations. Expectations for students are inconsistent.	Instructional goals are not established or do not address students' language, experience or home and school expectations. Expectations for students are low.
<b>4.3 Developing and sequencing instructional activities and materials for student learning</b>	Instructional activities and materials are differentiated to reflect individual students' interests and developmental needs and engage all students in meaningful learning. Activities support the learning goals and are logically sequenced to clarify content and concepts.	Instructional activities and materials are appropriate to students and the learning goals, make content and concepts relevant and engage most students in meaningful learning. Activities are logically sequenced within individual lessons.	Instructional activities and materials are partially appropriate to students and the learning goals and engage some students in meaningful learning. Some activities are logically sequenced within individual lessons.	Instructional activities and materials are not appropriate to the students or instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.
<b>4.4 Designing short-term and long-term plans to foster student learning</b>	Long-term plans are highly coherent. Learning sequences are responsive to the needs of individual students and promote understanding of complex concepts.	Long-term plans have a coherent structure, with learning activities in individual lessons well-sequenced to promote understanding of concepts.	Long-term plans have recognizable structure, although the sequence of individual lessons is uneven and only partially helps students develop conceptual understanding.	Individual lesson plans have little or no relation to long term goals, or a unit plan has little recognizable structure.
<b>4.5 Modifying instructional plans to adjust for student needs</b>	Instructional plans are modified as needed, based on formal and informal assessment and students' suggestions to ensure deeper conceptual understanding by all students.	Instructional plans are modified as needed to enhance student learning based on formal and informal assessment.	Modifications to instructional plans address only superficial aspects of the lesson.	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.

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Standard V. Assessing Student Learning	4	3	2	1
<b>5.1</b> Establishing and communicating learning goals for all students	Learning goals are established by the teacher, students and families; are appropriate to students' needs and the curriculum; and meet District and state expectations. Goals are communicated to all students and families and are revised as needed.	Learning goals are established in relation to students' needs and the curriculum, and meet District and state expectations. Goals are communicated to all students and their families and are revised as needed.	Learning goals are established to meet school and District expectations. Goals are communicated to all students without revision.	Few or no learning goals are established. Learning goals are not revised or clearly communicated to students or families.
<b>5.2</b> Collecting and using multiple sources of information to assess student learning	The teacher uses a variety of sources to collect information about student learning and a wide range of appropriate assessment strategies to understand student progress.	The teacher uses a variety of sources to collect information about student learning and several appropriate assessment strategies to understand student progress.	The teacher uses one or two sources of information to assess student learning and one or two assessment strategies to understand student progress.	The teacher uses no consistent sources of information to assess student learning and/or uses assessment strategies that are not appropriate to students' learning.
<b>5.3</b> Involving and guiding all students in assessing their own learning	Ongoing student reflection and self-assessment are integrated into the learning process. Students demonstrate assessment strategies and discuss work with peers.	Student reflection and self-assessment are included in most learning activities. The teacher models skills and assessment strategies to help students understand their own work and discuss it with peers.	Student reflection is encouraged and guided by the teacher during some activities. Opportunities are provided for students to discuss work with peers.	The teacher does not encourage students to reflect on or assess their own work.
<b>5.4</b> Using the results of assessments to guide instruction	Information from a variety of ongoing assessments is used to plan and modify learning activities and support class and individual student needs and achievement. Assessments are used to adjust instruction while teaching in response to student needs.	Information from a variety of assessments is used to plan and modify learning activities, as well as to meet class and individual student needs and achievement. Assessments are occasionally used to adjust instruction while teaching.	Information from a limited range of assessments is used to plan learning activities and may support class needs and achievement. Assessments are not used to adjust instruction while teaching.	Information about student learning is inappropriately or not used by the teacher to plan, guide or adjust instruction.
<b>5.5</b> Communicating with students, families, and other audiences about student progress	Students participate with the teacher to exchange information about their learning with families and support personnel in ways that improve understanding and encourage academic progress.	The teacher regularly exchanges information about student learning with students, families and support personnel in ways that improve understanding and encourage academic progress.	The teacher provides information about student learning to students, families and support personnel to promote understanding and academic progress.	The teacher provides some information about learning to students, families and support personnel, but the information is incomplete or unclear.



**MORENO VALLEY UNIFIED SCHOOL DISTRICT  
TEACHER EVALUATION REPORT CRITERIA**

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\*Requires Comment

Standard V. Assessing Student Learning	4	3	2	1
5.6 Demonstrating student progress towards the attainment of grade-level academic standards as evidenced by results from multiple performance measures	Students demonstrate a uniform pattern of progress towards the attainment of grade-level standards in subject area(s) taught. Students that are members of special populations demonstrate growth according to assessment results and may show increases in excess of normal expectations. The pattern of uniform progress is consistent among subject area(s) and the correlation between grades and assessment results is strong.	Students demonstrate a general pattern of progress towards the attainment of grade-level standards according to performance measures. There is evidence that students who are members of special populations (e.g., ELL, RSP, etc.) are making progress in academic content areas or the subject area(s), though growth may be less, on the average, than students who are not members of a special population. In self-contained settings, there is not a large discrepancy in overall student progress between subject areas.	While the teacher has administered all required assessments and maintained records of progress, students do not demonstrate a general pattern of progress towards attainment of standards in core academic areas or the subject area(s) taught. While some students may demonstrate measurable and significant progress, a large number of students may have demonstrated marginal gains or regressed. In particular, students' baseline scores demonstrated average or above average performance may have progressed, while students with lower baseline assessment scores may have shown little or no progress. In self-contained settings, students may have demonstrated uniform growth in one core academic area, yet shown inconsistent growth in another.	Few students demonstrate progress towards the attainment of grade-level standards according to assessment results. In self-contained settings, students in general show limited or no progress in core academic areas of reading/language arts and mathematics. There may be significant discrepancies between assigned grades and performance measures (e.g., high grades and low performance measures). Record keeping on assessment results may be incomplete and/or the teacher may not have administered assessments on a consistent basis according to established guidelines.

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Standard VI. Developing As a Professional Educator	4	3	2	1
6.1 Reflecting on teaching practice and planning professional development	The teacher reflects on his or her teaching practice in relation to student learning and instructional goals, assesses growth over time and plans professional development based on reflection.	The teacher reflects on his or her teaching practice in relation to areas of concern and student learning, assesses growth over time and may use reflection to plan professional development.	The teacher reflects on some lessons and areas of concern in his or her teaching practice, assesses growth in these areas with assistance and may use reflection to plan professional development.	The teacher may reflect on specific problems or areas of concern in his or her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.
6.2 Establishing professional goals and pursuing opportunities to grow professionally	Professional goals are extended and the teacher purposefully pursues opportunities to expand knowledge and skills and participates in and contributes to the professional community.	Professional goals are developed and the teacher pursues opportunities to acquire new knowledge and skills and participates in the professional community.	Professional goals are established with assistance. The teacher pursued opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Professional goals are not established to guide practice. The teacher rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.
6.3 Working with communities to improve professional practice	The teacher values students' communities and uses knowledge of them to benefit students and families, provide students with experiences that support their learning and promote collaboration between school and community.	The teacher values students' communities and develops knowledge of them to benefit students and families, provide some experiences to support student learning and support collaboration between school and community.	The teacher understands the importance of students' communities, but is not sure how to apply this to benefit students and families, provide experiences to support learning or promote collaboration with the school.	The teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.
6.4 Working with families to improve professional practice	The teacher respects all students' families, understands their diverse backgrounds, maintains ongoing positive interactions and provides multiple opportunities for meaningful participation in the classroom or school community.	The teacher respects students' families, develops positive communication and an understanding of their diverse backgrounds and provides opportunities for families to participate in the classroom or school community.	The teacher respects some students' families, initiates communication and develops an understanding of their diverse backgrounds and may provide some opportunities for families to participate in the classroom or school community.	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families and is not sure how to provide opportunities for participation in the classroom or school community.
6.5 Working with colleagues to improve professional practice	The teacher engages in dialogue and reflection with colleagues, collaborates with staff to meet students' needs, and contributes to school-wide and District-wide decision making, events and professional development.	The teacher engages in dialogue with colleagues, collaborates with staff to meet students' needs and participates in school-wide events.	The teacher engages in dialogue with some colleagues, seeks out staff to help meet students' needs and participates in some school-wide events.	The teacher rarely converses with colleagues, rarely seeks out other staff to meet students needs and rarely participates in school or District events or learning activities.

**Tentative Agreement**  
**Between the**  
**Moreno Valley Unified School District**  
**and the**  
**Moreno Valley Educators Association**

**June 8, 2023**

**ARTICLE XXII – Leaves of Absence**

The Moreno Valley Unified School District ("District") and the Moreno Valley Educators Association ("MVEA") agree to add new language regarding catastrophic illness to Article XXII – Leaves of Absence.

**Section 6 – Catastrophic Illness**

- (a) **Intent:** A "catastrophic illness" or "catastrophic injury" means an illness or injury that is expected to incapacitate the employee, or an immediate family member (Section 1(h) of the employee (Section 1(h)), Immediate family shall be defined as mother, father, grandmother, grandfather, grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother or sister, brother-in-law, and sister-in-law of the employee or any relative living in the immediate household of the employee) for an extended period of time. Catastrophic leave may not be used for elective surgery, personal necessity leaves, or normal pregnancy. Catastrophic leave is applied after the employee exhausts all available leaves. (See Ed. Code: 44043.5)
- (b) **Requests:** An employee wishing to utilize catastrophic leave for emergency situations may submit an application and provide medical documentation to the Catastrophic Review Committee for approval. In the event the unit member is personally unable to apply for catastrophic leave, an immediate family member or designee may make the request for the applicant in the same manner as if a unit member requested it.
- (c) **Eligibility:** All certificated employees employed with the district for a minimum of (30) calendar days from the date of hire, who voluntarily donate to the bank are eligible to request Catastrophic Leave in accordance with this Article.
- (d) **Bank Participation:** A maximum of three (3) days per member may be donated per year. Upon retirement notification, an employee may elect to donate more. Donations are irrevocable. On an annual basis, employees voluntarily donating days must submit a signed donation form to payroll. Participation is voluntary and requires a minimum donation of one (1) day annually to the Bank, to be deposited no later than October 1<sup>st</sup> of each new school year or within 30 calendar days from the date of hire. Employees wishing to donate days must have a balance of at least five (5) days in their own sick leave account. The day of sick leave shall be applied at the employee's full equivalent day.

In the event the Bank depletes to 200 days or less, any certificated employee who presently has five (5) or more days of earned and unused sick leave may donate to the



Bank and become a member of the Bank, (current members of the bank may donate up to an additional 3 days).

Unit members who are utilizing catastrophic leave at the time of Bank replenishment, will not be required to contribute in order to remain eligible.

- (e) **Bank Withdrawals:** Withdrawals from the Bank shall be granted in units of no more than 30 workdays and may not be carried over to the following school year. Withdrawals will be made in full day increments, which reflects the employee's regular work assignment. Participants may submit requests for a one-time extension of their original granted bank allocation, as their grant expires. The Committee shall review all such requests.

Any unused days shall be placed into the Catastrophic Leave bank.

- (f) **Direct Donation Process:** Direct Donation days can only be requested/donated for current needs and may not be accumulated for future purposes. A direct donation does not qualify the donor for eligibility in the Bank. All Direct Donation requests shall be reviewed by the Review Committee. Any unused days shall be placed into the Catastrophic Leave bank.
  - 1. **Direct Donation Requests:** An employee wishing to receive Direct Donation Sick Leave must solicit donations on the Sick Leave Direct Donation form(s) and submit completed forms to the committee co-chairs prior to, during, or within seven (7) calendar days of return from leave.
  - 2. **Direct Donation Donors:** A donor's leave balance may not be less than nine (9) days after the donation.
- (g) **Participation Limitations:** Employees may seek to utilize catastrophic leave once they have exhausted all available leaves. Catastrophic Leave days received shall be limited to a maximum of sixty (60) work days in a two-year period with a lifetime maximum of 180 work days.
- (h) **Review Committee:** Catastrophic Leave shall be administered by a five (5) member committee, consisting of three (3) members appointed by MVEA, and two certificated administrators appointed by the Chief Human Resources Officer, or designee. The District Chief Human Resources Officer, or designee, and one MVEA member shall serve as co-chairs of the committee. All members of the committee shall be voting members.

This Committee shall be responsible for receiving leave requests, verifying the validity of the requests, approving or denying requests, communicating its decision to the affected unit member, assessing the number days within the bank, and soliciting for direct donations. Approval shall require a majority vote of the committee members.

The review committee shall meet quarterly or as determined by the membership of the committee and within seven (7) working days of receiving a leave request from an employee or designee. The Review Committee shall be provided with the ongoing status of the bank, including but not limited to previous utilization and remaining available days.

Suzanne Berkey

Suzanne Berkey  
MVEA Bargaining Team  
Moreno Valley Educators Association

Robert J. Verdi, Ed.D.

Robert J. Verdi, Ed.D.  
Chief Human Resources Officer  
Moreno Valley Unified School District

June 8, 2023

Date

June 8, 2023

Date





**TENTATIVE AGREEMENT**

**BETWEEN THE**

**MORENO VALLEY UNIFIED SCHOOL DISTRICT**

**AND THE**

**MORENO VALLEY EDUCATORS ASSOCIATION**

**June 8, 2023**

**Article XXIV - Induction and Peer Assistance and Review (PAR)**

The Moreno Valley Unified School District ("District") and the Moreno Valley Educators Association ("MVEA") agree to add the following language to Article XXIV - Induction and Peer Assistance and Review (PAR) Programs:


**Article XXIV - Induction and Peer Assistance and Review (PAR):**

**Section 4: Liability**

The District agrees to indemnify and hold harmless and provide defense to any Association selected member of the PAR Joint Panel, Reflective Coach, or Consulting Teacher against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the unit member's participation in PAR. The Association retains the right to participate in the litigation. The District shall pay legal costs and fees in such actions.

A Consulting Teacher shall have the right to refuse to be called as a witness in a dismissal hearing.

The District shall hold harmless the Joint Committee Consulting Teachers, and the MVEA/CTA/NEA for any liability arising out of their participation in the Peer Assistance and Review Program as provided in Ed. Code 44503 (c).

  
Suzanne Berkey

MVEA Bargaining Team  
Moreno Valley Educators Association  
District



Robert J. Verdi, Ed.D.  
Chief Human Resources Officer  
Moreno Valley Unified School

June 8, 2023

Date

June 8, 2023

Date



**TENTATIVE AGREEMENT  
BETWEEN THE  
MORENO VALLEY UNIFIED SCHOOL DISTRICT  
AND THE  
MORENO VALLEY EDUCATORS' ASSOCIATION**

November 27, 2023

**APPENDIX B  
CERTIFICATED EXTRA PAY FOR EXTRA DUTY**

Pursuant to Appendix B, Certificated Extra Pay for Extra Duty, the Moreno Valley Unified School District (District) and the Moreno Valley Educators Association (Association) agree to the following stipend amounts as additions to the High School Appendix B: Science & Engineering Fair, Girls Wrestling, Cheer-Stunt, Flag Football, Lacrosse, Beach Volleyball, Badminton, Golf and Esports.

**High Schools:**

\$34.30 per share, rounded to the nearest \$10.

Activity	Shares	Share Value
Academic Decathlon	121	\$ 4,150.00
Activities Director	211	\$ 7,240.00
Activities Director, Assistant	169	\$ 5,800.00
Badminton, <b>Head</b>	119	\$ 4,080.00
<b>Badminton, Assistant</b>	<b>83</b>	<b>\$ 2,860.00</b>
Band	141	\$ 4,840.00
Baseball, Assistant	93	\$ 3,190.00
Baseball, Head	133	\$ 4,560.00
Basketball, Boys Assistant	102	\$ 3,500.00
Basketball, Boys Head	146	\$ 5,010.00
Basketball, Girls Assistant	102	\$ 3,500.00
Basketball, Girls Head	146	\$ 5,010.00
<b>Cheer Stunt, Head</b>	<b>128</b>	<b>\$ 4,390.00</b>
<b>Cheer Stunt, Assistant</b>	<b>90</b>	<b>\$ 3,090.00</b>
Class Advisor	128	\$ 4,390.00
Cross Country, Boys Assistant	85	\$ 2,920.00
Cross Country, Boys Head	121	\$ 4,150.00
Cross Country, Girls Assistant	85	\$ 2,920.00
Cross Country, Girls Head	121	\$ 4,150.00
Dance/Drill Advisor	126	\$ 4,320.00
Drama	131	\$ 4,490.00
<b>Esports, Head</b>	<b>121</b>	<b>\$ 4,150.00</b>
<b>Esports, Assistant</b>	<b>85</b>	<b>\$ 2,920.00</b>
<b>Flag Football, Girls Head</b>	<b>138</b>	<b>\$ 4,730.00</b>
<b>Flag Football, Girls Assistant</b>	<b>97</b>	<b>\$ 3,190.00</b>
Flags	126	\$ 4,320.00
Football, Assistant	123	\$ 4,220.00



Football, Head	176	\$ 6,040.00
Forensics	126	\$ 4,320.00
Golf, <b>Head</b>	119	\$ 4,080.00
<b>Golf, Assistant</b>	<b>83</b>	<b>\$ 2,860.00</b>
History Day	121	\$ 4,150.00
Journalism	126	\$ 4,320.00
<b>Lacrosse, Boys Head</b>	<b>133</b>	<b>\$ 4,560.00</b>
<b>Lacrosse, Boys Assistant</b>	<b>93</b>	<b>\$ 3,190.00</b>
<b>Lacrosse, Girls Head</b>	<b>133</b>	<b>\$ 4,560.00</b>
<b>Lacrosse, Girls Assistant</b>	<b>93</b>	<b>\$ 3,190.00</b>
Mock Trial	121	\$ 4,150.00
Odyssey of the Mind	121	\$ 4,150.00
Pep Squad, Assistant	106	\$ 3,640.00
Pep Squad, Head	151	\$ 5,180.00
ROTC Drill	142	\$ 4,870.00
<b>Science &amp; Engineering Fair</b>	<b>121</b>	<b>\$ 4,150.00</b>
Soccer, Boys Assistant	93	\$ 3,190.00
Soccer, Boys Head	133	\$ 4,560.00
Soccer, Girls Assistant	93	\$ 3,190.00
Soccer, Girls Head	133	\$ 4,560.00
Softball, Assistant	93	\$ 3,190.00
Softball <b>Head</b>	133	\$ 4,560.00
Speech	116	\$ 3,980.00
Swimming <b>Boys</b> Assistant <b>Boys</b>	99	\$ 3,400.00
Swimming, Boys <b>Head</b>	141	\$ 4,840.00
Swimming, Girls Assistant	99	\$ 3,400.00
Swimming, Girls Head	141	\$ 4,840.00
Tennis, Boys Assistant	87	\$ 2,980.00
Tennis, Boys Head	124	\$ 4,250.00
Tennis, Girls Assistant	87	\$ 2,980.00
Tennis, Girls Head	124	\$ 4,250.00
Track, Boys Assistant	93	\$ 3,190.00
Track, Boys Head	133	\$ 4,560.00
Track, Girls Assistant	93	\$ 3,190.00
Track, Girls Head	133	\$ 4,560.00
Vocal Music	126	\$ 4,320.00
Volleyball, Boys Assistant	95	\$ 3,260.00
Volleyball, Boys Head	136	\$ 4,660.00
Volleyball, Girls Assistant	95	\$ 3,260.00
Volleyball, Girls Head	136	\$ 4,660.00
<b>Volleyball, Beach Girls Head</b>	<b>119</b>	<b>\$ 4,080.00</b>
<b>Volleyball, Beach Girls Assistant</b>	<b>83</b>	<b>\$ 2,850.00</b>
Water Polo, Boys Assistant	92	\$ 3,160.00
Water Polo, Boys Head	131	\$ 4,490.00
Water Polo, Girls Assistant	92	\$ 3,160.00
Water Polo, Girls Head	133	\$ 4,560.00
Wrestling, <b>Boys</b> Assistant	93	\$ 3,190.00
Wrestling, <b>Boys Head</b>	131	\$ 4,490.00
<b>Wrestling, Girls Head</b>	<b>131</b>	<b>\$ 4,490.00</b>
<b>Wrestling, Girls Assistant</b>	<b>93</b>	<b>\$ 3,190.00</b>

Yearbook	106	\$ 3,640.00
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### Alternative High School:

Alternative High School Activity	Annual Stipend
ASB	\$ 3,969.00
Athletic Coach	\$ 1,783.00
<b>Esports</b>	<b>\$ 3,711.00</b>
Other Academic/Interest Club	\$ 3,711.00
PBIS Coordinator	\$ 1,198.00
SST Coordinator	\$ 1,198.00
Yearbook	\$ 3,711.00

### Middle Schools:

Core Extended Day Activities:		
Academic Societies	\$ 1,856.00	Semester
Band	\$ 1,878.00	Semester
Basketball	\$ 2,914.00	Season
Cross Country	\$ 2,387.00	Season
Detention	\$ 1,856.00	Semester
Drama Program	\$ 1,856.00	Semester
<b>Esports</b>	<b>\$ 1,856.00</b>	<b>Semester</b>
Football	\$ 2,387.00	Season
History Day	\$ 891.00	Semester
Language Arts Fair	\$ 891.00	Semester
Math Field Day	\$ 891.00	Semester
Music, Vocal	\$ 1,856.00	Semester
Odyssey of the Mind	\$ 3,110.00	Season
Other Academic/Interest Clubs	\$ 1,856.00	Semester
Other Special Events/Activities	\$ 891.00	Semester
PBIS Coordinator	\$ 1,198.00	Annual
Pep Squad Advisor	\$ 1,856.00	Semester
Publications	\$ 1,856.00	Semester
Science Fair	\$ 891.00	Semester
Softball	\$ 2,387.00	Season
Speech Contest	\$ 891.00	Semester
Spelling Contest (District)	\$ 891.00	Semester
SST Coordinator	\$ 1,198.00	Annual
Student Assistance	\$ 1,856.00	Semester
Student Body Activities	\$ 3,969.00	Season
Team Leader	\$ 891.00	Semester
Track	\$ 2,387.00	Season
Volleyball	\$ 2,274.00	Season
Yearbook	\$ 1,856.00	Semester



**Elementary Schools:**

Elementary Activity	Annual Stipend
<b>Esports</b>	<b>\$ 1,136.00</b>
Math Field Day	\$ 537.00
Odyssey of the Mind	\$ 2,839.00
Other Academic/Interest Club	\$ 1,136.00
PBIS Coordinator	\$ 789.00
Publications	\$ 1,136.00
Science Fair	\$ 537.00
SST Coordinator	\$ 789.00
Yearbook	\$ 1,136.00

Nov. 27, 2023

Date

Suzanne Berkey

Suzanne Berkey  
MVEA Bargaining Team  
Moreno Valley Educators Association

11-27-23

Date

Jason Barney

Jason Barney  
Interim Chief Human Resources Officer  
Moreno Valley Unified School District