



**Lancaster School District**  
**Tentative Final Agreement between**  
**Teachers Association of Lancaster (TAL)**  
**and the Lancaster School District for 2024-25**  
**November 14, 2024**

**Compensation**

- 0.5% increase on the salary schedule, retroactive to July 1, 2024, for all TAL members active on the date of the signing of the tentative agreement.
- 6.5% off salary schedule bonus based on the new salary schedule for the employees active on the date of the signing of the Tentative Agreement for the 2024-25 school year to be paid no later than 90 days after ratification by TAL and the Board of Trustees.
- In-house presenter pay- increase from \$75 to \$150 for bargaining unit members
- We agree to plan and strategize a response to Inclusion to best support teachers and students and provide a safe learning environment for all students.
- We agree to continue discussions regarding equitable pay for the teachers in the Expanded Learning Opportunities Program.

**Contract Language**

**ARTICLE XV**  
**SAFETY CONDITIONS OF EMPLOYMENT**

9.0 Teachers shall be notified (as pre Education Code 40709) of the disciplinary background of students being placed in their classes. A list **or binder** of suspended and expelled students will be on file in the principal's office for teacher notice and review.

## **Article XX**

### **BASIC SALARY**

7.8 Whenever a unit member attends professional development days during the school year beyond what is contractually required, the unit member shall receive \$50 per hour, up to the limit of hours set by the district for each teacher during the school year. ~~Teachers attending professional development days during the summer, after the last day of the school year, and prior to the return to work date of the next school year, shall be paid \$250.00 per day, excluding conferences.~~

Teachers working during the summer, after the last day of the school year, and prior to the return to work date of the next school year, shall be paid \$50.00 per hour, excluding conferences.

7.9 Bargaining unit members employed by the district will be paid the following amounts for extra work at schools where this work is being performed:

GATE Chair	\$1000
Athletic Chair (middle schools only)	\$3000

7.9.2 All Chair positions will complete a review of their job responsibilities and related work with the site principal each semester.

7.10 Bargaining Unit Members employed by the district to serve as a Middle School Athletic Coach, for participation in the Tri-District League, she be paid a flat amount of ~~\$500~~ \$1700 per team.

## **Article XXI**

### **EMPLOYEE BENEFITS**

~~3.4: The group plan established pursuant to the section shall be sponsored by a labor management trust fund administered by a joint Medigap Board of Trustees consisting of 5 members. The Agreement and Declaration of Trust providing for the trust fund shall provide that the District has authority to appoint a trustee. In the determination of all matters coming before the Medigap Board of Trustees for consideration each Trustee shall have one vote. If any appointed trustee is absent from a meeting the remaining trustees shall have the authority to decide how the absent trustee's vote shall be cast. Any matter over which the Medigap Board deadlocks will be submitted to final and binding arbitration.~~

3.4 "The Agreement and Declaration of Trust providing for the trust fund shall provide that the District has authority to appoint a trustee."

**Article XXVII**  
**PEER ASSISTANCE AND REVIEW & INDUCTION PROGRAMS**  
**PEER ASSISTANCE/PEER REVIEW**

A. Consulting Teacher (CT)

1. The term of the Coach shall be five (5) years. ~~A teacher may not serve in the position for more than one term. A consulting teacher may reapply after returning to the classroom for one year.~~ **After serving in the position for one term, a Consulting Teacher vacates the position, but may reapply for the following term through the interview process.**

**APPENDIX B**

**Procedural guidelines for the evaluation of the instructional staff**

Replace Part 4 with the following language aligned with the CDE.

Part 4 (To be completed by evaluator prior to final evaluation conference)  
**California Standards for the Teaching Profession**

Standard 1: Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>			Standard 2: Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>		
Meets Standard	Does Not Meet Standard	Engaging and Supporting All Students in Learning	Meets Standard	Does Not Meet Standard	Creating and Maintaining Effective Environments for Student Learning
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 1A: Focus on Students:</b> Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 2A: Learning Environment:</b> Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 1B: Knowledge of Students:</b> Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 2B: Student Behavior:</b> Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 1C: Student Backgrounds and Family Engagement:</b> Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 2C: Organizational and Resource Management:</b> Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 1D: Diversity and Equity:</b> Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 2D: Inclusive Environment:</b> Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.

Standard 3: Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>			Standard 4: Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>		
Meets Standard	Does Not Meet Standard	Understanding and Organizing Subject Matter for Student Learning	Meets Standard	Does Not Meet Standard	Planning Instruction and Designing Learning Experiences for All Students
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 3A: Knowledge of Subject Matter and Pedagogy:</b> Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 4A: Planning Instruction for Student Learning:</b> Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 3B: Connecting Subject Matter to Real-World Contexts:</b> Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 4B: Designing and Developing Instruction for Student Learning:</b> Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 3C: Curriculum and Resources for Specific Students and Student Groups:</b> Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 4C: Facilitating Instruction for Student Learning:</b> Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 3D: Content and Skills across Subjects:</b> Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 4D: Adapting Instruction for Student Learning:</b> Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 3E: Curriculum Materials and Resources:</b> Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.	<input type="checkbox"/>	<input type="checkbox"/>	

Teacher Name: \_\_\_\_\_

Part 4 (To be completed by evaluator prior to final evaluation conference)

## California Standards for the Teaching Profession

Standard 5: Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>		
Meets Standard	Does Not Meet Standard	Assessing Student Learning
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 5A: Understanding and Using Assessments:</b> Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 5B: Interpreting and Using Assessment Data to Inform Student Learning:</b> Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 5C: Communication of Assessment and Data:</b> Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 5D: Assessment for Continuous Improvement:</b> Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

Standard 6: Meets <input type="checkbox"/> Does Not Meet <input type="checkbox"/>		
Meets Standard	Does Not Meet Standard	Developing as a Professional Educator
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 6A: Reflection on Practice:</b> Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 6B: Focused Professional Learning:</b> Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 6C: Collaboration with Colleagues:</b> Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 6D: Collaboration with Families, Guardians, and the Community:</b> Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 6E: Ethical Conduct and Professional Responsibilities:</b> Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 6F: Activating Access and Equity:</b> Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.
<input type="checkbox"/>	<input type="checkbox"/>	<b>Element 6G: Personal Growth and Well-Being:</b> Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

**APPENDIX D**  
**CERTIFICATED SUPPORT PLAN**

Teacher \_\_\_\_\_ Site \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Site administrators certify prior to the signing of this document that they have worked to support this teacher in **three or more of the following ways** (please check all that apply):

- \_\_\_\_\_ Two classroom observations with debrief meetings
- \_\_\_\_\_ Two or more private discussions regarding expected outcomes
- \_\_\_\_\_ Modeling lesson delivery or classroom management strategies
- \_\_\_\_\_ Providing release time to observe other teachers on site or at another site
- \_\_\_\_\_ Encouraging grade level collaboration for planning and lesson design
- \_\_\_\_\_ Providing information on workshops or seminars to address the concerns
- \_\_\_\_\_ Providing and facilitating an onsite peer mentor relationship, with release time as needed

Principal \_\_\_\_\_ Date \_\_\_\_\_

**Specific areas checked indicate areas of concern and should be explained on the lines immediately below.**

**CSTP Standard 1: Engaging & Supporting All Students in Learning**

- \_\_\_\_\_ Teacher uses knowledge of students to engage them in learning; connects learning to prior knowledge, backgrounds, life experiences and interests (~~CSTP Standards 1.1 and 1.2~~)  
**(CSTP 1, Elements 1A, 1B)**
- \_\_\_\_\_ Teacher connects subject matter to meaningful, real-life contexts; uses a variety of instructional strategies, resources and technologies to meet students' diverse learning needs (~~CSTP 1.3 and 1.4~~) **(CSTP 1, Element 1B, 1C)**
- \_\_\_\_\_ Teacher promotes critical thinking through inquiry, problem solving and reflection; monitors student learning and adjusts

instruction while teaching (~~CSTP 1.5 and 1.6~~) (CSTP 1, Element 1B, 1C)

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### **CSTP Standard 2: Creating & Maintaining Effective Environments for Student Learning**

- \_\_\_\_\_ Teacher promotes social development and responsibility within a caring community where each student is treated fairly and respectfully (~~CSTP 2.1~~) (CSTP 2, Element 2A, 2B)
  - \_\_\_\_\_ Teacher creates physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students; establishes and maintains learning environments that are physically, intellectually and emotionally safe (~~CSTP 2.2 and 2.3~~) (CSTP 2A, Element 2B, 2C)
  - \_\_\_\_\_ Teacher creates a rigorous learning environment with high expectations and appropriate support for all students; develops, communicates, and maintains high standards for individual and group behavior. (~~CTSP 2.4 and 2.5~~) (CSTP 2, Element 2B, 2C)
  - \_\_\_\_\_ Teacher employs classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn; uses instructional time to optimize learning (~~CTSP 2.6 and 2.7~~) (CSTP 2, Element 2D)
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### **CSTP Standard 3: Understanding & Organizing Subject Matter for Student Learning**

- \_\_\_\_\_ Teacher demonstrates knowledge of subject matter, academic content standards and curriculum frameworks; applies knowledge of student development and proficiencies to ensure students understanding of subject matter (~~CSTP 3.1 and 3.2~~) (CSTP 3, Element 3A)

- \_\_\_\_ Teacher organizes curriculum to facilitate student understanding of subject matter; utilizes instructional strategies that are appropriate to subject matter (~~3.3 and 3.4~~) (CSTP 3, Element 3B, 3C)
  - \_\_\_\_ Teacher uses and adapts resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students; addresses the needs of English learners and students with special needs to provide equitable access to the content (~~3.5 and 3.6~~) (CSTP 3, Element 3D, 3E)
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#### **CSTP Standard 4: Planning Instruction & Designing Learning Experiences for All Students**

- \_\_\_\_ Teacher uses knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction (~~CSTP 4.1~~) (CSTP 4, Element 4A)
  - \_\_\_\_ Teacher establishes and articulates goals for student learning; develops and sequences long term and short term instructional plans to support student learning; plans instruction that incorporates appropriate strategies to meet the learning needs of all students (~~CTSP 4.2, 4.3 and 4.4~~) (CSTP 4, Element 4A, 4B, 4C)
  - \_\_\_\_ Teacher will adapt instructional plans and curricular materials to meet the assessed learning needs all students (~~CSTP 4.5~~) (CSTP 4, Element 4D)
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## **CSTP Standard 5: Assessing Student Learning**

- \_\_\_\_\_ Teacher applies knowledge of the purposes, characteristics and uses of different types of assessments; collects and analyzes assessment data from a variety of sources to inform instruction; reviews data, both individually and with colleagues, to monitor students learning; uses assessment data to establish learning goals and to plan, differentiate and modify instruction; (~~CTSP 5.1., 5.2, 5.3, and 5.4~~) **(CSTP 5, Element 5A, 5B)**
  - \_\_\_\_\_ Teacher involves all students in self-assessment, goal setting, and monitoring progress; uses available technologies to assist in assessment, analysis and communication of student learning (~~CTSP 5.5 and 5.6~~) **(CSTP 5, Element 5B, 2C)**
  - \_\_\_\_\_ Uses assessment information to share timely and comprehensible feedback with students and their families (~~CSTP 5.3 and 5.5~~) **(CSTP 5, Element 5C, 5D)**
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## **CSTP Standard 6: Developing As A Professional Educator**

- \_\_\_\_\_ Teacher reflects on teaching practice in support of student learning; establishes professional goals and engages in continuous and purposeful professional growth and development (CSTP 6.1 and 6.2) **(CSTP 6, Element 5A, 5B)**
  - \_\_\_\_\_ Teacher collaborates with colleagues and the broader professional community to support teacher and student learning (CTSP 6.3) **(CSTP 6, Element 6B, 6C, 6D)**
  - \_\_\_\_\_ Teacher works with families to support student learning; engages local communities in support of the instructional program (CSTP 6.4, and 6.5) **(CSTP 6, Element 6E, 6F)**
  - \_\_\_\_\_ Teacher manages professional responsibilities to maintain motivation and commitment to all students; demonstrates professional responsibility, integrity and ethical conduct (CTSP 6.6 and 6.7) **(CSTP 6, Element 6G)**
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Other area(s) of concern (note specific non-CSTP concerns here):

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\_\_\_\_\_  
\_\_\_\_\_

A signature indicates only that a discussion regarding these areas of administrative concern has taken place and implies neither agreement nor disagreement on the part of the certificated employee.

\_\_\_\_\_  
Certificated Employee

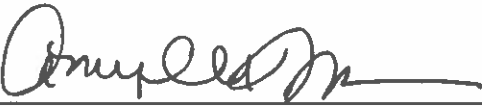
\_\_\_\_\_  
Supervising Administrator

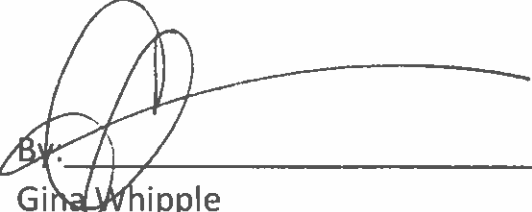
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Date


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Date

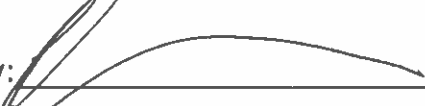
Send one copy to ~~Carol Clauss~~ (PAR Teacher Consultant), **one copy to the site administrator**, and one copy to ~~Lexy Conte~~ (~~Assistant Superintendent, Human Resources~~). **the Director of Certificated Personnel**. A meeting will be set up to develop a plan of assistance.

Date: NOVEMBER 14, 2024

By:   
\_\_\_\_\_  
Amy Knipp  
Negotiation Chairperson  
Teachers Association of Lancaster

By:   
\_\_\_\_\_  
Gina Whipple  
President  
Teachers Association of Lancaster

By:   
\_\_\_\_\_  
Dr. Paul Marietti  
Superintendent  
Lancaster School District

By:   
\_\_\_\_\_  
Mike Davis  
Assistant Superintendent, HRS  
Lancaster School District