

UTLA Proposal: 2-18-25

LAUSD Counter: 4-1-25

UTLA Counter: 10-7-25

NEW ARTICLE: PRE-K-12 VIRTUAL ACADEMY EDUCATIONAL PROGRAM OPTION SCHOOLS

All elements of the 2025-2027 Agreement shall remain in effect for UTLA members assigned to the LAUSD Virtual Academies, with the exception of Article IX: Hours, Duties and Work Year, which will be modified for the Virtual Academies as follows:

1.0 In accordance with Article IX, Section 1.0, it is agreed that the professional workday of a full-time regular employee requires no fewer than eight hours of on-site and off-site work and that the varying nature of professional duties does not lend itself to a total maximum daily work time of definite or uniform length. Full-time teachers shall have the following on-site obligation of no more than six (6) hours exclusive and no less than a thirty (30) minute duty-free lunch period. It shall be understood that on-site obligations for non-classroom staff are outlined in Article IX, Section 3.5.

2.0 Sign-in and Sign-out: All employees shall, upon each arrival to and departure from their assigned work location, enter their initials on a form provided by the District. Teachers who are assigned remote work will enter their initials on a digital time card provided by the district.

3.0 Record of Assignments (ROAs) shall be completed at minimum, every 2 weeks in accordance with the District's Independent Study Policy. To support this process, the Friday at the end of each ROA due date cycle will be reserved for grading, calculating time value percentages earned, recording ROA attendance, and transferring digital textbooks, instructional materials, and coding digital assignments for the new ROA cycle. Teachers in grades TK-12 shall provide a synchronous instruction opportunity for students from 8:30 am - 9:00 am on this day. The 3-hour daily synchronous instruction requirement does not apply on this Friday.

4.0 Virtual Academy Workday

A. Teacher onsite workday is from 8:00 am to 2:50 pm daily, except when Faculty, Staff Development, Grade Level, or Committee Meetings are scheduled until 3:50 pm.

B. Morning Duties:

(1) Elementary teachers shall provide synchronous instruction for 3 hours each day, excluding 20 minutes of break time scheduled at the teacher's discretion. Teachers are

expected to have Zoom cameras on during synchronous time. During the teacher's break, Zoom cameras are not expected to be on.

(2) Secondary teachers shall provide daily live instructional support for 3 hours each day excluding two 10-minute breaks at the teacher's discretion.

Teachers are expected to have Zoom cameras on during synchronous time. During the teacher's break, Zoom cameras are not expected to be on.

(3) Teachers shall ensure video conferencing links are kept current and provided to administration.

The time shall be scheduled as follows:

- a. 30 minutes per day for Advisory to include but not be limited to announcements, Social-Emotional Learning (SEL), Career Readiness, student participation record keeping, and school events.
- b. Three 50-minute academic periods with no less than 40 minutes for live instructional support ("synchronous instruction") i.e. whole-class lessons, opportunities for real-time interaction, discussion, small groups, and feedback, immediate instructional support during lessons.

C. Afternoon Duties:

(1) Teachers shall be required to attend no more than one mandatory Professional Development or Professional Learning Team meeting per week on Tuesdays at 1:50 PM. These meetings shall not exceed one hour in duration.

(2) Teachers will be required to attend no more than one Faculty, Grade Level, Staff Development or Committee meeting per week. No employee shall be expected to attend more than 30 such meetings per school year (but not more than four in any month). These meetings shall not exceed one hour in duration.

(3) Teachers shall be available to conference with students and parents, document each pupil's participation in live interaction and synchronous instruction on each school day, plan lessons, and complete the subsidiary agreements, Record of Assignments (ROA) and supervising and approving coursework and assignments in accordance with the District's Independent Study Policy. ROA communication/meetings shall be aligned with the ROA cycle (bi-weekly). The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress shall be noted in MISIS. ROA EC Section 51747(g). The manner of

communication shall be agreed upon and determined by teacher and parent (i.e. phone, Zoom, written communication.)

(4) Zoom presence shall not be required for administrative PM duties such as MISIS entry, work evaluation, lesson planning, ROA evaluation, Daily

Participation record keeping, parent communication, etc. but may be needed when necessitated by the work including but not limited to ROA meetings, parent-student conference, intervention, clubs, IEP, Professional Learning, and Faculty Meetings.

D. Local School Leadership

Each Virtual Academy shall work with their respective Local School Leadership Council (LSLC) to determine school-wide professional development, the scheduling of school-wide activities and events, and all other purviews outlined in Article XXVII, or otherwise permitted under the LSLC's contractual authority.

5.0 Evaluation-Teaching and Learning Framework Appendix: Learning in Virtual Environments, as outlined in this agreement, shall govern and provide specific guidelines, responsibilities, and processes pertaining to Virtual Academy related assignments, roles, and expectations when evaluating teachers be noted as such in North Logic. Any changes to the August 2022 Teaching and Learning Framework Appendix shall be reviewed and approved by UTLA.

6.0 Secondary Assignment

A. Live Instructional Support

(1) There shall be no more than two (2) courses assigned within a live instructional support rotation period. Courses must be related subjects/electives/disciplines. (i.e. Algebra 1/Honors Algebra; Spanish 1/Spanish 2)

(2) Mandatory ELD classes will be taught as a separate period and the time for ELD instruction during a rotation will not be split with instruction for any other course.

B. Student Roster

(1) There shall be no more than eight (8) courses assigned to a teacher-during the semester, unless a stipend of \$1,200 per semester is provided for each additional course and agreed upon by the teacher.

7.0 The District shall continue to follow Article XXVII Special Education in the Virtual Academies and include the following:

A. Participation in IEP Meetings

(1) IEP meetings shall be equitably rotated among General Education teachers.

(2) The school shall ensure classroom coverage for General Education teachers required to attend IEP meetings. In addition, they shall collaborate with impacted teachers on scheduling availability to minimize disruption to the instructional day and advanced Record of Assignment meetings with parents.

B. Resource Teacher Caseload Adjustment

(1) The Resource Teacher caseload for Virtual Academies shall be reduced to account for the absence of instructional assistants, who are typically available in in-person settings.

(2) Caseload cap for Resource Teachers shall be 24.

C. Paraprofessional support shall be provided to Special Education teachers.

8.0 An average of 22 students in grades K-3, and 25 students in grades 4-12 shall be assigned to a Virtual Academy teacher's roster. For Special Education and UTK/TK classes, class sizes shall not exceed the in-person class size norms established for comparable programs in traditional school settings.

(1) Elementary grades 1-5 shall not have a multi-grade assignment.

(2) Secondary multi-grade classes in the Virtual Academy shall not exceed two (2) consecutive grade levels.

(3) Secondary Virtual Academy teachers assigned to multi-grade classes shall receive paraprofessional support during synchronous instruction and shall be provided additional compensation equivalent to that received by in-person teachers assigned to multi-grade classes.

9.0 Virtual Academy teachers shall participate in a matrix process consistent with Article IX-A and follow all timelines outlined in the Article.

(1) The matrix process shall recognize school levels (Elementary and Secondary) to each VA school; Elementary and Secondary Teachers are to select from a matrix by seniority and authorization (i.e. Single-Subject, Subject Authorization, Multiple-Subject, SPED). Only Special Education is recognized as a Department within each VA school. Teachers may move school levels if a vacancy is available and credential types are met.

10.0 In the event of overstaffing or reduction of teaching positions, the assignment and retention of teachers shall be determined based on seniority within school levels specific to each VA school.

(1) Should there be displacements, teachers may move between levels from high school, to middle, or to elementary if a vacancy is available and credential types are met within that Virtual Academy.

11.0 Location XS shall be designated as a priority reporting site for teachers displaced under the Virtual Academy program. Teachers who elect to continue their assignment with the Virtual Academy shall have priority consideration for placement as a Virtual Academy pool teacher/Virtual Academy Teacher Resident.

12.0 Norm Day adjustments should allocate a minimum of 12 hours of X-time or two days of release time for reassignments and changes in VA assignments when teachers must switch subjects or courses, including mid-year changes.

13.0 Professional Development training specific to Independent Study requirements shall be offered as voluntary summer training Professional Development days or two optional-days (1 for each start of the semester). These days shall be designated to include but not limited to the following: Master Agreement contracts, Record of Assignments, Schoology course set-up, and content coursework.

14.0 The District shall provide comprehensive onboarding for substitute teachers, including training in the use of digital tools and platforms and any other tools utilized by the District for instructional purposes. Substitute teachers shall be provided a computer to complete required duties when working at the Virtual Academy.

15.0 Substitute teachers assigned to long-term placements shall be granted full access to relevant digital tools and platforms necessary to perform their instructional duties effectively. The District shall ensure timely permissions for online platforms and training to facilitate the use of these tools.

16.0 Teachers awaiting the approval of their Reasonable Accommodation request for remote work shall have the option to attend Virtual Academy Professional Development as offered via Zoom. Teachers awaiting the approval of their Reasonable Accommodation request for remote work shall have the option to teach remotely, as appropriate, until the accommodation process is finalized.

17.0 Chapter Chair Released Time. Virtual Academy Chapter Chairs shall be granted release time of up to one (1) hour to account for extended travel needed to attend monthly Area and Steering Committee meetings (when applicable). This provision applies to VA Chapter Chairs whose reporting site is outside of the UTLA designated boundaries of the school location to which they are assigned. Chapter Chairs shall make up the released time by adjusting their work schedule in coordination with the onsite admin. A proposed plan may also permit release of the Chapter Chair from instructional duties subject to the following conditions as outlined in Article IV - UTLA Rights, 8.1.

18.0 In accordance with Article IX, Section 4.2, all duties required of each employee shall meet the test of reasonableness and shall be assigned and distributed by the site administrator in a reasonable and equitable manner among the employees at the school or center.

19.0 Classroom: All classrooms shall be standalone, single-occupancy spaces, with no more than one teacher assigned per classroom. Teachers shall have the option to work from home. In the rare event of a shared space, classrooms will be furnished with partitions/dividers and equipment to minimize sound disruption. Classrooms will have sufficient storage, including a secure space for teachers to store their personal and professional belongings.

20.0 Facilities: When necessitated by the work, access to designated spaces for student-centered meetings that require privacy in accordance with District Policy will be made available for employee use upon request.

21.0 Shared Space at District Facilities: Schools assigned to share a facility will work collaboratively to develop a plan that is conducive to the instructional and programmatic space being used by all schools.

22.0 Emergency Procedures and Safety Plans: To support employee safety, Virtual Academy teachers will observe the emergency procedures and drills of the shared site. Training for Virtual Academy teachers regarding the emergency procedures of the shared site will occur as soon as practicable. Virtual Academy teachers may participate and provide input to the development of and/or annual review of the site's safety plan. VA teachers shall be given at least 24-hour notice before an emergency drill. The schools' governing bodies, Local School Leadership Council, will work collaboratively to encourage the input of all stakeholders in the development and implementation of these plans. Access to the site's safety plan(s) will be made readily available to all bargaining unit members.

23.0 Instructional Equipment: All classrooms will be equipped with equipment conducive to virtual instruction. This includes a desktop or laptop for each teacher. Updates to devices shall be provided upon request and wifi systems functioning. Each teacher shall be given log-in credentials for a district-supported, cloud-based softphone service or equivalent phone system if they are expected to communicate with parents or guardians as part of their professional duties. Teachers shall not be required to use personal devices or personal phone numbers for work-related communication.

24.0 Employee Placement at School Sites: The district shall make available a list of physical locations/sites in which VA staff are assigned and room availability every academic year. Teachers shall be able to request a location change should space at another site become available based on seniority. Welcome Centers and newly available classrooms at other sites shall be expanded to broaden the geographic locations of reporting sites for teachers. The district shall also provide a list of employee placement and available rooms at each school site to the Chapter Chair of each VA upon request.

25.0 Temporary relocation: In the event of an emergency that requires the temporary relocation of Virtual Academy from a Welcome Center, teachers shall be allowed the option to report to

work from home or, upon teacher request, at an available alternate District Site. At the conclusion of the temporary relocation, the teachers will return to their assigned Welcome Center at the beginning of the next instructional day. In the event of a permanent relocation of a VA Welcome Center, teachers shall be given advanced notice of 30 days prior to the end of the school year and have priority to select from a Welcome Center of their choosing.

26.0 Displacement: In the event that some or all Virtual Academy employees are permanently displaced from their worksite, the District shall make every effort to place displaced employees at a new site within the same LAUSD region as the employee's prior assignment or the region closest to their home geographic location.

27.0 Parking: As referenced in Article XXXI, Virtual Academy teachers shall have equal access to on-site parking spaces.

28.0 Campus Access and Procedures: Virtual Academy teachers shall be assigned an appropriate workspace or classroom to meet the requirements of the assignment. Teachers shall be provided with the following to include but not limited to: room and restroom keys, access to copiers and working wifi systems. Employees shall also have equal access to all telephones and common areas such as the library, restrooms, lounges and lunch areas with the understanding that such access rights must be exercised in a reasonable manner. The District will facilitate collaboration among all schools to establish the entry and exit procedures for Virtual Academy teachers. All employees are expected to initial a form provided by the District upon each arrival at and departure from their assigned work location.

29.0 Administration and Support: Virtual Academies will have access to support from specific personnel assigned to their academies. Examples of support include, but are not limited to, parent conferences, personnel matters, emergencies, copies, telephone access, supplies, and technological issues.