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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.

2.0 Sign-in and Sign-out: Teachers who report to a physical location will enter their initials on a physical time card located at the site. 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. The on-site obligation for teachers 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 video conference cameras on during synchronous time but may turn cameras off during break time.

(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 video conference cameras on during synchronous time but may

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turn cameras off during asynchronous and break time.

(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 Instruction, 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 in MISIS, 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 the teacher and parent (i.e. phone, video conference, written communication.)

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

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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 Council (LSLC): The LSLC of each Virtual Academy will follow and have purview over the obligations set forth in Article XXVII of the parties Collective Bargaining Agreement.

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.

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B. Resource Specialist Teacher

- (1) Caseload cap for Resource Teachers shall be 25.
- (2) Morning duties shall include providing services to students during both synchronous and asynchronous instructional time. Afternoon duties shall include making up service minutes with students, assessing students, preparing IEPs, and conducting IEP meetings.

C. Special Education paraprofessionals shall be assigned to the Virtual Academy to support Special Education programs and to assist Special Education teachers/Resource Specialists in meeting the individualized educational needs of students with disabilities.

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 may 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, middle and high school) to each VA school; 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.
- (2) If a teacher is notified of a change in their tentative assignment five calendar days prior to the first day of instruction, the teacher may request preparation time in accordance with Article IX-A, Section 2.0.

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.

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(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 may 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 on-site 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 who have previously been granted a Reasonable Accommodation (RA) for remote work from home and are awaiting renewal or reapproval of that accommodation shall have the option to continue participating in Virtual Academy Professional Development sessions via video conferencing. While the renewal of the accommodation is pending, such teachers shall also have the option to continue performing their instructional duties remotely, as appropriate, until the RA process has been completed and a final determination has been made.

17.0 Chapter Chair Release Time: Virtual Academy Chapter Chair will be released from their regular duties with no loss of pay for the purpose of attending to UTLA matters in accordance with Article IV, 6.0. For the purpose of attending UTLA Area and House meetings, Chapter Chairs may, with prior approval of the site administrator and when their duties reasonably permit, alter their PM duty work schedule by one hour. Chapter

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Chairs shall make up the released time by adjusting their work schedule in coordination with the onsite administrator.

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.

Welcome Centers at Shared District Sites

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 partners 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. Teachers shall not be required to use personal devices, personal emails, or personal phone numbers for parent-student 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/placed and room availability at

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each school site. Teachers shall be able to request a location change based on seniority should space at another site become available. 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 relocation and impacted teachers shall be given 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 the following to include but not limited to: room and restroom keys, access to copiers, and access to 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 in an equitable manner.

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.