

ARTICLE XI-B

MASTER PLAN PROGRAM

1.0 Minimum Requirements for Participation in the Master Plan Program:

The District shall determine from time to time (a) whether and to what extent a given school is to participate in the District's Master Plan Program; (b) the levels of skills and training required in order to be eligible to participate in the Master Plan Program at any given location; and (c) whether any individual employee meets those program requirements.

1.1 In order to be considered eligible to participate in the Master Plan Program, all teachers must possess a Bilingual Certificate of Competency (BCC); Bilingual, Crosscultural Language and Academic Development (BCLAD) Authorization; or equivalent authorization and provide one of the following:

- a. Content instruction in a District-approved Dual Language Program, including instruction delivered in a World Language setting in a Dual Language Program.
- b. Primary language content instruction in a District-approved Newcomer Program
- c. Class make-up is at least one-quarter Newcomers and/or Emerging, Expanding, or Bridging Bilingual students in an English immersion program for at least one-half of the teacher's instructional day.
- d. Non-Roster carrying educators who provide services to students or families in the student and family's primary language.

1.2 American Sign Language (ASL) Bilingual Program: Teachers shall be considered eligible to participate in ASL Bilingual Programs if they meet all of the following conditions:

- a. Education Specialists - Possess a Deaf and Hard of Hearing (DHH) credential and an American Sign Language Proficiency Interview score of 4.0 or above. (agree)
- b. Assigned to teach and provide ASL content instruction in an approved ASL Bilingual Program without the assistance of an interpreter.

1.3 To assist schools and employees in these areas, the district will fund one (1) Dual Language Coordinator per region.

1.4 In order to understand and support the needs of American Sign Language (ASL) Bilingual Programs the district will provide one (1) ASL Specialist per region.

2.0 Master Plan Salary Differentials: Salary Differentials shall be paid to teachers with the appropriate authorizations and assigned to provide content instruction as provided in Sections 1.0 - 1.2 of this Article in District-approved Dual Language, Newcomer and ASL Bilingual Programs as follows:

- a. Teachers assigned to teach in full-time UTK-5/6 grade elementary classrooms shall receive a stipend up to \$5,400 (\$2,700 per semester as eligible).
- b. Teachers assigned to teach in secondary classrooms shall receive a stipend as follows:
 1. Assigned to teach qualifying classes as indicated in 1.1 of this Article up to one-half (1/2) of a full-time assignment shall be up to \$2,700 (\$1,350 per semester as eligible).
 2. Assigned to teach qualifying classes as indicated in 1.1 of this Article more than one-half (1/2) of a full-time assignment shall be up to \$5,400 (\$2,700 per semester as eligible).

c. Non-Roster carrying educators who provide services to students or families in the student and family's primary language shall receive a stipend of \$5,400.

3.0 Dual Language Incentive: Teachers assigned to team teach the English portion of a District-approved Dual Language program shall receive a stipend of \$500 per semester.

4.0 Date of Eligibility for Salary Differentials: Employees who meet the qualifications for salary differentials as of Norm Day of each semester, and who thereafter continue in the same assignment, shall be paid the appropriate differential. Employees who meet the qualifications after Norm Day and who thereafter continue in the same assignment, shall be paid the appropriate differential upon verification of eligibility. The differentials shall be prorated in the case of part-time assignments and for those assigned for more than twenty (20) days but less than a semester. Whenever a school becomes newly eligible for the salary differential program, the eligible employees shall immediately become subject to the salary differential, consistent with the above pro-ratio rules.

5.0 The District will maintain an Advisory to review and provide input towards the development and revision of the District's Master Plan. UTLA participants will be selected by UTLA as outlined in Article IV, Section 9.0. Any releases necessary to ensure participation of UTLA bargaining members will be provided by the District. The Advisory Group will meet begin meeting a year prior to the revision of the Master Plan and plan to meet as needed to discuss and address matters regarding implementation.

UTLA Proposal 2-21-25
District Counter 4-28-25
UTLA Counter 6-17-25
District Counter 11-20-25
UTLA Counter 12-02-25

65.0 The District and the UTLA Article XXX Bilingual Subcommittee shall continue to discuss issues and concerns related to the Master Plan including classroom organization **and when appropriate, Master Plan rewrite.**

7.0 Consultation Rights: As outlined in Article III, Sections 2.0 and 3.0, Article IV, Section 12.0 and subject to Government Code 3542.3, prior to the implementation of District adopted curriculum, educational tools and student testing, the District shall seek input from UTLA on such matters **the selection of Dual Language, Emerging Bilingual, and Standard English Learner programs and curriculum, which may include collecting input from a group that includes educators appointed by UTLA.**

7.0 Schools will have the autonomy to review and select curriculum pertaining to Dual Language, Emerging Bilingual, and Standard English Learner programs. Selected curriculum and digital resources will be provided and paid for by the District. Schools will not incur additional costs for selecting curriculum that best serves their student and program needs.

8.0 Newcomers: The District will provide schools with at least a 5% Newcomer student enrollment, additional funding to help with meeting the unique needs of students who may have recently arrived in the country. This may include additional compensation for analysis of transcripts, identifying accurate class placement, interpretation and creation of documents for students and parents and any other supports Newcomers and their families may need to ensure the enrollment, credit and/or class assignment is accurate and overall integration into a new school system is achieved.

9.0 The District will provide additional funding to provide target language support and intervention for Dual Language Programs, Emerging Bilingual Learners and Newcomers.