

**AGENDA  
SPECIAL MEETING  
BOARD OF DIRECTORS  
iQ Academy California-Los Angeles  
April 16, 2024  
4:00 P.M.**

**Primary Location:**

**Zoom Meeting:** <https://zoom.us/j/6666524076>

**Conference call: (669) 900-9128**

**Meeting ID: 666 652 4076**

**INSTRUCTIONS FOR PRESENTATIONS TO  
THE BOARD BY PARENTS AND CITIZENS**

The iQ Academy California-Los Angeles Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the iQ Academy Office (805) 581-0202.
2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the iQ Academy Office (805) 581-0202 seventy two hours in advance of the meeting.
3. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

*iQ Academy California- Los Angeles does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures of practices.*

*In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact iQ Academy California- Los Angeles office at (805)581-0202.*

**I. PRELIMINARY**

**A. CALL TO ORDER**

Meeting was called to order by the Board Chair at 4:00 P.M.

**B. ROLL CALL**

	<b>Present</b>	<b>Absent</b>
Dr. Brian Huff	<u>  X  </u>	<u>      </u>
Dr. Julie Mendoza (President)	<u>  X  </u>	<u>      </u>
Mr. Ben Pace (Treasurer)	<u>  X  </u>	<u>      </u>

**C. FLAG SALUTE**

- Nick led

**II. COMMUNICATIONS**

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B. For Information: Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

D. Approval of Previous Board Meeting Minutes

N/A

**III. CONSENT AGENDA ITEMS**

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

**IV. CLOSED SESSION**

*Moved to closed session at 4:01pm*

CONFERENCE WITH LABOR NEGOTIATOR

Agency designated representatives:

Nick Stecken, Head of School

Employee Organization: iQ Teachers Association

**V. OPEN SESSION**

*Returned to open session at 4:19pm*

Open Session Action Item:

Board Approval/Ratification of Tentative Agreement Between iQLA & IQTA to Settle and Close Negotiations for School Years 2023-2024 and 2024-2025

*Julie reported that the board*

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 4/16/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Dr. Brian Huff	X					X
Dr. Julie Mendoza	X				X	
Ben Pace	X					

**VI. SCHEDULED FOR ACTION**

**A. BUSINESS**

None

**B. PERSONNEL**

None

**C. INSTRUCTION AND CURRICULUM**

None

**D. PUPIL SERVICES**

None

**VII. ADJOURNMENT**

The meeting was adjourned at 4:22 P.M.

## AGENDA ITEM

### iQ Academy California - Los Angeles

**To:** Board of Directors  
iQ Academy California – Los Angeles

**From:** Nick Stecken, Head of School  
iQ Academy California – Los Angeles

**Date:** April 16<sup>th</sup>, 2024

**Re:** **Final Board Approval/Ratification of Tentative Agreement between iQLA and iQTA to Settle/Close Negotiations For School Years 2023-2024 and 2024-2025**

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#### Background

iQLA and iQTA have negotiated a Tentative Agreement to settle and close negotiations for 2023-2024 and 2024-2025. This Tentative Agreement has been ratified by iQTA.

A copy of the Tentative Agreement is attached to this report.

#### Certification

This report shall also affirm that the iQLA Administration has reviewed the costs incurred by iQLA under the Agreement and hereby certifies such costs can be met by iQLA during the term of the Agreement.

#### Head of School

Recommendation to approve.



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Nick Stecken, Head of School  
iQ Academy California - Los Angeles

**TENTATIVE AGREEMENT**

**BETWEEN**

**iQ Academy California - Los Angeles  
&  
iQ Teachers Association**

**April 9, 2024**

This package proposal is to fully settle negotiations between iQ Academy California – Los Angeles (“iQLA”) and iQ Teachers Association (“iQTA”) for the 2023-2024 and 2024-2025 school year. The elements of the settlement are as follows:

**1. Article 11: Professional Work Day/Work Year**

Agreement as specified in the tentative agreement, which is attached hereto as Appendix A.

**2. Article 13: Compensation**

Agreement as specified in the tentative agreement, which is attached hereto as Appendix B (including Salary Schedule).

SUBJECT TO FINAL RATIFICATION BY THE PARTIES:

iQLA Representative

 \_\_\_\_\_

iQTA Representative

 \_\_\_\_\_

Date: 4/11/24

Date: 4/10/24

**APPENDIX A**

**iQLA / iQTA**

**April 9, 2024**

**ARTICLE 11 – PROFESSIONAL WORK DAY/WORK YEAR**

**11.1 Definitions**

Interactive Instruction is defined as live, synchronous teaching delivered via Class Connect or other school-approved systems and methods of delivery.

Teaching is defined as standards-based, teacher-led activities designed to promote academic growth for each student. This includes iQLA adopted curriculum and/or California state standards and consists of a combination of the following: live synchronous virtual instruction, live in-person instruction, and live synchronous tutoring.

Tutoring is defined as interactive instruction provided to an individual student for the purpose of promoting academic growth. Tutoring may be appropriate for students who cannot attend live sessions or who are not achieving mastery of the standards through traditional instruction. Tutoring is provided in the interactive method that best meets student need. Such methods may include in person, virtual or telephone.

Student Support is defined as those actions of the teacher done with the purpose of engaging students. This includes, but is not limited to, learning coach support, recommending supplemental resources to families, and general communications outside of the classroom setting.

**11.2 Professional Work Day/Work Year**

**11.2.1 Work Day**

As professional exempt employees, unit members are required to be in active work status (give full attention to the duties and responsibilities of the position) between the hours of 8:30 a.m. to 4:00 p.m. each work day (excluding holidays and weekends).

**11.2.2 Work Year**

The work year for unit members shall be one hundred ninety-seven (197) work days, which includes one hundred eighty (180) instructional days and seventeen (17) non-instructional days;

Administration may require new teachers to attend up to five (5) additional days of training before the start of the 197 work days at their per diem rate of pay.

New teachers hired after the first instructional day shall be provided five (5) work days to complete scheduled trainings and to acquaint themselves with iQLA systems consistent with the iQLA teacher training plan.

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The work year for the unit member Guidance Counselor shall be two hundred two (202) work days. In years when summer school is offered, the Guidance Counselor shall work an additional three (3) days, which shall be paid at the per diem rate of pay.

No later than January 1 of each school year, the Head of Schools shall provide a proposed annual calendar to the iQTA President for review and comment. In the event the Head of Schools and iQTA President are unable to resolve any concerns related to the calendar, the union reserves the right to negotiate changes to the annual calendar during bargaining.

### 11.3 Required Teaching Hours

11.3.1 Teachers will be consulted for input on the development of the master schedule; however, the schedule is finalized by the administrative team based on student enrollment and need.

Interactive Instruction for Special Education, such as Specific Academic Instruction (SAI), is determined by the students' needs as developed by the IEP Team.

11.3.2 General education teachers will provide administratively scheduled live synchronous interactive instruction each week according to the provisions below. Teachers may choose to schedule instructional sessions in addition to these hours and/or support activities based on the needs of their students to promote student academic growth.

- Administratively scheduled live synchronous classes will be for no less than forty-five (45) minutes with fifteen (15) minutes between live synchronous classes.
- This schedule will be presented to teachers by the end of the first working day of the new school year.
- TK-5: ten (10) hours per week of live synchronous administratively scheduled teaching (~~in person or~~ virtually), additionally, teachers shall schedule five (5) hours of live synchronous instruction per week.
- 6-8: twelve (12) hours per week of live synchronous administratively scheduled teaching (~~in person or~~ virtually) additionally, teachers shall schedule three (3) hours of live synchronous instruction per week.
- High School Single Subject: fifteen (15) hours of live synchronous administratively scheduled teaching (~~in person or~~ virtually):

- No later than two (2) working days before the start of the instructional cycle, the administration shall provide a live synchronous schedule to each teacher spreadsheet of each student's scheduled time with that teacher. Any time a student's schedule is adjusted, administration will provide this information within forty-

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~~eight (48) hours of the change. No later than five (5) working days before the start of the instructional cycle, the administration shall provide the live synchronous schedule to each teacher.~~

- ~~○ The fifteen (15) hours of live synchronous administratively scheduled teaching will be set on a master schedule by the iQLA administration to allow for the least amount of class conflicts.~~
- ~~○ Administration will set up the live synchronous administratively scheduled teaching class times in the appropriate platform and add teachers as owners to the session (e.g., Newrow).~~
- ~~○ Teachers are required to set up the live synchronous administratively scheduled teaching class times in the appropriate platform (e.g., Newrow) based on the schedule provided by administration.~~

11.3.3 iQLA may deem it necessary for the unit member to provide additional live interactive instructional hours to meet the needs of students.

- Prior to any administrative assignment of live synchronous teaching hours in excess of the hours noted above in section 11.3.23, the supervising administrator shall meet with the unit member to discuss the need for the additional teaching hours and to develop an implementation plan.
- The supervising administrator shall discuss with the unit member appropriate additional support or accommodations needed by such unit member in order to meet this additional instructional time (example: focused Compass support to call students, exemption from completing connection calls, exemption from meetings, adjusted deadlines, etc.). This shall be included in the written plan.
- In no event shall more than twenty (20) hours of live synchronous teaching hours be assigned per regular work week, and in no event shall any such live synchronous teaching hours adjustment be required for a period of more than three (3) consecutive work weeks.
- Plan and data gathered during this process will be submitted to the iQTA President.

It is understood that teacher duties such as grading, planning and emails are not included in the fifteen (15) hours of interactive instruction.

Math and ELA teachers may choose to offer one (1) forty-five (45) minute whole group session per subject (i.e., one for Algebra, one for Geometry) to count toward a student's targeted instruction.



During the first school week of quarter one (1) teacher unit members will conduct onboarding for all students. Teacher unit members instruct students in Onboarding and Engagement Sessions for homeroom and content to acclimate students to the



online model and support students in understanding the school environment. Teachers will implement the iQLA Onboarding or “Welcome Week” schedule during the first school week. During the first week of student onboarding, unit members shall provide a minimum of five (5) hours of interactive instruction.

During the first two (2) weeks of quarters two (2) and four (4), master scheduled live synchronous teaching (in person or virtually), is reduced to five (5) hours so that parent teacher conferences may be held.

During the last week of quarter four (4) targeted instruction is suspended for all general education teachers to provide teachers flexibility in implementing iQLA modified exam schedule. Additionally, during the last week of quarter two (2) middle school and high school general education teachers will have targeted instruction suspended to provide teachers flexibility in implementing iQLA modified schedule.

During the first school week of quarter three (3) teacher unit members with new students conduct Onboarding for new students. Teacher unit members with new students instruct students in Onboarding and Engagement Sessions for homeroom and content to acclimate students to the online model and support students in understanding the school environment. This welcome week period allows students who need additional support to receive this in targeted onboarding sessions. Teachers with new students will implement the iQLA modified Onboarding or “Welcome Week” schedule during the first school week of quarter three. During the first week of student onboarding, unit members shall provide a minimum of five (5) hours of interactive instruction.

11.3.4 For TK-5 teachers, work records, assessments, progress reports, and conferences will not be due or required during the same weeks and scheduled as follows:

### Quarter End TK-5

	Q1	Q2	Q3	Q4
2 weeks prior to quarter end.	Work samples in classes. No reduced instructional schedule.	Work samples in classes. No reduced instructional schedule.	Work samples in classes. No reduced instructional schedule.	Work samples in classes. Formal Semester assessments. Reduced Instruction to 5 hours.
1 week prior to quarter end.	Interim assessments. Reduced Instruction to 5 hours.	Formal Semester assessments. Reduced Instruction to 5 hours.	Interim assessments. Reduced Instruction to 5 hours.	Formal Semester assessments. Reduced Instruction to 5 hours.
One week after quarter End: (except 4 <sup>th</sup> quarter)	Conferences with parents to include progress in slide deck. No progress reports. Reduced Instruction to 5 hours..	Report Cards Grade Book alignment. Reduced Instruction to 5 hours.	Conferences with parents to include progress in slide deck No progress reports Reduced Instruction to 5 hours.	(due 4 days after quarter end) Report Cards Due. Work Records due this week.
Two week after quarter End: Work Records due end of this week.	Work Records due end of this week. No reduced instruction.	Work Records due end of this week. No reduced instruction.	Work Records due end of this week. No reduced instruction.	

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11.3.5 Educational specialists are entitled to one (1) hour of scheduled time to update workbooks per week.

11.3.6 Teachers whose job duties do not include homeroom assignments will provide an additional five (5) hours of scheduled, synchronous interactive instruction. For English Language Development specialists without homeroom, iQLA shall schedule no more than a total of twenty (20) hours of live interactive instruction each week. Prior to any administrative assignment of live synchronous teaching hours in excess of the hours noted here, the 11.3.3 process applies. ELD teachers may choose to schedule instructional sessions in addition to these hours and/or support activities based on the needs of their students to promote student academic growth.

11.3.7 Teachers are entitled to one (1) hour (60 minutes) of instructional planning time each work day.

11.3.8 Teachers shall attend up to (to be determined by iQLA) two (2) administratively scheduled meetings per month for the purpose of assessing student growth and proficiency. Such meetings shall be up to thirty (30) minutes in length per month.

During the instructional calendar, content teachers shall also attend up to two (2) iQLA scheduled PLC and/or staff meetings which may be up to forty-five (45) minutes in length per month.

Teachers will attend up to three (3) in-person all-day professional developments per school year. The professional development day(s) will replace PLC and/or staff meeting(s) for that week.

There shall be no iQLA scheduled PLC and/or staff meetings during parent teacher conferences and finals week. Additionally, for TK-5 teachers, PLC and/or staff meetings will not be held during weeks progress reports and work samples are due

#### **11.4 Duty-Free Lunch Break**

Each unit member is entitled to a thirty (30) minute duty-free lunch break. This lunch break shall be taken between noon and 1:00 pm.

#### **11.5 Tracking Time During Work Day**

iQLA reserves the right to track time during the work day using computer-based software, VoIP phones, or other identified tracking systems.

#### **11.6 Learning Centers**

In the event iQLA opens physical locations where teachers will be assigned to work, teachers may be expected to sign in and out of the facility.

#### **11.7 Outings & In-Person Duties**

Teachers are required to plan one outing and attend four outings per school year equaling one per quarter.

Quarter four (4) expectations will be adjusted for test site coordinators or unit members

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who proctor in-person state assessments.

### 11.8 Enduring Connections

Teachers are required to contact all homeroom families on their roster every thirty (30) days via phone or synchronous virtual platform; i.e., Zoom or Black Board Collaborate or similar.

Once per ~~quarter~~ semester, this Enduring Connection will be held as an Academic Conference focused on student growth and achievement.

### 11.9 Caseload

Caseload for unit members shall be consistent with legal requirements.

11.9.1 For Homeroom class size, the following limits shall apply:

- Transitional Kindergarten (TK): no more than 28 students. Effective June 30, 2024: no more than 24 students.
- Elementary School (K-5): no more than 28 students
- Middle School (6-8): no more than 28 students
- High School (9-12): no more than 26 students

Unit members teaching general education for T-K through 12<sup>th</sup> grade shall be measured by the unit member's homeroom roster by verification of average daily attendance of ninety-five percent (95%) or more following each Learning Period, except during the first two Learning Periods of each semester, where the overage shall be paid regardless of attendance rate.

11.9.2 The below caseload limits/targets shall be in place beginning July 1, 2023.

High School English/Math	140 content/roster students per one full-time equivalent
High School Social Science/Science/World Language	160 content/roster students per one full-time equivalent
High School Electives (including Health)	160 content/roster students per one full-time equivalent
High School PE	300 content/roster students per one full-time equivalent
<u>Special-Education Specialists</u>	28 content/roster students per one full-time equivalent
High School Guidance Counselor	250 content/roster students per one full-time equivalent
<u>English Language Development</u>	50 content/roster students per one

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full-time equivalent

The below caseload limits/targets shall be in place beginning June 30, 2024.

- High School English/Math (165)\*
- High School Social Science/Science/World Language (185)
- High School Electives (including Health) (185)
- High School PE\* (325)

\*Content/roster students are any and all students that receive a grade (i.e., ORN/orientation/homeroom)

Effective June 30, 2024:

- Education Specialists (Mild/Mod): 28 content/roster students per one full-time equivalent.
- Education Specialists (Mod/Severe): 18 content/roster students per one full-time equivalent.
- Education Specialists serving mild/moderate shall support a maximum of 28 IEPs (including initials) at a time.
- Education Specialists serving moderate/severe shall support a maximum of 18 IEPs (including initials).
- For Education Specialists who have an assigned maximum caseload (referenced in Section 11.9.2) of students to case manage: In the event the Education Specialist is assigned an initial IEP (above their caseload) to complete, the Education Specialist will be paid \$250 once the IEP meeting is held and the IEP is affirmed.

ORN shall be included in content calculations for High School.

Teachers instructing two (2) or more content/subject bands will be subject to the caseload limit/target noted above for the majority of a unit members work assignment.

11.9.3 The following content and homeroom overages apply to the grade bands referenced in Section 11.9.2, subject to the average daily attendance conditions noted in Section 11.9.1 (homeroom only), on a per student per learning period basis so long as there is a compliant ISMA;

K-8 Homeroom: \$134 per student per learning period

HS Homeroom: \$100 per student per learning period

HS Content: \$50 per student per learning period

Guidance Counselors: \$20 per student per learning period

### 11.10 Teacher Support

While duties for the teaching profession are generally known and as stated in the applicable job description, relevant policy or legal requirements, to assist unit members in their daily

tasks, the following specific items may be referred utilizing the methods and timelines provided by iQLA including all necessary information to the iQLA administration for assistance and/or completion:

- Scheduling and inviting students to sessions (e.g., Newrow) on the master schedule, consistent with lists of students provided by the unit member. It is the teacher's responsibility to make updates to the designated groups in-year, unless support is requested. ~~(The ability to schedule BBC sessions for teachers is in production and will be rolled out as available).~~
- Adjusting the student calendar and/or student assignments prior to the school start date in the instance of late start students
- Administering and/or grading the ELPAC test. This teacher support may be requested by phone or email directly to the teachers' supervisor.
- Providing school records and forms to families upon request (such as transcripts, copies of report cards, progress reports, change of address and learning coach forms)
- Following up on pulse checks that are not directly teacher-related.
- Baseline/Growth Assessment tracking and follow-up, when requested, administration will assist with follow-up per the administrative support process.
- Processing student withdrawals.
- Supporting families with test-site confirmations and reassignments
- Creating restrictions or groups in the OLMS/OLHS

For Education Specialists, the following additional tasks may be referred to the iQLA administration:

- Mailing of special education progress reports that have been completed by the unit member
- Mailing to parents copies of IEP documents, transcripts, enrollment requirements and parent rights notices that have been sent by the unit member to the administration
- Sending of IEP goals and/or accommodations to general education teachers
- Updating goals and services in the Marvin student information system
- ~~Scheduling all types of IEPs~~
- Transferring data from previous IEPs into IEP databases (SIRAS, SEIS) when the previous school did not use the same database

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- Obtaining IEP and 504 documents from previous schools and providing access to these documents through SharePoint or other central system

For Guidance Counselors, the following tasks may be referred to iQLA administration for assistance and/or completion:

- Processing drops and withdrawals
- During periods of unanticipated and extraordinary work demands, administration will assist upon request
- Providing school records upon request such as transcripts, copies of report cards, etc.

**The following specific items are not required to be completed by Unit Member.**

- Sending letters to families of students requiring missing Independent Study Master Agreements (“ISMA”). Teacher confirmation/input will be necessary.
- Archiving work samples. It is the teacher’s responsibility to evaluate, retrieve from the classroom and complete the cover sheet and assignment sheet correctly and according to school timelines.
- Making initial student assignments to test sites.
- Mailing and follow-up of non-compliance letters.
- Tracking and follow up of BTSP completion.
- Following up with families regarding truancy.
- Sending of IEP goals and/or accommodations to general education teachers and/or making them accessible (i.e. adding to a spreadsheet)
- Obtaining IEP and 504 documents from previous schools and providing access to these documents through SharePoint or other central system

### **11.11 Counseling Job Duties**

Effective July 1, 2022, in addition to regular Counselor job duties as reflected in the existing Counselor Job Description, the following Counselor job duties shall be completed:

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Per parameters as provided by the administration, Guidance Counselors shall be required to hold a one-on-one live synchronous conference with students on their caseload no less than one (1) time per quarter.

11.12 Teacher Grade Assignments

Teacher graded assignments will generally be graded within three (3) working days.

SUBJECT TO RATIFICATION BY THE PARTIES:



iQLA Representative

4/11/24

Date



iQTA Representative

4/10/24

Date

APPENDIX B

iQLA/iQTA

April 9, 2024

**ARTICLE 13 – COMPENSATION**

**13.1 Salary Schedule**

Effective July 1, 2023, the salary schedule for all certificated unit member positions is shall be attached as Appendix A.

~~Effective July 1, 2022, all salary levels on the Salary Schedule shall be increased by four percent (4%) for all certificated unit member positions. In addition, effective July 1, 2022, each current unit member shall receive a one time off schedule one percent (1%) salary payment. Further, any unit member employed on or before the first day of instruction (August 18, 2022), and who is still employed at the end of the 2022-2023 school year shall receive a one time off schedule salary payment in the amount of \$5,000; any unit member employed on or after December 15, 2022, through March 15, 2023, who is still employed at the end of the 2022-23 school year, shall receive a one time off schedule salary payment in the amount of \$2,500.00. Unit members who are granted unpaid leaves of absence during the school year and who are still employed at the end of the 2022-2023 school year shall receive a pro-rated one time salary payment based upon the amount specified herein.~~

~~This~~ Such increase shall close negotiations through for the 2022-2023-2024 and 2024-2025 school year.

**13.2 Years of Service Credit for New Hires**

Upon hire, all unit members will be granted up to five (5) years of service credit for previous credentialed employment within California.

~~For those unit members at iQLA who were hired prior to July 1, 2022, they shall be granted up to five (5) years of service for previous credentialed employment within California.~~

**13.3 Expense Reimbursement**

Not to exceed \$3,300 per school year, unit members shall receive reimbursement for approved actual expenses per school policy to cover expense reimbursements for school related expenses including but not limited to mileage, supplies, in-home set-up, home office furniture, home phone, cellular phones, internet, Live Scan test, printer supplies, travel and hotel within California. The limit noted above does not apply to School Psychologists who are reimbursed for actual expenses through the School's reimbursement policy. Should any unit member request less than \$3,300 in reimbursements under the Schools' reimbursement policy in any such school year, the unit member shall receive a one-time taxable payment of seventy-five percent (75%) of the remaining balance, to be paid no later than thirty (30) days following the last day of the school year.

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Subject to the reasonable and necessary conditions as stated in the School's reimbursement policy there shall be no cap on the categories of reimbursement.

Although not subject to grievance or arbitration, the School's Reimbursement Policy is attached hereto as Appendix "B"

#### 13.4 ~~Testing Site Coordinators:~~

A. Test Site Coordinators shall be provided a stipend as follows:

- 13.5 \$30 per day scheduled at sites with up to 25 students tested
- 13.6 \$60 per day scheduled at sites with up to 50 students tested
- 13.7 \$70 per day scheduled at sites with up to 75 students tested
- 13.8 \$80 per day scheduled at sites with over 75 students tested

Test sites with up to 100 scheduled students shall only have one (1) Test Site Coordinator assigned per day.

For Test Site Coordinators who agree to travel to iQLA designated remote sites, the test site coordinator will receive an additional flat rate of \$100 for the day(s) traveled (this is in addition to any mileage and/or hotel reimbursements).

For students that are required to have an assigned 1-1, the assigned proctor shall be provided a stipend of \$30 per student.

B. Physical Fitness Testing shall be provided a stipend as follows:

- \$30 per day scheduled at sites with up to 25 students tested
- \$60 per day scheduled at sites with up to 26-50 students tested
- \$70 per day scheduled at sites with up to 51-75 students tested
- \$80 per day scheduled at sites with over 75 students tested

Unit members shall not be responsible for any students not registered for the test.

#### 13.5 Work Year

The above annual salary is based upon a work year of one hundred ninety-seven (197) work days, one hundred eighty (180) of which are instructional, and seventeen (17) of which are non-school days.

#### 13.6 Column Advancement

Column advancements on the salary schedule are effective on the beginning date of contract service in the school year immediately following the school year in which the qualifying service was rendered.



**13.7 Service Credit**

Unit members who are on paid leave status shall receive salary increment credit.

**13.8 iQLA Clubs**

Unit members who are approved to supervise an authorized iQLA student club will receive their per diem rate of pay for two (2) hours, per week, per club, for the duration of the club.

**13.9 Masters Program Completion**

Upon receipt of an official transcript evidencing conferral of a Masters Degree, the unit member shall receive the Masters stipend (possibly pro-rated depending on time of receipt) for that schoolyear. Such payment shall be made within thirty (30) calendar days from receipt of the official transcript.

SUBJECT TO FINAL RATIFICATION BY THE PARTIES:



IQLA ~~IQTA~~ Representative

Date: 4/11/24



IQTA ~~IQLA~~ Representative

Date: 4/10/24

## Salary Schedule

2023-2024 and 2024-2025

Step	General Ed Teacher BA	General Ed Teacher MA	Single Subject Teacher BA	Single Subject Teacher MA	Special Education BA	Special Education MA	Guidance Counselor
	BA < 45	MA	BA < 45	MA	BA	MA	202 Work Days
	BA Salary	MA Salary	BA Salary	MA Salary	BA Salary	MA Salary	Salary
1	\$ 59,000	\$ 60,750	\$ 59,000	\$ 60,750	\$ 70,200	\$ 72,200	\$74,613
2	\$ 60,180	\$ 61,965	\$ 60,180	\$ 61,965	\$ 71,604	\$ 73,644	\$76,105
3	\$ 61,384	\$ 63,204	\$ 61,384	\$ 63,204	\$ 73,036	\$ 75,117	\$77,627
4	\$ 62,611	\$ 64,468	\$ 62,611	\$ 64,468	\$ 74,497	\$ 76,619	\$79,180
5	\$ 64,490	\$ 66,402	\$ 64,490	\$ 66,402	\$ 76,732	\$ 78,918	\$81,555
6	\$ 65,779	\$ 67,730	\$ 65,779	\$ 67,730	\$ 78,266	\$ 80,496	\$83,186
7	\$ 67,095	\$ 69,085	\$ 67,095	\$ 69,085	\$ 79,832	\$ 82,106	\$84,850
8	\$ 68,437	\$ 70,467	\$ 68,437	\$ 70,467	\$ 81,428	\$ 83,748	\$86,547
9	\$ 69,806	\$ 71,876	\$ 69,806	\$ 71,876	\$ 83,057	\$ 85,423	\$88,278
10	\$ 73,296	\$ 75,470	\$ 73,296	\$ 75,470	\$ 87,210	\$ 89,694	\$92,692
11	\$ 74,762	\$ 76,979	\$ 74,762	\$ 76,979	\$ 88,954	\$ 91,488	\$94,546
12	\$ 76,257	\$ 78,519	\$ 76,257	\$ 78,519	\$ 90,733	\$ 93,318	\$96,437
13	\$ 77,782	\$ 80,089	\$ 77,782	\$ 80,089	\$ 92,548	\$ 95,184	\$98,365
14	\$ 79,338	\$ 81,691	\$ 79,338	\$ 81,691	\$ 94,399	\$ 97,088	\$100,333
15	\$ 83,305	\$ 85,776	\$ 83,305	\$ 85,776	\$ 99,119	\$ 101,942	\$105,349
16	\$ 84,971	\$ 87,491	\$ 84,971	\$ 87,491	\$ 101,101	\$ 103,981	\$107,456
17	\$ 86,670	\$ 89,241	\$ 86,670	\$ 89,241	\$ 103,123	\$ 106,061	\$109,606
18	\$ 88,404	\$ 91,026	\$ 88,404	\$ 91,026	\$ 105,185	\$ 108,182	\$111,798
19	\$ 90,172	\$ 92,846	\$ 90,172	\$ 92,846	\$ 107,289	\$ 110,346	\$114,034
20	\$ 94,680	\$ 97,489	\$ 94,680	\$ 97,489	\$ 112,654	\$ 115,863	\$119,735
21	\$ 96,574	\$ 99,438	\$ 96,574	\$ 99,438	\$ 114,907	\$ 118,180	\$122,130
22	\$ 98,505	\$ 101,427	\$ 98,505	\$ 101,427	\$ 117,205	\$ 120,544	\$124,573

*New Steen*

IQLA ~~ITA~~ Representative

4/11/24

Date

*Genard Berkeley*

IQTA ~~IQA~~ Representative

4/10/24

Date

