

ARTICLE 15

CLASS SIZE/CASELOAD

15.1 Maintaining manageable class/caseload sizes within the District is an essential component of providing the District's students with a quality education. The purpose of this article is to establish a means for determining the number of bargaining unit members assigned to school sites, the sizes of classes taught, and/or related services provided by the Association's bargaining unit members.

15.2 The following are the District's staffing ratios:

Grade	Ratio	Notes
TK	20:1	
K - 5	29:1	
6 - 8	29:1	
9 - 12	27:1	
Continuation High Schools	22:1	80% of enrollment

15.2.1 Staffing ratios are the basis for determining the minimum number of teachers assigned to school sites.

15.2.2 The minimum number of teachers assigned to each site will be based on estimated enrollment figures as determined by the District.

15.2.3 The District may exceed the staffing ratios established in this Article when the revenue from the State is reduced or other financial constraint makes the retention of these guidelines impossible.

15.3 The following ratios are guidelines for establishing student class sizes/caseloads:

Class Size			
	<u>Target Ratios</u>	<u>Maximum 5 Period Load</u>	Notes
Elementary			
Early Education Pre-School	48:1	N/A	2 Classes up to 24 each
Transitional Kindergarten (TK)	10:1	N/A	20:2 is permissible
Kindergarten (K)	24/26:1	N/A	
Grades 1 - 3	25/28:1	N/A	
Grades 4 - 6	32:1	N/A	
Grades 4 - 6 Enrichment	32:1	N/A	
Mild/Moderate or Moderate/Severe (Self-Contained)	15:1	N/A	
Secondary			
Intervention, Advanced, ELD/ALD	30:1	150	<ul style="list-style-type: none"> Including but not limited to Advanced Placement (AP), International Baccalaureate (IB), Honors, Mastery Labs, and Integrated Coding and Computing (ICC).
Academic	35:1	175	
SAI Class	15:1 (5 period day)	75	
	18:1 (4 period day)	72	
Continuation High School	26:1	130	<ul style="list-style-type: none"> All regular classes with the exception of Physical Education. Continuation high school pupil-teacher ratio shall follow the requirements of the California Education Code small school staffing formula.
Digital/Online Courses (Gen Ed courses only)	40:1		<ul style="list-style-type: none"> May not exceed statutory and/or facilities/equipment requirements.
Online Learning / Alternative Programs			<ul style="list-style-type: none"> Follows current class size for K-12.
Counselors			
High School	N/A	N/A	6 counselors assigned per site
Middle School and Continuation High School	N/A	N/A	2 counselors assigned per site
Elementary School	N/A	N/A	0.5 counselor assigned per site

15.3.1 The remedy for exceeding the target ratio in both elementary and secondary or maximum class load in secondary academic classes is set forth in Section 15.4.

15.4. For the first calendar month of student attendance, the number of students in excess of the target ratio on the last day of student attendance of month one shall be determined. All days with class sizes in excess of the target ratio are eligible for compensation per student up to the number of students in excess on the last day of student attendance of month one.

15.4.1 ELEMENTARY

Beginning the first day of student attendance of month two (2), the remedy shall be based upon a per student basis.

15.4.2 SECONDARY

First Semester: Beginning the first day of student attendance of month two (2), the remedy shall be based upon a per student basis.

Second Semester: After the fifth (5th) day of student attendance, the remedy shall be based upon a per student basis.

15.4.3 When Education Specialists at a secondary site are organized on a four (4)-period per day format and where the enrollment of a self-contained SAI class exceeds the maximum teacher load, the remedy shall be financial compensation to the bargaining unit member on a prorated per diem basis, based on a one-fifth (1/5) period assignment until the maximum teacher load is reduced below the respective maximum. Should a secondary site be unable to create a four (4)-period per day format, the Site Administrator shall provide rationale to the Association upon request.

(A) When one period is a preparation period and the other period is designated for testing, writing of IEPs, and collaboration, testing and writing of IEPs may include students outside of the caseload. For the purpose of testing and writing IEPs class size may rise above Target Ratio without compensation. Assignment of these duties shall be equitably distributed.

15.4.4 In the event of a major change to the school calendar, the parties agree to meet and discuss alterations to the above timelines.

15.4.5 Unit members are responsible for submitting completed timesheets for excess class size to Human Resources by the 2nd business day of each month for each class size target ratio exceeded from the previous month. Timesheets for excess class size that are received in Human Resources by the 2nd business day of each month shall be processed for inclusion in the next regularly schedule pay warrant. Timesheets for excess class size not received by Human Resources within two months from the month in which the class size target ratio was exceeded shall submit a letter explaining the delay in order to be eligible for compensation. Under no circumstance shall timesheets for excess class size be accepted outside of the fiscal year during which the class size target ratio was exceeded.

15.4.6 "Academic" secondary classes shall include all secondary classes other than those listed in Section 15.4.7.

15.4.7 Class size for non-academic secondary classrooms including, but not limited to, art, music, various shops, debate, business, culinary arts, other CTE courses, and physical education, shall comply with the physical facilities, supplies, and equipment.

15.4.8 Each school shall attempt to equalize the student group compositions within classrooms.

15.5 Caseload is defined as the number of students with an Individualized Education Plan (IEP) for whom the Education Specialist and/or Service Provider is assigned. Basic caseloads for the following Education Specialists and other related service providers shall be:

Provider	Caseload	Notes
Early Childhood (EC) (Special Education self-contained)	15	
Education Specialists (Mild/Moderate: not self-contained)	28	<ul style="list-style-type: none"> • Assignments shall be balanced based upon available staff within the school site. • Formerly RSP designation
Education Specialists - Secondary (Moderate/Severe self-contained)	18	<ul style="list-style-type: none"> • Formerly SDC designation
Education Specialists – Elementary (Mild/Moderate and Moderate/Severe self- contained)	15	<ul style="list-style-type: none"> • Formerly SDC designation
Deaf/Hard of Hearing (D/HH)	35	
Orientation and Mobility (O & M)	20	
Orthopedically Impaired (OI)	30	
Speech-Language Pathologist (SLP)	55	
Visually Impaired (VI)	35	

15.6 The District and Association agree to the following regarding bargaining unit member duties related to “excess caseloads” and the “determination of services” for the services listed in Section 15.5.

15.6.1 For each student serviced in excess of the caseload set forth in Section 15.5, the bargaining unit member providing the service shall be compensated for one hour per week at a rate equal to the bargaining unit member’s hourly per diem rate.

- (A) Services subject to compensation shall include assessment duties in connection with the development or update of Individual Education Plans (IEPs) and related meetings.
- (B) Excess caseload refers to only students receiving specialized academic instruction or other related services in excess of basic caseload who have current or outdated IEPs that still require specialized academic instruction or other related services. Students without an IEP shall not be counted as part of the excess caseload.

- 15.6.2 Education Specialists or Service Providers who accept a “Determination of Services” assignment shall be paid at their per diem hourly rate.
- (A) “Determination of Services” means services provided by bargaining unit members listed in Section 15.5 to students without IEPs at sites where, due to a vacancy, leave of absence, or other long-term absence, there is no bargaining unit member qualified and available to provide the services.
 - (B) “Determination of services” shall include, but be not limited to: initial assessments, reports, observations, Student Study/Intervention Team meetings, and Special Education Review Team meetings for non-identified students.
- 15.6.3 Acceptance of additional compensation and duties under Section 15.6 shall be voluntary on the part of the bargaining unit member.
- (A) When an excess caseload exists, and the District does not immediately provide an additional specialist or teacher to serve the excess caseload student(s), the specialists or teachers at the affected site may volunteer to service the excess caseload student(s) and be compensated as described in Section 15.6.1.
 - (B) If no bargaining unit member at the affected site volunteers to service the above referenced students, the District shall provide an additional specialist/teacher to service the excess caseload student(s).
- 15.7 Upon the request of the Association President, the District will provide the Association President with the most current and accurate information available about the number of students at a school site, grade level, or class.
- 15.7.1 The Association and the District may jointly establish a Class Size/Caseload Committee to discuss and review instances of excess class size/caseload.
- (A) Committee membership will consist of equal representation from the Association and the District who are directly impacted by the excess class size/caseload.
 - (B) Proposed resolutions must be submitted in writing to both the Association President and Associate Superintendent of Human Resources. Such proposals are contingent upon mutual agreement between both parties after consideration of the impact on the Collective Bargaining Agreement, Board Policy, Education Code, fiscal resources and past practices.
 - (C) The committee will meet when requested by the District or the Association.