Sacramento City Unified School District

OFFICE OF THE SUPERINTENDENT
5735 47th Avenue ● Sacramento, CA 95824

Jorge A. Aguilar, Superintendent

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September 5, 2020

Via E-Mail: dfisher@saccityta.com

David Fisher
President
Sacramento City Teachers Association
5300 Elvas Avenue
Sacramento, CA 95819

Re: Negotiations on the Effects of Distance Learning

Dear Mr. Fisher:

I wanted to share with you my deep disappointment that despite ten (10) negotiations sessions between the District and the Sacramento City Teachers Association, with the first occurring on June 23, 2020, we have not been able to reach an agreement on the effects of opening our schools for the 2020-2021 school year in a distance learning model.

The District's negotiations team spent many hours over the past several months preparing for and meeting with SCTA's negotiations team for negotiations. We know your team has similarly worked hard to prepare. These negotiations have not moved with the speed I would have preferred and there have been far too many delays in meeting due to the unavailability of SCTA's negotiations team. I am pleased that the District and SCTA reached agreement on the two pre-service days for professional learning and the temporary schedule for September 3 and 4 to allow our teachers to welcome students back to school while continuing their professional learning. Our students will return to learning again on September 8, 2020 and we do not have an agreement on the negotiable effects of opening our schools in a distance learning model. Our students, families, and community need and deserve information about what this upcoming school year will look like. We will provide them that information later this morning.

Specifically, I am writing to inform you that the District will move forward with the District's August 30, 2020 proposal to SCTA and the attached schedules, which are grounded in a commitment to ensuring that our students do not fall any further behind because of this unprecedented global health crisis and receive instruction in the distance learning model that is aligned to the state standards, addresses the social and emotional needs of students, and provides targeted support to students in their identified areas of needs.

We are disappointed that SCTA declared impasse on August 31, 2020, rather than provide the District with a response to the District's proposal that was shared with SCTA around 7:30 p.m. on Sunday, August 30, 2020. Nonetheless, the District committed to working with SCTA through the impasse process, and now moving forward to fact-finding.

Recently, SCTA has shared communications with our community claiming that the District's proposal is focused solely on the quantity of instruction while SCTA's is focused on the quality of instruction. The District's original proposal had elements related to both quantity and quality of instruction—instructional minutes beyond the Senate Bill 98 minimums so that our students do not lose even more instructional time while we are in distance learning and provisions to ensure high quality instruction for all students aligned to the State standards. We believed then and still believe now that our students need more instructional time than the minutes set forth in SB 98. The SB 98 minimums provide for less instructional time than our students received prior to this pandemic and it becomes even more challenging to keep our students at grade level, let alone mitigate learning loss, with reduced instructional time. However, recognizing your concern for additional preparation time and in an effort to reach agreement with SCTA, on August 29, 2020 we proposed reducing the minimum instructional minutes to the SB 98 levels while maintaining the majority of those minutes as synchronous so that our students can learn directly from their teachers.

We made this movement in an effort to bring us closer to an agreement, without sacrificing the quality of the instruction for our students. We acknowledge that SCTA has put forth proposals in an attempt to move toward agreement, but we do not believe those proposals maintain the quality of instruction that our community expects us to provide. Unfortunately, it appears that we are still apart on a number of key areas listed below that the District believes are critical to ensuring that the instruction provided to our students in a distance learning model is high quality and accessible to *all* of our students, as well as other areas that remain unresolved:

- The District proposes that the majority of instructional minutes be synchronous so that our students are with their teachers receiving direct instruction and learning. *To reduce the amount of synchronous time reduces the time our students are learning from our educators, whom we know are the most capable of delivering high quality and standards-aligned instruction to our students. We do not believe that assigning independent work or homework for students to complete on their own will meet the needs of all our students or families.*
- The District proposes that the amount of instructional minutes and the amount of that instruction that is synchronous or asynchronous must be determined by a student's IEP team. *The District believes that this proposal ensures that each of our students with disabilities is provided a free and appropriate public education that meets their individual needs.*
- The District proposes that educators provide video or audio instruction to students and record such instruction unless prerecorded instruction of equal time and quality is used. *We cannot accept SCTA's proposal that our educators not be required to show their image during live instruction. We also know that some of our students will not be able to engage in synchronous instruction for some periods of time. While we intend to work with those families to engage students as quickly as possible in synchronous and asynchronous instruction, these students cannot lose the opportunity to learn from their teacher.*
- The District proposes to proceed with conducting District-wide student assessments to identify specific areas where instruction or intervention may be needed to improve

student learning. *Accepting SCTA's proposal to conduct assessments only through October 9 does not ensure equity in the quality and rigor of instruction across our District.*

- The District proposes that service logs be maintained and regularly uploaded to our student information system to demonstrate compliance with student IEPs. *Maintaining service logs is critically important to demonstrating to our families that students with disabilities are receiving required services and programs consistent with their IEP.*
- The District proposes that classroom teachers will emphasize the essential standards and will use the Universal Design for Learning and develop innovative activities to support teaching modalities that meet student needs. *To make this optional or to allow it to be done "to the extent possible" does not ensure equity in the quality and rigor of instruction across our District.*
- The District proposes that in planning and delivering direct instruction, teachers will access and utilize scope and sequence strategies developed by the District's curriculum and instruction team. *To make this optional does not ensure equity in the quality and rigor of instruction across our District.*

The District's negotiations team looks forward to continuing to meet and negotiate in good faith with SCTA leaders regarding the negotiable effects of the distance learning model even as this work will occur after commencement of the student instructional year. It is critical that the distance learning model that our students will start school in for the 2020-2021 school year is high quality, robust, and provides educational opportunities for *all* of our students.

Teachers will be expected to begin providing distance instruction to their students on Tuesday, September 8, 2020 consistent with the District's proposal sent to SCTA on August 30, 2020 at 7:30 p.m. and the attached schedules. This expectation will remain in place until we reach an agreement with SCTA on the effects of distance learning.

In closing, it is my sincere hope that the District and SCTA will continue to be guided by the following North Star: we work for our students. The work we put in today to ensure that high quality instruction is taught to our students will set the foundation for us to continue meeting the needs of our students when they come back to school. Now, more than ever, it is time for us to come together and work to ensure a successful transition for our students, our families, and our employees to this new and necessary format where we will continue the work of serving our students.

Sincerely,

Jorge A. Aguilar
Superintendent
Encl: August 30, 2020 Proposal
Distance Learning Schedules

Sacramento City Unified School District Counter Proposal to SCTA Proposal of August 13, 2020
Sent to SCTA on August __, 2020

Sample Schedule for Grades TK/K 8:00 START TIME (School Start Time Based on Last Year)

• Education Code minimum 180 instructional minutes (Synchronous and Asynchronous combined). District proposes minimum 180 instructional minutes (synchronous and asynchronous combined).
• Students receive a minimum of 140 synchronous minutes, based on student needs. The minimum synchronous minutes are highlighted to keep track. Students receive a minimum of 40 asynchronous minutes.

8:00 - 8:50	Morning circle SEL focused and attendance (10) Core Subject #1 (ELA) Synchronous and Asynchronous (40) ● Minimum 30 minutes whole group synchronous learning ● Including no less than 10 minutes of targeted smaller group support/ELD and asynchronous learning During this entire 50 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
8:50 - 9:00 (10)	Break/transition time
9:00 - 9:50	Core Subject #2 (Math) Synchronous and Asynchronous (50) ● Minimum 30 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning During this entire 50 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
9:50 - 10:00	Break/transition time
10:00 - 10:20	Targeted Small group support/ELD #1 Synchronous and asynchronous learning (20) During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
10:20 - 11:00	Core subject 3 (Science, Social Studies, Music, etc.) Synchronous and Asynchronous (40) ● Minimum 30 minutes whole group synchronous learning ● Including no less than 10 minutes of targeted smaller group support/ELD and asynchronous learning During this entire 40 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.

11:00 - 12:00	(60 minute lunch gives time for students to pick up food, teacher plan, break, etc.)
12:00-12:20	Targeted Small group support/ELD #2 Synchronous and asynchronous learning (20) During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously
12:20-2:30	Office hours and planning (Thursday Collaboration/Staff meetings - 65)

Sample Schedule for Grades TK/K 9:00 START TIME

• Education Code minimum 180 instructional minutes (Synchronous and Asynchronous combined). District proposes a minimum 180 instructional minutes (synchronous and asynchronous combined).
• Students receive a minimum of 140 synchronous minutes, based on student needs. The minimum synchronous minutes are highlighted to keep track. Students receive a minimum of 40 asynchronous minutes.

9:00 - 9:50	Morning circle SEL focused and attendance (10) Core Subject #1 (ELA) Synchronous and Asynchronous (40) ● Minimum 30 minutes whole group synchronous learning ● Including no less than 10 minutes of targeted smaller group support/ELD and asynchronous learning During this entire 50 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
9:50 - 10:00	Break/transition time
10:00 - 10:50	Core Subject #2 (Math) Synchronous and Asynchronous (50) ● Minimum 30 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning During this entire 50 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
10:50 - 11:00	Break/transition time

Sacramento City Unified School District Counter Proposal to SCTA Proposal of August 13, 2020
Sent to SCTA on August __, 2020

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11:20 - 12:20	(60 minute lunch gives time for students to pick up food, teacher plan, break, etc.)
12:20 - 1:00	Core subject 3 (Science, Social Studies, Music, etc.) Synchronous and Asynchronous (40) ● Minimum 30 minutes whole group synchronous learning ● Including no less than 10 minutes of targeted smaller group support/ELD and asynchronous learning During this entire 40 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
1:00-1:20	Targeted Small group support/ELD #2 Synchronous and asynchronous learning (20) During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
1:20-3:30	Office hours and planning (Thursday Collaboration/Staff meetings - 65)

Sacramento City Unified School District Counter Proposal to SCTA Proposal of August 13, 2020
Sent to SCTA on August __, 2020

Sample Schedule for Grades 1-3 - 8:00 a.m. Start

• Education code minimum 230 instructional minutes (Synchronous and Asynchronous combined)District proposes minimum 230 instructional minutes (synchronous and asynchronous combined).
• The highlighted numbers add up to the minimum synchronous 185 and minimum 45 asynchronous to total 230 District proposed instructional minutes.
• Elementary Prep provided weekly as per C.B.A.

8:00 - 9:05	Morning circle SEL focused and attendance (10) Core Subject #1 (ELA) Synchronous and Asynchronous (55) ● Minimum 35 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 65 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
9:05 - 9:15	Break/transition time
9:15 - 10:20	Core Subject #2 (Math) Synchronous and Asynchronous (65) ● Minimum 45 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 65 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
10:20-10:30	Break/transition time
10:30 - 10:55	Targeted Small group support/ELD #1 Synchronous and asynchronous (25). During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.
10:55 - 11:55	(60 minute lunch gives time for students to pick up food, teacher plan or break, etc.) (30 Minute Lunch/30 Minute Teacher Planning)

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Sent to SCTA on August __, 2020

11:55 - 12:50	Core subject 3 (Science, Social Studies, Music, etc.) Synchronous and Asynchronous (55) ● Minimum 35 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 55 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
12:50 - 1:10	Targeted Small group support/ELD #2 Synchronous and asynchronous (20). During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.
1:10 - 2:30	Office hours and planning (Thursday Collaboration/Staff meetings - 65)

Sample Schedule for Grades 1-3 - 9:00 a.m. Start

• Education code minimum 230 instructional minutes (Synchronous and Asynchronous combined)District proposes minimum 230 instructional minutes (synchronous and asynchronous combined).
• The highlighted numbers add up to the minimum synchronous 185 and minimum 45 asynchronous to total 230 District proposed instructional minutes.
• Elementary Prep provided weekly as per C.B.A.

9:00 - 10:05	Morning circle SEL focused and attendance (10) Core Subject #1 (ELA) Synchronous and Asynchronous (55) ● Minimum 35 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 65 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.

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10:05 - 10:15	Break/transition time
10:15 - 11:20	Core Subject #2 (Math) Synchronous and Asynchronous (65) ● Minimum 45 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 65 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
11:20-11:30	Break/transition time
11:30 - 11:55	Targeted Small group support/ELD #1 Synchronous and asynchronous (25) During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.
11:55 - 12:55	(60 minute lunch gives time for students to pick up food, teacher plan or break, etc.) (30 Minute Lunch/30 Minute Teacher Planning)
12:55 - 1:50	Core subject 3 (Science, Social Studies, Music, etc.) Synchronous and Asynchronous (55) ● Minimum 35 minutes whole group synchronous learning ● Including no less than 20 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 55 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
1:50 - 2:10	Targeted Small group support/ELD #2 Synchronous and asynchronous (20)) During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.
2:10 - 3:30	Office hours and planning (Thursday Collaboration/Staff meetings - 65)

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Sacramento City Unified School District Counter Proposal to SCTA Proposal of August 13, 2020
Sent to SCTA on August __, 2020

Sample Schedule for Grades 4-6 - 8:00 a.m. Start

• Education code minimum 240 minutes District proposes minimum 240 instructional minutes (synchronous and asynchronous combined).
• The highlighted numbers minimum synchronous 190 and the minimum asynchronous 50 add up to the 240 proposed by the district.
• Elementary Prep provided weekly as per C.B.A.

8:00 - 9:10	Morning circle SEL focused and attendance (10) Core Subject #1 (ELA) Synchronous and Asynchronous (60) ● Minimum 50 minutes whole group synchronous learning ● Including no less than 10 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 70 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
9:10-9:20	Break/transition time
9:20 - 10:20	Core Subject #2 (Math) Synchronous and Asynchronous (60) ● Minimum **50**-minutes whole group synchronous learning ● Including no less than 10 minutes of Targeted smaller group support/ELD and asynchronous learning. During this entire 60 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
10:20 - 10:30	Break/transition time
10:30 - 10:55	Targeted Small group support/ELD #1 Synchronous and asynchronous (25). During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.

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10:55-11:55	Lunch (60 minute lunch gives time for students to pick up food, teacher plan and break, etc.) (30 Minute Lunch/30 Minute Teacher Planning)
11:55-12:55	Core subject #3 (Science, Social Studies, Music, etc.) Synchronous and Asynchronous (60) ● Minimum ~~30~~ 50 minutes whole group synchronous learning ● Including no less than 10 minutes of Targeted smaller group support/ELD and asynchronous learning. During this entire 60 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
12:55-1:20	Targeted Small group support/ELD #2 Synchronous and asynchronous (25). During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.
1:20-2:40	Office hours and planning - (Thursday Collaboration/Staff meetings - 65)

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Sample Schedule for Grades 4-6 - 9:00 a.m. Start

• Education code minimum 240 minutes District proposes minimum 240 instructional minutes (synchronous and asynchronous combined).
• The highlighted numbers minimum synchronous 190 and the minimum asynchronous 50 add up to the 240 proposed by the district.
• Elementary Prep provided weekly as per C.B.A.

9:00 - 10:10	Morning circle SEL focused and attendance (10) Core Subject #1 (ELA) Synchronous and Asynchronous (60) ● Minimum 50 minutes whole group synchronous learning ● Including no less than 10 minutes of targeted smaller group support/ELD and asynchronous learning. During this entire 70 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
10:10-10:20	Break/transition time
10:20 - 11:20	Core Subject #2 (Math) Synchronous and Asynchronous (60) ● Minimum 50 minutes whole group synchronous learning ● Including no less than 10 minutes of Targeted smaller group support/ELD and asynchronous learning. During this entire 60 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
11:20 - 11:30	Break/transition time
11:30 - 11:55	Targeted Small group support/ELD #1 Synchronous and asynchronous (25). During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.
11:55-12:55	Lunch (60 minute lunch gives time for students to pick up food, teacher plan and break, etc.) (30 Minute Lunch/30 Minute Teacher Planning)

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12:55-1:55	Core subject #3 (Science, Social Studies, Music, etc.) Synchronous and Asynchronous **(60)** ● Minimum 50 minutes whole group synchronous learning ● Including no less than 10 minutes of Targeted smaller group support/ELD and asynchronous learning. During this entire 60 minute block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group(s) of students. Other students not receiving targeted instruction will work asynchronously.
1:55-2:20	Targeted Small group support/ELD #2 Synchronous and asynchronous (25) During this entire block of time, teachers are expected to provide direct instruction with either the whole group or a smaller group/s of student/s. Other students not receiving targeted instruction will work asynchronously.
2:20-3:40	Office hours and planning - (Thursday Collaboration/Staff meetings - 65)

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Sacramento City Unified School District's Response to SCTA Proposal of August 13, 2020
Sent on August ___, 2020

Sample Option A, Synchronous/Asynchronous Blocked Together: Secondary – Teacher Schedule
240 Minutes: 180 Synchronous / 60 Asynchronous
Start time based on 2019-2020 year schedule (minutes of periods consistent with below)

Monday	Times	Tuesday	Wednesday	Thursday	Friday
See Below	8:30 - 10:00 (90)	Planning, Parent Contact, Targeted Supports, Asynchronous Learning ***	Planning, Parent Contact, Targeted Supports, Asynchronous Learning ***	Planning, Parent Contact, Targeted Supports, Asynchronous Learning ***	Planning, Parent Contact, Targeted Supports, Asynchronous Learning ***
		Period 0 - Synchronous 8:50 - 9:50 (60) *	Period 0 Targeted Supports/Asynchronous 9:30 - 9:50 (20) *	Period 0 Synchronous 8:50 - 9:50 (60) *	Period 0 Targeted Supports/Asynchronous 9:30 - 9:50 (20) *
	10:00 - 11:00 (60)	Period 1 Synchronous	Period 2 Synchronous	Period 1 Synchronous	Period 2 Synchronous
	11:00 - 11:20 (20)	Period 1 Targeted smaller group support and asynchronous learning	Period 2 Targeted smaller group support and asynchronous learning	Period 1 Targeted smaller group support and asynchronous learning	Period 2 Targeted smaller group support and asynchronous learning
	Lunch Break 11:20 12:30 (70)	Planning (30) Lunch (30) Break (10)	Planning (30) Lunch (30) Break (10)	Planning (30) Lunch (30) Break (10)	Planning (30) Lunch (30) Break (10)
	12:30 - 1:30 (60)	Period 3 Synchronous	Period 4 Synchronous	Period 3 Synchronous	Period 4 Synchronous
	1:30 - 1:50 (20)	Period 3 Targeted smaller group support and	Period 4 Targeted smaller group support and	Period 3 Targeted smaller group support and	Period 4 Targeted smaller group support and

Sacramento City Unified School District's Response to SCTA Proposal of August 13, 2020
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		asynchronous learning	asynchronous learning	asynchronous learning	asynchronous learning
	1:50 - 2:00 (10)	Break	Break	Break	Break
	2:00 - 3:00 (60)	Period 5 Synchronous	Period 6 Synchronous	Period 5 Synchronous	Period 6 Synchronous
	3:00 - 3:20 (20)	Period 5 Targeted smaller group support and asynchronous learning	Period 6 Targeted smaller group support and asynchronous learning	Period 5 Targeted smaller group support and asynchronous learning	Period 6 Targeted smaller group support and asynchronous learning
		Period 7 Synchronous 3:30 - 4:30 (60) **	*Period 7* Targeted smaller group support and asynchronous learning 3:30 - 3:50 (20) **	*Period 7 Synchronous* 3:30 - 4:30 (60) **	*Period 7* Targeted smaller group support and asynchronous learning 3:30 - 3:50 (20) **

*Only teachers with Zero Period
** Only teachers with 7th Period
*** Teachers who teach a Zero Period class would have their Planning, Parent Contact, Targeted Supports, Asynchronous Learning on Tuesday and Thursday from 7:45 - 8:05 and on Wednesday and Friday 7:45 - 8:30

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Times	Monday
8:30 - 9:00	Planning, Parent Contact, Targeted Supports, Asynchronous Learning
9:00 - 9:35 (35)	Period 1: Some synchronous learning for all students, Targeted smaller group support and asynchronous learning Morning circle SEL focused
9:45 - 10:15 (30)	Period 2: Some synchronous learning for all students, Targeted smaller group support and asynchronous learning
10:25 - 10:55 (30)	Period 3: Some synchronous learning for all students, Targeted smaller group support and asynchronous learning
10:55 - 12:05 (30)	Planning (30), Lunch (30), Break (10)
12:15 - 12:45 (30)	Period 4: Some synchronous learning for all students, Targeted smaller group support and asynchronous learning
12:55 - 1:25 (30)	Period 5: Some synchronous learning for all students, Targeted smaller group support and asynchronous learning
1:35 - 2:05 (30)	Period 6: Some synchronous learning for all students, Targeted smaller group support and asynchronous learning
2:15 - 3:20	Staff Meeting / Collaborative Time

(65)	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S
PROPOSED MEMORANDUM OF UNDERSTANDING
Between
Sacramento City Unified School District
&
Sacramento City Teachers Association

MOU- COVID-19 Instructional Programs—Distance Learning
2020-2021 School Year

August 30, 2020 at 7:22 p.m.

Proposal

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District (District) and the Sacramento City Teachers Association (SCTA), collectively "the Parties," regarding the distance learning instructional program that will be implemented as the Sac City schools start school for the 2020-2021 School Year.

At any time when the District's schools are in the distance learning model, the following will apply.

A. Distance Learning Defined

~~As defined by the California Department of Education, "distance learning" means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.~~

Consistent with Education Code section 43500(a) "distance learning" means instruction in which the student and instructor are in different locations and student are under the general supervision of a certificated employee of the District. Distance learning may include, but is not limited to, all of the following:
(1) Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
(2) Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
(3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

Components of Distance Learning shall include:

a. Adherence to the requirements of Senate Bill 98 (SB 98).
b. Daily attendance taken for each period/class session.
c. A combination of synchronous and asynchronous instruction.
d. Recognition and time investment in Social and Emotional Learning (SEL)

1. Curriculum Content and Evaluation to Address and Mitigate Learning Loss

a. While engaged in distance learning/teaching, unit members will plan their courses and plan for modifications to ensure the best possible continuity of instruction taking into account the changed access for students and teachers. During distance learning, classroom teachers will emphasize the essential standards typically taught in that time period. Unit members will use the Universal Design for Learning and develop innovative activities to support teaching modalities that meet student needs.

b. Consistent with Education Code section 43503(b), distance learning will include all of the following:

(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
(2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
(4) Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
(5) Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board

or body of the local educational agency will develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

c. During periods of distance learning, unit members assigned to a classroom teaching position will provide the specified minimum instructional minutes set forth below~~a minimum of 240 minutes of instruction and student support to students per day,~~ which will include both scheduled synchronous and asynchronous instruction, and targeted structured support to students:

Grade level	Total minimum minutes of learning each day	Minimum synchronous minutes of learning each day	Minimum asynchronous minutes of learning each day
TK-K	~~200~~ 180	140	40
1-3	~~252 245~~ 230	185	45
4-6	~~272 265~~ 240	190	50
7-8	~~278 265~~ 240	180	60
~~7-8 Monday~~	~~Up to 240~~		
9-12	~~295 285~~ 240	180	60
~~9-12 Monday~~	~~Up to 240~~		
Continuation School	180	TBD	TBD

These ~~240~~ minutes will be exclusive of planning; office hours; required-professional development; and faculty, department, and grade level meetings. ~~In providing daily instruction to students, unit members will ensure that they provide synchronous and asynchronous instruction and targeted structured support consistent with the following schedules:~~

~~**2020-2021 School Schedules for Distance Learning**~~

~~Grade level~~	~~Minimum minutes of **SYNCHRONOUS** instruction for all students~~ ~~A~~	~~Maximum minutes of synchronous **TARGETED STRUCTURED SUPPORT** based on student need~~ ~~B~~	~~Minimum minutes of **ASYNCHRONOUS** learning~~ ~~C~~	~~Total minimum minutes of learning each day~~ ~~A + B + C~~
~~TK-3~~	~~132~~	~~Up to 165~~	~~120 subtract B~~	~~252~~
~~4-6~~	~~152~~	~~Up to 165~~	~~120 subtract B~~	~~272~~

~~7-8~~	~~158~~	~~Up to 156~~	~~120 subtract B~~	~~278~~
~~7-8 Thurs~~	~~Some for all students~~	~~Up to 254~~	~~240 subtract B~~	~~240~~
~~9-12~~	~~175~~	~~Up to 171~~	~~120 subtract B~~	~~295~~
~~9-12 Thurs~~	~~Some for all students~~	~~Up to 286~~	~~240 subtract B~~	~~240~~

SYNCHRONOUS instruction shall be defined as a student or group of students engaged in learning at the same time using technology that allows the teacher and the student to connect in real-time to deliver: a. Timely actionable feedback to students b. Direct instruction to students through video c. Teacher guided peer-to-peer learning d. Whole-group or small group instruction.	**TARGETED STRUCTURED SUPPORT** time is synchronous instruction that includes: • Small group instruction/intervention • Individual check ins • Designated ELD • Student supports, and social emotional check ins	**ASYNCHRONOUS** instruction shall be defined as learning done on students' own time, at their own pace, and based on student need or after the student demonstrates ability to or mastery of the learning intention to work independently.

d. Unit members who provide services to students with disabilities will follow the above instructional minute requirements to the extent such requirements do not conflict with a student's individualized education plan ("IEP"). In the event there is a conflict with the above instructional minute requirements and a student's IEP, the unit member will follow the IEP. Special Education schedules shall follow the attached daily schedule for general education classroom teachers at their grade band. Teachers will provide special education services and consultation with parents and collaborate with related service providers as needed. Preparation time for unit members who provide services to students with disabilities will be no less than the general educator's preparation time.

e. Unit members will be responsible for certifying that they provided daily instructional time described above based on the time value of assignments as determined by the employee using the District's designated form and/or process for certification. The form developed by the California Department of Education will be used for purpose of certifying the time

value of assignments. In the event this certification can be done through the Infinite Campus, the District will notify SCTA and the certification will then occur though the Infinite Campus.

f. Unit members will utilize Google Classroom as their learning management system. Unit members will utilize other virtual tools or platforms to provide daily synchronous learning to their students consistent with ~~the requirements outlined above~~ this agreement.

g. Classroom teachers continue to be responsible for lesson designing/planning that includes the following components:

- Learning target/objective
- Student engagement
- Direct instruction
- Student practice and peer to peer learning
- Demonstration of student learning
- Use of formative assessment and feedback

h. In planning and delivering direct instruction, unit members will access and utilize scope and sequence strategies contained in the District's scope and sequence guidelines attached as Attachment A. These guidelines are intended to incorporate Math and ELA essential standards while addressing the social and emotional and English Learner needs of students.

i. Consistent with Education Code section 43500, unit members will provide video or audio instruction in which the primary mode of communication between the student and employee is online interaction, instructional television, video telecourses, or other instruction that relies on computer or communications technology. Such instruction will be recorded, unless other prerecorded instruction of equal time and quality is used (i.e. NearPod), to allow students and families to access the instruction based on family and student need. A District administrator shall not video or audio record live instruction by unit members without prior notice and consent.

The parties share a goal of providing equitable access to instruction for students who are not able to regularly participate in distance learning during the regular daily distance learning schedules at their respective school sites.

2. Assessing Student Learning to Ensure Robust Distance Learning and Mitigate Learning Loss

To implement a meaningful, consistent, and robust assessment process to address student learning loss, the Parties agree to the following:

a. ~~The District will develop and schedule assessments to identify specific areas where instruction or intervention may be needed to improve student learning.~~ The parties acknowledge that there is currently a dispute between them regarding student assessments this is being arbitrated. Without impacting either parties' respective position in that arbitration, the parties agree that the District may proceed with its proposed assessments as provided by the District on August 29, 2020 (Appendix C) while in a distance learning model.

This agreement does not prohibit any individual student assessment requested by a parent or an assessment specifically and unambiguously mandated by state or federal law.

b. Certificated unit members will develop and implement a plan to meet the social–emotional needs of their student prior to administering an assessment. ~~Examples include greetings and a warm-up game (with physical distancing) to ease anxiety, prior to asking students to demonstrate learning.~~

c. The District will provide interventions for students as necessary, and such interventions may include sessions with an intervention provider or specialist through video conference, scaffolding for specific task assignments, pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda.

d. Certificated unit members will develop formative and progress monitoring assessments throughout their lessons and will provide actionable information about student's learning status relative to the desired lesson goal. Certificated staff will use data from assessments to adjust their instruction, identify those in need of further intervention and enrichment, and ensure student progress towards learning goals. ~~Formative assessment examples may include collecting exit tickets through Google Classroom at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions.~~

e. The District will provide and teachers will engage in professional learning for teachers on assessments.

f. Unit members will clearly establish learning goals and will explicitly communicate such goals to students. ~~This may include providing students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal. In the distance learning context, this can include prominently posting the~~

~~learning goal or essential question on a teacher's web page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week's lessons and activities.~~

g. ~~Unit members will utilize Google Classroom and provide students with quiz-style assessments that they can complete synchronously or asynchronously.~~

h. The Parties will utilize the resources and tools outlined in the California Department of Education's ("CDE") Guidance of Diagnostic and Formative Assessments when developing policies and procedures for implementing diagnostic assessments, formative assessments, and summative assessments.

Nothing in this Section 2 is intended to waive or impact the arguments being made by the District or SCTA in AAA Case No. 01-20-0000-2531 related to assessments or the 2016 assessments MOU.

~~**3. Student Interventions**~~

~~Student interventions will take place with their classroom teacher during the targeted support times in the attached schedules.~~

3. Collaboration to Improve Student Outcomes

a. Unit members will collaborate while they are engaged in distance learning using ~~either in person or~~ virtual meetings ~~to the extent allowed under the applicable health orders.~~

b. Consistent with section 5.11 of the CBA, unit members will collaborate while engaged in the distance learning plan. It is expected any collaboration meetings will be conducted via electronic platforms or in a manner consistent with the then-current directives and our guidance from city, county, or state officials.

c. Consistent with section 5.10 of the CBA, Directors, principals, or designees will schedule virtual staff meetings for purposes, of including, but not limited to, facilitating and implementing distance learning. The day and time for the staff meeting will ~~remain as stated in the CBA~~ be on the day designated on the schedules attached at Attachment B.

4. Professional Development to Enhance Instruction

~~a. All unit members will complete the three self-paced modules for Universal Design for Learning (a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn), including: (a) Mindset, (b) Frame, and (c) Lesson Delivery, in Spring 2020, will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor on or August 31, 2020~~September 15, 2020~~. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours. [This would not be needed if the professional development in paragraph d below is conducted]~~

~~b. All unit members will complete the a District-provided self-paced online professional development related to the use of Google Classroom to provide support for ongoing distance learning instruction in Spring 2020, will complete this online professional development and certify completion to their principal on or before August 31, 2020~~September 15, 2020~~. The expected time for self-paced training is approximately up to six (6) hours, but may vary depending on familiarity with Google Classroom. [This would not be needed if the professional development in paragraph d below is conducted]~~

c. ~~The one professional development day provided for in section 5.2.1 of the CBA will be moved to September 2, 2020 to allow for a full day of professional development on distance learning~~. In addition, ~~f~~For the 2020-2021 school year only, an additional two days with pay will be added to the work year calendar for professional development focused on the delivery of robust instruction to students via distance learning and will be ~~added on~~ scheduled for September 1 and 2, 2020, to allow for additional professional development prior to reopening District schools based on the Professional Learning schedule prepared by the District. The traditional work calendar will be increased from 181 to 183 work days for the 2020-2021 school year. In addition, September 3 and 4, 2020, will be considered "smart start" dates with students receiving the required instructional minutes and direct live instruction as set forth below:

	Sample Smart Start Schedule Elementary Thursday, September 3 and Friday, September 4, 2020
9:00-10:00	**Synchronous Learning** to Include • Establishing routines and procedures • Setting norms for whole group, small group, and break out rooms • Daily check in and attendance

	• SEL/community building • Log into and practice using technology • Review syllabus, course content
10:00-10:15	Teacher: Break Students and families: asynchronous learning, complete paperwork, prepare workspace, set up practice technology
10:15-12:15	Professional Development
12:15-1:00	Lunch
1:00-3:00	Professional Development

Sample Smart Start Schedule Secondary Thursday, September 3 and Friday, September 4, 2020	
	Synchronous Learning to Include • Establishing routines and procedures • Setting norms for whole group, small group, and break out rooms • Daily check in and attendance • SEL/community building • Log into and practice using technology • Review syllabus, course content
8:00-10:00	Professional Development
10:00-10:15	Break/transition
10:15-10:45	Period ½
10:45-10:55	Break/transition
10:55-11:25	Period ¾
11:25-11:35	Break/transition
11:35-12:05	Period 5/6
12:05-1:00	Teacher: Lunch Students and Families: asynchronous learning, complete paperwork, prepare workspace, set up practice technology

1:00-3:00	Professional Learning

d. The District's professional development on delivering instruction in a distance learning environment will focus on the following:

i. Providing planning time and infrastructure that will allow unit members to discuss real-time feedback from students.
ii. Providing planning resources to work together to design and lead changes in the classrooms.
iii. Development of a framework for what data will be collected as a feedback loop on student's experience to inform planning and how such data will be collected.
iv. Development of framework for how the District will ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation of the instruction model.
v. Utilization of Universal Design for Learning (UDL) during instructional planning time.
vi. Discussion on how certificated unit members will engage with the students to determine learning barriers and develop innovative ways to meet their needs.
vii. Development and provision academic and social-emotional supports or interventions to be provided to students who are struggling with the instructional model, including training on the SEL mini-lesson.
viii. Strategies on how to ensure the needs of all students are addressed.
ix. Use and support for Google Classroom.

The District and SCTA agree on the importance of conducting a meaningful and system-wide implicit bias training, including training on strategies for combatting institutional racism. To that end, the District proposes that Dr. Nancy Dome, who is currently retained by the District through an agreement with the Black Parallel School Board to provide expert recommendations for our District on combatting implicit biases, to conduct this training for SCTA unit members during the 2020-2021 school year in a format recommended by Dr. Dome.

5. Ensuring the Social Emotional Learning of our Students

a. As students are adapting to the new instructional models, unit members will work to address their social and emotional well-being by:

i. Providing students with non-academic focused check-ins.
ii. ~~Providing students with age-appropriate lessons on the science behind infection.~~

iii. Continue to address social emotional learning even when students are engaged in distance learning and utilize the list of resources provided by the CDE for supporting students during distance learning found here: https://www.cde.ca.gov/ci/se/seldistance.asp.

6. Serving Students with Disabilities During Distance Learning

a. In addition to the other requirements outlined throughout this agreement, and to meet the needs of students with disabilities during distance learning, the parties ~~agree to ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act, and therefore~~ agree to do the following:

i. Provide required instructional minutes as set forth above and consistent with each student's IEP.
ii. Work with each family and student through the IEP process to determine what FAPE looks like for each student and family during COVID-19, which may require changes to the IEP developed pre- COVID-19.
iii. Make required changes to each student's IEP to address the duration and overarching changes to education delivery and contingency plan for pivoting in and out of distance learning.
iv. Use the District's models for all students as the basis for establishing FAPE.
v. Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
vi. Use annual IEP to plan for traditional school year and while not required, include distance learning plans or addendums, where necessary, to address distance learning needs during immediate or future school site closures.

b. The parties agree that service logs will be maintained as necessary to comply with the applicable law. Special education teachers and case managers will maintain service logs documenting all instruction and upload to SEIS ~~not less than weekly~~ as necessary to demonstrate compliance with student IEPs. The District and SCTA will meet on September 8, 2020 to discuss compliance requirements and how to meet those requirements.

c. Special education teachers/case managers and service providers will work collaboratively with core content teachers to accommodate or adapt lessons to meet the needs of students in a distance learning environment and ensure that lessons and activities are appropriate, as documented in the

student's IEP and the recommendations identified by the ~~administration~~IEP team.

d. Students with disabilities will be offered continuity of learning through a variety of distance learning resources, ~~and in-person learning options,~~ as appropriate.

e. ~~For students who are placed in a Special Day Class (SDC), the District will provide both a blended learning and a distance learning option. This is due to the small number of students in these classes, which allows for students to maintain safe physical distancing, while still being at a physical school site for instruction. Parents of students enrolled in the District's SDC programs will also have the option to enroll their child in the District's distance learning option. However, should they choose to enroll in the distance learning options, there will be changes to the manner and delivery of special education services, as necessary, in an online environment.~~

~~f.~~ Related Service Providers (Adapted PE, etc.), will prepare appropriate distance learning activities that can be performed by students at home, as appropriate, to provide students with the opportunity to work on specific skill areas to provide educational benefit, maintain current progress, and prevent regression towards identified goals. All Related Service Providers will maintain service logs ~~and upload them to SEIS no less than weekly~~.

~~g~~f. Virtual tools (compliant with the Americans with Disabilities Act as required) will be used to hold any necessary IEP meetings and to meet and collaborate on a student's IEP, to the extent allowed by law.

~~h~~g. School Psychologists ~~and mental health counseling staff~~ and social workers will provide virtual or telephone appointments to students for social, emotional and/or behavioral needs as deemed necessary ~~by the District in consultation with the psychologists~~, as well as communicate with families to provide support. Any appointments scheduled may be conducted by telephone or virtual tools, to the extent allowed by law and as appropriate given the student's needs. Service logs will be maintained and uploaded to SEIS not less than weekly.

~~i~~h. Counselors will provide virtual or telephone appointments to students for academic counseling, monitoring, and guidance as well as college/career questions. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as deemed appropriate, to the extent allowed by law and as appropriate given the student's needs. Service logs will be maintained and upload as required.

~~j~~i. Speech and Language Pathologist will provide individual and/or group virtual lessons. These lessons may be conducted via email, by telephone, or other virtual tools, as deemed appropriate, to the extent allowed by law.

~~k~~j. The Parties agree to meet at the request of either party to discuss implementing guidance from the California Department of Education and/or United States Department of Education in order to ensure that the District provides equitable and appropriate education for students with special needs.

7. Monitoring Student Engagement and Attendance

a. Consistent with Education Code section 43504, unit members will monitor student engagement and attendance as follows:

i. Track daily participation for each student on each schoolday for which distance learning is provided using the tracking system determined by the District. Daily participation may include participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents or guardians.

ii. Maintain a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participating, and tracking assignments in a manner that seeks to minimize the loss of instructional time provided to students.

iii. For students who are not engaged in distance learning, unit members will follow the District's written procedures for tiered reengagement strategies, including but not limited to verification of current contact information, daily notification to parents/guardians of absences, plan for outreach with the student, and, when feasible, transitioning the student to full time in person instruction.

b. Unit members will regularly communicate with parents/guardians regarding students' academic progress.

8. Communication with Parents/Guardians and Students

a. Unit members will check their District email daily during the regular work week and respond to ~~emails from~~ parents and students ~~that require a response~~ during the regular work week and during contracted work hours within 24 hours.

b. Unit members will not be required to provide personal cell phone numbers or email addresses in communications with parents or students.

c. Every Monday, or the first workday after if Monday is a holiday, unit members will inform parents/students on a form provided by the District of their instruction schedule, their learning intentions for each day of the week, the unit member's availability to provide support through Targeted Structured Support or other means, and dates on which assignments and curriculum will be disseminated and due to be returned during the week. The teacher's individual schedule and availability will align with the instructional schedule established by the District to meet health and safety protocols as State and county officials.

d. Unit members will hold a virtual back to school night for parents and guardians to share important updates about their class, expectations for students, critical dates, and student activities.

9. Grading and Feedback to Students During Distance Learning

Unit members will grade students consistent with the District's grading processes as set forth in Education Code and District polic~~ies~~y and regulation~~s~~ 5121.

10. Evaluation, Support, and Feedback to Employees During Distance Learning

~~All of the provisions of the CBA regarding evaluations will continue to apply to certificated bargaining unit members during the 2020-2021 school year and any evaluation-related meetings or observations that are typically conducted in-person will be held virtually while the District is engaged in a full distance learning model.~~

Temporary and Probationary employees, and employees who received a "does not meet performance standards" evaluation and/or was placed on an improvement plan in either the 2018-2019 ~~and~~or 2019-2020 school years, will be evaluated during the 2020-2021 school year and any evaluation-related meetings or observations that are typically conducted in person will be held virtually while the District is engaged in a full distance learning model. The evaluation will take into account the changed working conditions as a result of distance learning and its impact on the employee per Article 6.1.9 of the Collective Bargaining Agreement.

The District recognizes that many bargaining unit members have children and family circumstances that may result in occasional unexpected interruptions to instruction. Unit members shall not be subject to discipline if and when instruction is occasionally interrupted by such circumstances.

11. Equipment, Training, and Technical Support for Distance Learning

a. The District will ~~continue to~~ provide computers and work with unit members, including child development, who have internet connectivity

issues so that they can continue to deliver distance learning ~~as was done in Spring 2020~~. Unit members will maintain District equipment in good repair and order but will not be liable for damage to District equipment that occurs for reasons beyond the unit member's control.

b. Unit members ~~are not authorized to~~ who incur additional personal expenses due to distance learning and ~~should~~ who cannot use existing District technology and equipment at a school site specified by the District, may submit a request for reimbursement consistent with the District's Board Policy 3350 up to a total of $100 for the 2020-2021 school year.

c. The District will provide unit members with online access to District provided technical support. This may include access to technical support personnel, helplines, and other technical support from District vendors and/or staff, as well as instruction on distance learning platforms and instructional materials. Technology/instructional on call support will be available to staff during their regular work hours for any distance learning support needed.

d. District employees using district-provided technology, whether hardware or software, including district networks, emails, and applications, are included within the parameters of the District's Acceptable Use Policy, previously signed by all unit members; thus, unit members acknowledge that, using their own personal devices (e.g., mobile phone, laptop, etc.) and internet, but using District-provided applications, makes the District's Acceptable Use Policy applicable. Unit members agree to comply with the District's Acceptable Use Policy when working remotely (e.g. using District provided e-mail, logging into district resources (e.g., Google Drive) etc.).

e. District Board Policy 4132 and applicable laws will govern ownership of works created by employees during distance learning.

12. Employee Work Hours

a. While engaged in distance learning, unit members are expected to continue to work their regular work hours (~~6.5 hours for classroom teachers unless otherwise~~ as stated in the CBA ~~and 8.0 hours for nonclassrom educators or prorated portion thereof for part time employees~~) in which they will provide the required daily instructional minutes to students, and ~~to~~ engage in planning and preparation time, participate in IEP meetings, and collaboration time with their colleagues, in addition to responding to student and parent emails, phone calls, and questions, and participating in faculty meetings and professional development.

The schedule of part-time bargaining unit members will be proportionately reduced in accordance with the staff member's full time equivalency.

The daily start times for instruction with students shall commence at the same time as the bell schedule start time that was in effect at the beginning of the 2019-20 school year.

b. Unit members will have the ability to access their school site and classroom while the District is using the distance learning model for purposes of facilitating distance learning and teaching from their classroom, provided they follow any state and federal orders regarding physical distancing and health and safety measures.

c. All necessary adults who supervise and support, teach, or assist in the classroom such as administrators, prep teachers, RSP teachers, and paraprofessionals should be given access as a student ~~in~~ to the Google Classroom to allow them to perform their duties and support the classroom teacher. Administrators shall be provided with access to observe live virtual platforms. In the interest of mitigating any potential interruptions/disruptions to the instruction, the administrator will notify the unit member prior to the start of school on the day of the visit.

13. Health and Safety. [See District's July 2 proposal as revised on July 10, 2020]

14. Distance Learning Workgroup. The Chief Academic Officer or designee will meet with SCTA leaders twice monthly to discuss curriculum and instructional matters related to distance learning.

15. Limited Agreement. This MOU addresses only the distance learning aspects of reopening schools for the 2020-2021 school year and does not preclude continued discussions between the District and SCTA on other working conditions related to the reopening of schools.

16. Term of Agreement. This MOU expires on June 30, 2021, unless the Parties mutually agree to extend it.

Attachment A

The updated scope and sequences in math and ELA are as follows:

- 20-21 Scope and Sequence for ELA
- 20-21 Scope and Sequence for Math

Attachment B

PRIMARY ELEMENTARY (TK – 3)

Time	Mon	Tues	Wed	Thurs	Fri
66 minutes	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support
45 minutes	Targeted structured support	Prep Period	Targeted structured support	Prep Period	Targeted structured support
40 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
66 minutes	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Collaborative Time	Targeted structured support

Each day includes a minimum of:

- 132 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support)

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

INTERMEDIATE ELEMENTARY (4—6)

Time	Mon	Tues	Wed	Thurs	Fri
76 minutes	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD	Synchronous whole group learning: ELA / ELD
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support	Targeted structured support
45 minutes	Targeted structured support	Prep Period	Targeted structured support	Prep Period	Targeted structured support
40 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
76 minutes	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science	Synchronous whole group learning: Math / Science / Social Science
60 minutes	Targeted structured support	Targeted structured support	Targeted structured support	Collaborative Time	Targeted structured support

During distance learning, each day includes a minimum of:

- 152 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support)

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

MIDDLE SCHOOL

Depending on prep period, teachers would have 2 preps on the same day, twice a week (4 preps) and one prep on CT Thursday. This is a total of 5 preps every week.

Time	Mon	Tues	Wed	Thurs (Times adjusted for CT)	Fri
54 minutes	Period 1 Synchronous whole group learning:	Period 4 Synchronous whole group learning:	Period 1 Synchronous whole group learning:	Period 1: 44 minutes Synchronous whole group or targeted structured support	Period 4 Synchronous whole group learning:
52 minutes	Period 2 synchronous whole group learning	Period 5 synchronous whole group learning	Period 2 synchronous whole group learning	Period 2: 42 minutes Synchronous whole group or targeted structured support	Period 5 Synchronous whole group learning
52 minutes	Period 3 Synchronous whole group learning	Period 6 Synchronous whole group learning	Period 3 Synchronous whole group learning	Period 3: 42 minutes Synchronous whole group or targeted structured support	Period 6 Synchronous whole group learning
40 minutes	Lunch	Lunch	Lunch	Lunch: 40 minutes	
52 minutes	Period 1 Targeted structured support	Period 4 Targeted structured support	Period 1 Targeted structured support	Period 4: 42 minutes Synchronous whole group or targeted structured support	Period 4 Targeted structured support
52 minutes	Period 2 Targeted	Period 5 Targeted	Period 2 Targeted	Period 5: 42 minutes	Period 5 Targeted

	structured support	structured support	structured support	Synchronous whole group or targeted structured support	structured support
52 minutes	Period 3 Targeted structured support	Period 6 Targeted structured support	Period 3 Targeted structured support	Period 6: 42 minutes Synchronous whole group or targeted structured support Collaborative Time: 60 minutes	Period 6 Targeted structured support

10 minute passing periods to allow for tech access

Mon, Tues, Wed and Fri include a minimum of:

- 158 minutes of synchronous instruction for all students
- 120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support) - 40 minutes each for 3 subjects

Thursday includes:

- Some synchronous learning for all students in either whole group or targeted structured support sessions
- A minimum of 240 minutes of assignments to be completed asynchronously, subtract the time students have engaged synchronously - 40 minutes each for 6 subjects

Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.

HIGH SCHOOL

Time	Mon	Tues	Wed	Thurs (Times adjusted for CT)	Fri
61 minutes	Period 1 Synchronous whole group learning:	Period 4 Synchronous whole group learning:	Period 1 Synchronous whole group learning:	Period 1: 51 minutes Targeted structured support:	Period 4 Synchronous whole group learning:
57 minutes	Period 2 synchronous whole group learning	Period 5 synchronous whole group learning	Period 2 synchronous whole group learning	Period 2: 47 minutes Targeted structured support:	Period 5 Synchronous whole group learning
57 minutes	Period 3 Synchronous whole group learning	Period 6 Synchronous whole group learning	Period 3 Synchronous whole group learning	Period 3: 47 minutes Targeted structured support:	Period 6 Synchronous whole group learning
40 minutes	Lunch	Lunch	Lunch	Lunch: 40 minutes	Lunch
57 minutes	Period 1 Targeted structured support	Period 4 Targeted structured support	Period 1 Targeted structured support	Period 4: 47 minutes Targeted structured support:	Period 4 Targeted structured support
57 minutes	Period 2 Targeted structured support	Period 5 Targeted structured support	Period 2 Targeted structured support	Period 5: 47 minutes Targeted structured support:	Period 5 Targeted structured support
57 minutes	Period 3 Targeted	Period 6 Targeted	Period 3 Targeted	Period 6: 47 minutes	Period 6 Targeted

	~~structured support~~	~~structured support~~	~~structured support~~	~~Targeted structured support:~~ ~~Collaborative Time:~~ ~~60 minutes~~	~~structured support~~

~~Depending on prep period, teachers would have 2 preps on the same day, twice a week (4 preps) and one prep on CT Thursday. This is a total of 5 preps every week.~~

~~Mon, Tues, Wed and Fri include a minimum of:~~

- ~~175 minutes of synchronous instruction for all students~~
- ~~120 minutes of assignments to be completed asynchronously (some students will work on assignments synchronously in targeted structured support) - 40 minutes each for 3 subjects~~

~~Thursday includes:~~

- ~~Some synchronous learning for all students in either whole group or targeted structured support sessions~~
- ~~A minimum of 240 minutes of assignments to be completed asynchronously, subtract the time students have engaged synchronously - 40 minutes each for 6 subjects~~

~~Whole group synchronous lessons will be recorded and stored in Google classroom, so students who cannot engage in live instruction can engage asynchronously. All students can re-watch lessons as needed.~~

ATTACHMENT C