

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT'S
PROPOSED MEMORANDUM OF UNDERSTANDING**

Between

Sacramento City Unified School District

(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

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 whole group learning includes:

- Engagement
- Direct instruction
- Peer to peer learning

TARGETED STRUCTURED SUPPORT time includes:

- Small group instruction
- Individual check ins
- Designated ELD
- Student supports, and social emotional check ins

- 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.
- 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.
- 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.

g. Classroom teachers continue to be responsible for lesson

desired lesson goal. Certificated staff will use data from assessments to

- 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.

4. Professional Development to Enhance Instruction

- a. All unit members will complete the three self-paced modules for Universal Design for Learning, including: (a) Mindset, (b) Frame, and (c) Lesson

- 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.
- viii. Strategies on how to ensure the needs of all students are addressed.

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, 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:

- 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.

student's needs. Service logs will be maintained and uploaded to SEIS not less than weekly.

- i. 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 b

8. Communication with Parents/Guardians and Students

- a. Unit members will check their District email daily during the regular work week and respond to parents and students 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

b.

- 13. 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.
- 14. 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 will be provided as a pdf.

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

	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	Period 6 Targeted structured support
				Collaborative Time: 60 minutes	

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.

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

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