

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 25, 2020

~~With this proposal centered on distance learning, focus on our instructional program, specifically distance learning, and address the negotiable aspects of a return to learning either in a full or partial distance learning model. We know distance learning will be a critical component for instruction in the upcoming school year whether the District is in a full distance learning or a blended learning model. At the center of this proposal is the well-being of all of our students and the recognition of the need to “make up instructional time” our students may have experienced during the final months of school in spring 2020 and the typical summer slide that we expect to be more pronounced when we return in the fall.~~

~~This proposal is intended to ensure that the District complies with the legal requirements for offering distance learning, specifically, Senate Bill 98, which enacted Education Code sections 45300 to 45311 to govern distance learning for the upcoming school year, and follows the guidance issued by our educational leaders at the California Department of Education and our State Superintendent of Public Instruction Tony Thurmond. Keeping these legal requirements and guidance at the center of our proposal, the District presents a proposal that provides an equitable and intentional distance learning program that will meet the needs of all Sac City students and work to mitigate the learning loss that none of us could have prepared for, but so many of our students have experienced during this pandemic.~~

Intent

In making this proposal, the District intends to offer an instructional program that allows for us to Return Together

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 43503.1(s), 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

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

- 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 program (IEP).

- x Direct instruction
 - x Student practice and peer to peer learning
 - x Demonstration of student learning
 - x 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
- 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 to allow students and families to access the instruction based on family and student need.
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.
- b. Certificated unit members will develop and implement a plan to meet the social-emotional needs of their student prior to administering assessment. Examples include greetings and a warm-up (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 checks, 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 exit tickets

manner consistent with the ~~the~~ 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

- 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 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.

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 the social and emotional well-being by:

- i. Providing students with non-academic focused checks.
- ii. Providing students with age appropriate lessons on the science behind infection.
- iii. Continue to address social emotional learning even when students

ii5 0 Tw4
iii2 (-3 (t)-2 B -[(-2 (n11.1218.9

gf. Virtual tools (compliant with the Americans with Disabilities Act as required) will

- 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 qui4 63

All of the provisions of the CBA regarding evaluations will continue to apply to certificated bargaining unit members during the 2020 school year and any evaluation

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, 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

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:

- ~~x 132 minutes of synchronous instruction for all students~~
- ~~x 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 instruction can engage asynchronously. All students 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		

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
------------	--------------------------------------	--------------------------------------	--------------------------------------

	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:~~

~~x 158 minutes of synchronous instruction for all students~~

~~x~~

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:	

	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:

- ~~x 175 minutes of synchronous instruction for all students~~
- ~~x 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:

- ~~x Some synchronous learning for all students in either whole group or targeted structured support sessions~~
- ~~x 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 watch lessons as needed.

--

8:00

Sacramento City Unified School District Counter Proposal to SCTA Proposal of August 13, 2020
Sent to SCTA on August 21, 2020

	x <u>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</u>
12:40-2:40	<u>Office hours and planning (On Thursday, this time becomes Collaboration/Staff Meetings)</u>

Sample Schedule for Grades 3-5

- ~~Education Code~~ minimum 230 instructional minutes (Synchronous and Asynchronous combined). ~~District proposes~~ minimum 245 instructional minutes (synchronous and asynchronous combined).
- We proposed each student receives a minimum ~~40~~ synchronous minutes. The minimum synchronous minutes are highlighted on the schedule to keep track.
- The highlighted numbers add up to the minimum synchronous ~~160~~ 185 and the bracketed numbers add up to the ~~230~~ minimum 60 asynchronous for a total 245 District proposed ~~code combined~~ instructional minutes.
- Elementary Prep provided weekly as per C.B.A.
- ~~The schedule is a sample schedule. Sites and teachers will have flexibility as long as they meet the minimum required minutes for synchronous and asynchronous learning.~~

8:00-8:30:05

~~Whole group activities synchronous learning: (30)~~

~~x Minimum 20 minutes synchronous~~

~~x Example activities may include:~~

~~o Daily Check ins and attendance~~

~~o Morning circle SEL for y in~~

Sacramento City Unified School District Counter Proposal to SCTA Proposal of August 13, 2020
Sent to SCTA on August 21, 2020

~~9:35-10:20~~

~~Core Subject #2 (ELA or Math) Synchronous and Asynchronous (45)~~

~~-x Minimum 30 minutes synchronous~~

~~-x Targeted smaller group support/ELD and asynchronous learning~~

Sample Schedule for Grades 6-8

- Education Code minimum 240 minutes District proposes minimum 265 instructional minutes (synchronous and asynchronous combined.)
- Our proposal to district requires students receive a minimum of 120 synchronous minutes. The minimum synchronous minutes are highlighted keep track.
- The highlighted numbers add up to the minimum synchronous 120 and the bracketed numbers add the minimum asynchronous 75 add up to the 265 proposed by the District to the 240 instructional minutes required by ed code.
- Elementary Prep provided weekly as per C.B.A.
- The schedule is a sample schedule. Sites and teachers will have flexibility as long as they meet the minimum minutes for synchronous and asynchronous learning.

8:00-8:35 8:00-9:10 Whole group activities: (35)

- x Minimum 30 minutes synchronous
- x Example activities may include:
 - o Daily Check ins and attendance
 - o Morning circle SEL focused
 - o School wide assembly one day per week

Morning circle SEL focused and attendance (10 mins)

Core Subject #1 (EL) Synchronous and Asynchronous (65)

" During this entire 70 minute block of time, teachers are expected-1.3 (s)6.6f5.3 (er)3.1 (s4 (k

Sacramento City Unified School District's Response to SCTA Proposal of August 13, 2020
Sent on August 202020

Option A, Synchronous/Asynchronous Blocked Together: Secondary – Teacher Schedule

Monday	Times	Tuesday	Wednesday	Thursday	Friday
" Planning, " Parent Contact, " Meetings (SSTs, IEPs, etc...) " Targeted Structured Supports, " Asynchronous Learning Office hours (Live)	8:30– 10:00 (90)	Planning, Parent Contact, Targeted Supports, Asynchronous Learning			

Sacramento City Unified School District's Response to SCTA Proposal of August 13, 2020
Sent on August 20, 2020

Same as in the morning	12:40–1:20 (40)	Period 3 Synchronous	Period 4 Synchronous	Period 3 Synchronous	Period 4 Synchronous
	1:20–2:00 (40)	Period 3 Flex/Targeted Supports/Asynchronous	Period 4 Flex/Targeted Supports/Asynchronous <u>Targeted smaller group support and asynchronous learning</u>	Supports/Asynchronous	

Sacramento City Unified School District's Response to SCTA Proposal of August 13, 2020
Sent on August 20, 2020

~~Option A, Synchronous/Asynchronous Blocked Together: Secondary – Student Schedule~~

Monday	Times	Tuesday	Wednesday	Thursday	Friday
"Targeted Structured	8:30 – 10:00 (90)	Flex/Targeted Supports, Asynchronous Learning	Flex/Targeted Supports, Asynchronous Learning		

~~Asynchronous Learning
Attend Office
Hours (live)~~

