Memorandum of Understanding
Between the
Vallejo Education Association CTA/NEA (VEA/Association)
And the
Vallejo City Unified School District (VCUSD/District)

September 15, 2022

2022-23 TK-6th Grade Independent Study/Virtual Learning Program

1. Teachers providing instruction in the Independent Study/Virtual Learning Program (TK-6th Grade Independent Study Program) shall provide daily synchronous instruction to students on non-minimum days (usually Monday, Tuesday, Thursday, Friday) commensurate with the following:
    a. TK & K teachers shall be live with students for 170 minutes each day. Each TK & K student shall receive a minimum of 110 synchronous minutes daily
        i. Direct Grade Level Content Area Instruction: 60 min (ELA, Math, Science, History/Social Studies) Students could be taught in 2 smaller groups as opposed to one whole group for direct instruction when appropriate - each group receiving 60 min.
        ii. Small Group Direct Instruction: 30 min (Each child should receive at minimum a total of 30 minutes of small group instruction per day regardless of ability grouping)
            1. acceleration opportunities, supplemental support, intensive intervention, ELD, 1-1 support, 1-1 assessment and progress monitoring (ELD students should be included in additional small groups based upon need)
        iii. SEL: 20 min

    b. 1st – 3rd teachers shall be live with students for 240 minutes each day. Each 1st – 3rd student shall receive a minimum of 180 synchronous minutes daily
        i. Direct Grade Level Content Area Instruction: 130 min (ELA, Math, Science, History/Social Studies) Students could be taught in 2 smaller groups as opposed to one whole group for direct instruction when appropriate, as long as synchronous instructional minutes are generally maintained for students.
        ii. Small Group Direct Instruction: 30 min (Each child should receive at minimum a total of 30 minutes of small group instruction per day regardless of ability grouping)
            1. acceleration opportunities, supplemental support, intensive intervention, ELD, 1-1 support, 1-1 assessment and progress

minutes for compliance and accounting purposes (i.e. attendance and participation tracking) on Monday, Tuesday, Thursday and Friday. Wednesday preparation time will follow the agreement for collaboration and professional development as outlined in the MOU for Wednesday collaboration.

6. The first two weeks of the school year shall be minimum days for instructional purposes to provide time for teachers to complete independent study contracts with each family, as well as any other unique needs of the program. After the first two weeks, the elementary calendar for minimum days will resume.

7. The primary instructional materials shall be the current district adopted curriculum in all core content areas. Additional district wide supplemental instructional programs will also be prioritized for use. Instructional planning guides for core content areas shall be used for planning for student instruction.

8. Student work shall be submitted through Google Classroom (2nd - 6th) or Seesaw (TK-1st). Asynchronous work shall also be assigned through Google Classroom or Seesaw.

9. Records and documentation of student assignments and work submissions shall be maintained as to meet compliance requirements.

10. Parent communication shall be conducted weekly via Parent Square, email, individual phone calls, Seesaw, and/or by other means at the teacher's discretion.

11. Teachers shall perform regular progress monitoring assessments and conduct district-wide assessments according to the district-wide assessment calendar. Data shall be provided to individual parents according to the trimester progress reporting and grade reporting schedule. Wherever possible, in-person administration of district-wide assessments and state testing shall be offered to students. The instructional schedule may be modified as needed to administer district-wide assessments.

12. Teacher shall evaluate the quality and quantity of the work to ensure that it meets the standard of Section 69 of AB 130 Amending Section 51747 of the educational code:
    a. (2) Satisfactory educational progress shall be determined based line 25 on all of the following indicators:
        i. (A) The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
        ii. (B) The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
        iii. (C) Learning required concepts, as determined by the supervising teacher.

iv. (D) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
v. (c) The provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

13. Parent conferences shall be scheduled as needed depending upon the academic progress of the students, as well as during the annual parent teacher conference window. Students not making adequate progress, shall receive additional supplemental support and interventions provided in the instructional day. Tiered reengagement is triggered when a student is not making satisfactory progress or is in violation of the learning agreement and is addressed through the Student Success Team process.

14. Within two weeks of starting the Independent Study/Virtual Program, teachers shall submit their daily schedule to their supervising administrator that outlines how the synchronous and asynchronous instruction for students will be met. The schedule shall include time for direct content area instruction, small group instruction, and social emotional learning. Teachers may also schedule a minimum of 50 minutes of time to conduct necessary functions of independent study (i.e. posting and checking assignments, documenting progress, parent communication, SSTs/IEPs, etc.) and an additional 15 minutes for compliance and accounting purposes (i.e. attendance and participation tracking).

15. Class size for the TK-6th grade Independent Study/Virtual Learning Program shall not exceed the class size for in-person classroom-based instruction.

16. Consistent with in-person learning, every effort will be made to avoid combination classes. Under no circumstance will more than two grade levels be combined into a single virtual class.

17. Teachers in the virtual program shall be under the supervision of the Independent Study Program administrator. Teacher work location will be determined based on available space at district facilities.

18. Unit members who have a doctor's note documenting illness or disability and needing an accommodation shall be given priority for virtual assignments. All other positions shall be filled according to the processes in the CBA. Every reasonable effort will be made to recruit volunteers to fill vacancies for the Independent Study/Virtual Program.

All components of the current Collective Bargaining Agreement between the Association and District not addressed by the terms of this agreement shall remain in full effect.

The District and VEA will meet to negotiate any necessary revisions at the end of 2022-23 prior to incorporation into the CBA.

For the Association:

Marnee' McKenzie, VEA Negotiations Chair

10/6/2022

Date

For the District:

Gigi Patrick, Ed.D, VCUSD Asst. Supe. HR

10/06/22

Date

SAMPLE SCHEDULES

NOTE: THESE ARE EXAMPLES ONLY; TEACHERS MAY CREATE THEIR OWN SCHEDULES BASED ON INSTRUCTIONAL REQUIREMENTS AND THEIR STUDENTS' NEEDS.

Grades TK & K

(200 minutes of daily instruction required; 16.6 hours per week)

Daily live instruction required per AB 130

Minimum Expectations for Instructional Time

Teachers shall provide 170 minutes of synchronous instruction daily.

Each child will receive:

110 minutes synchronous/live instruction with their teacher / **90 minutes** asynchronous assignments for a total of 200 minutes per day.

- Direct Grade Level Content Area Instruction: 60 min (ELA, Math, Science, History/Social Studies) Students could be taught in 2 smaller groups as opposed to one whole group for direct instruction when appropriate, as long as synchronous instructional minutes are generally maintained for students.
- Small Group Direct Instruction: 30 min (Each child should receive at minimum a total of 30 minutes of small group instruction per day regardless of ability grouping)
    - acceleration opportunities, supplemental support, intensive intervention, ELD, 1-1 support, 1-1 assessment and progress monitoring (ELD students should be included in additional small groups based upon need)
- SEL: 20 min
- Independent work/assignments: 90 min (curriculum based assignments, Imagine Learning, Sports for Learning, etc...)

SAMPLE SCHEDULE: Provided to show a possible scenario, not a mandated schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:30	Prep				
8:30- 8:50	SEL				
8:50 - 9:50	Direct Grade Level Content Area Instruction				
10:00 - 10:30	Small Group Instruction Intervention Supplemental ELD				
10:30 - 11:30	Direct Grade Level Content Area Instruction				
11:30 -	Lunch				

12:00					
12:00 - 2:10	Small Group Intervention Supplemental ELD 1-1	Small Group Intervention Supplemental ELD 1-1	Parent communications SSTs/IEP etc... Prep or Staff PD/ Collaboration Based upon MOU schedule for PD & Collaboration	Small Group Intervention Supplemental ELD 1-1	Small Group Intervention Supplemental ELD 1-1
2:10 - 3:15	TK/K Prep Time • Posting & checking assignments • Documenting progress • Parent communication	TK/K Prep Time • Posting & checking assignments • Documenting progress • Parent communication		TK/K Prep Time • Posting & checking assignments • Documenting progress • Parent communication	TK/K Prep Time • Posting & checking assignments • Documenting progress • Parent communication

Grades 1st - 3rd

(280 minutes of daily instruction required; 23.3 hours per week)

Daily live instruction required per AB 130

Minimum Expectations for Instructional Time

Teachers shall provide 240 minutes of synchronous instruction daily.

Each child will receive:

180 minutes synchronous/live instruction with their teacher / **100** minutes asynchronous assignments for a total of 280 minutes per day.

- Direct Grade Level Content Area Instruction: 130 min (ELA, Math, Science, History/Social Studies). Students could be taught in 2 smaller groups as opposed to one whole group for direct instruction when appropriate, as long as synchronous instructional minutes are generally maintained for students.
- Small Group Direct Instruction: 30 min (Each child should receive at minimum a total of 30 minutes of small group instruction per day regardless of ability grouping)
    - acceleration opportunities, supplemental support, intensive intervention, ELD, 1-1 support, 1-1 assessment and progress monitoring (ELD students should be included in additional small groups based upon need)
- SEL: 20 min
- Independent work/assignments: 100 min (curriculum based assignments, Imagine Learning, Sports for Learning, etc...)

SAMPLE SCHEDULE: Provided to show a possible scenario, not a mandated schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday

8:15 - 8:30	Prep				
8:30- 8:50	SEL				
8:50 - 9:40	Direct Grade Level Content Area Instruction				
9:50 - 10:20	Small Group Instruction Intervention Supplemental ELD				
10:20 - 11:10	Direct Grade Level Content Area Instruction				
11:10 - 11:40	Lunch				
11:40 - 12:10	Direct Grade Level Content Area Instruction				
12:10 - 2:10	Small Group Intervention Supplemental ELD 1-1	Small Group Intervention Supplemental ELD 1-1	Parent communications SSTs/IEP etc... Prep or Staff PD/ Collaboration Based upon MOU schedule for PD & Collaboration	Small Group Intervention Supplemental ELD 1-1	Small Group Intervention Supplemental ELD 1-1
2:10 - 3:15	• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...	• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...		• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...	• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...

Grades 4th - 6th

(300 minutes of daily instruction required; 25 hours per week)

Daily live interaction required per AB 130

Minimum Expectations for Instructional Time

Teachers shall provide 240 minutes of synchronous instruction daily.

Each child will receive:

180 minutes synchronous/live instruction with their teacher / **120** minutes asynchronous assignments for a total of 300 minutes per day.

- Direct Grade Level Content Area Instruction: 130 min (ELA, Math, Science, History/Social Studies). Students could be taught in 2 smaller groups as opposed to one whole group for direct instruction when appropriate, as long as synchronous instructional minutes are generally maintained for students.
- Small Group Direct Instruction: 30 min (Each child should receive at minimum a total of 30 minutes of small group instruction per day regardless of ability grouping)
    - acceleration opportunities, supplemental support, intensive intervention, ELD, 1-1 support, 1-1 assessment and progress monitoring (ELD students should be included in additional small groups based upon need)
- SEL: 20 min
- Independent work/assignments: 120 min (curriculum based assignments, Imagine Learning, Sports for Learning, etc...)

SAMPLE SCHEDULE: Provided to show a possible scenario, not a mandated schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:30	Prep				
8:30- 8:50	SEL				
8:50 - 9:40	Direct Grade Level Content Area Instruction				
9:50 - 10:20	Small Group Instruction Intervention Supplemental ELD				
10:20 - 11:10	Direct Grade Level Content Area Instruction				
11:10 - 11:40	Lunch				
11:40 - 12:10	Direct Grade Level Content Area Instruction				

12:10 - 2:10	Small Group Intervention Supplemental ELD 1-1	Small Group Intervention Supplemental ELD 1-1	Parent communications SSTs/IEP etc... Prep or Staff PD/ Collaboration Based upon MOU schedule for PD & Collaboration	Small Group Intervention Supplemental ELD 1-1	Small Group Intervention Supplemental ELD 1-1
2:10-3:15	• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...	• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...		• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...	• Posting & checking assignments • Documenting progress • Parent communication • SSTs/IEP etc...