MEMORANDUM OF UNDERSTANDING BETWEEN
SANTA ROSA CITY SCHOOLS
AND
THE SANTA ROSA TEACHERS ASSOCIATION
ASSEMBLY BILL (AB) 130 - Independent Study Program 2021-2022

This Agreement was made and entered into this day September 15, 2021, by and between Santa Rosa City Schools (“District”) and Santa Rosa Teachers Association (“Association”).

Santa Rosa City Schools and Santa Rosa Teachers Association enter this Memorandum of Understanding regarding issues related to Assembly Bill (AB) 130 in response to the COVID-19 Pandemic and the changes required to the implementation of the Independent Study regulations. The parties recognize the need to address the district’s teaching and learning environment and instructional model given the continuing pandemic. Santa Rosa City Schools ("District") and Santa Rosa Teachers Association ("Association") collectively referred to as the “Parties” enter this Memorandum of Understanding ("MOU") regarding issues related to ("AB 130 - Independent Study 2021-2022").

1. It is the intention of this MOU to follow law AB 130 as the primary directive of instruction and guidelines pertaining to Independent Study for the 2021/2022 school year.

   a. Temporary Voluntary Transfer to Independent Study - (Grades K-6) Per AB 130, for the 2021-2022 school year, schools are required to offer an independent study option to be made available to students whose health would be put at risk by in-person instruction, as determined by their parent or guardian. The District will adhere to the current contract language per Article 13 of the Collective Bargaining Agreement (CBA) to post and notify all bargaining unit members of Independent Study vacancies. The unit member's request for a transfer must be submitted to Human Resources via email per Article 13.2.2 of the CBA.

   b. For the 2021-2022 school year only, all voluntary transfers to the Independent Study Program will be considered temporary, and unit members shall be returned to their current school of record.

      1) Teachers with personal medical concerns, may engage with the District in the interactive process. Outcomes of these meetings are individualized to each member and do not create a precedent.

      2) For this MOU and the 2021/2022 school year, Article 13.2.6 will be partially waived in that vacancies created by transfers to independent study shall be filled with temporary employees.

      3) Teachers assigned to these positions will stay members of their current site and will continue to use their currently assigned classroom (if available) for teaching the independent study program. If no classroom or work space is available on the member’s current site, then the member will be provided a classroom or private work space at a District location.

2. Temporary Voluntary Independent .20 FTE assignments (Grades 4-12) shall be assigned in semester increments as needed due to enrollment.
3. Class size maximum for Independent Study shall not be greater than 25 to 1.
   a. In grades KA-12, the ratio of students is 25:1.
   b. In grades 4-12, teachers who accept and are assigned a .20 FTE Independent Study position shall have a ratio of students per teacher no greater than 5:1.
      1) Full time teachers who accept an independent study position shall perform the independent study assignment during their scheduled prep period.
      2) Part time teachers who accept an independent study assignment will receive an additional section and shall perform the independent study assignment during the scheduled time.
      3) Teachers who accept these .20 FTE positions will have a new class cap of 170 for core classes and 190 for physical education. (165 plus 5 and 185 plus 5)

4. General Expectations for Grades KA-12:
   a. There will be one teacher of record for enrolled students.
   b. Assignments may consist of multi-age and multi-grade level combinations based on enrollment.
   c. All grade levels will be using Acellus as the online platform for curriculum.
   d. District adopted curriculum may be used to supplement online content and learning.
   e. Teachers will check in with any student who is absent; the re-engagement process requires reaching out to families.
      1) Teachers will be responsible to track and initiate any Multi-Tiered System of Support (MTSS) process for “re-engagement”.

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<thead>
<tr>
<th>Re-engagement Process:</th>
<th>Teacher of record</th>
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<td>Student begins to not turn in work (four (4) or more assignments which is equivalent to not generating attendance for more than three (3) school days or 60 percent of the instructional days in a school week) or violates the written learning agreement. Additional criteria for identification of a student’s need for tiered re-engagement to include when a student does not meet ten (10) percent of required minimum instructional time over four continuous weeks of the school calendar.</td>
<td>Contacts student and family through typical means (email, phone, etc.) to report that adequate progress is not occurring and what must be done to improve.</td>
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<td>Student does not change basic engagement.</td>
<td>Notifies AB 130 district coordinator of student disengagement/lack of progress.</td>
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f. Teacher monitors student course/unit/lesson progress and offers differentiation where needed using a differentiation platform (mode) already embedded in Acellus.
g. Students shall not be enrolled in a hybrid type of setting where they take some classes in person and others through independent study.
h. Weekly attendance shall be determined by the following (The teacher shall determine the value of the student’s work completion.):
   1) Grades KA to 3: A combination of 60 minutes of daily synchronous instruction and work completion.
   2) Grades 4 to 8: A combination of daily interaction, 60 minutes of weekly synchronous instruction and work completion.
   3) Grades 9 to 12: A combination of 60 minutes of weekly synchronous instruction and work completion.
i. Grading: Teachers are responsible for grading of work and issuing of grades and will follow the district’s established instructional calendar for grade submission.

5. Required Daily Interaction with Students:
   a. Grades KA through 3: Students will receive 60 minutes of daily synchronous instruction.
   b. Grades 4-8: Students will receive both 60 minutes of weekly synchronous instruction and opportunities for daily live interaction.
   c. Grades 9-12: Students will receive 60 minutes of weekly synchronous instruction.
   d. For all grades: Instruction may be a combination of small group or individual instruction.
      1) 60 minutes does not need to be continuous.
      2) Instruction must be delivered during the school day between the hours of 8:00 am and 4:00 pm.
   e. For this MOU, instruction and interaction shall be defined as:
      1) Interaction refers to contact made between a student and a teacher or other site staff member or official, but this does not necessarily have to include teaching. It could consist of wellness checks, phone communication or, in-person or online check-ins.
      2) Synchronous instruction refers to two-way communication between a student and teacher, whether in-person, by phone or online. It can take place in a classroom-style setting, in small groups or one-on-one.

6. Compensation:
   a. Counselors: The parties recognize that in order for High School Counselors to provide immediate and timely individual support to seniors who are in need of support and intervention due to academic and/or emotional wellbeing, focused time is critical to meet the need. Both AB 104 and AB 130 will greatly add to the counselors work load.
      1) The District shall provide High School Counselors with five (5) per diem days each to process 25 Individual Graduation Plans (IGP), prioritized by grades and in conjunction with preapproval between Administrators and High School Counselors.
      2) If more than 25 kids on a caseload qualify and have completed AB 104 CA minimum graduation requirement, the counselor will be paid 1 hour on the extended day rate for every student over.
      3) Additional IGP’s shall be identified based on a set criterion and in conjunction with preapproval between Administrators and High School Counselors.
   b. SPED: Meetings related to the AB-130 ISP process that are above and beyond typical case management duties (plan reviews, eligibility reviews) and take place after contract time shall be compensated for the length of the meeting at the extended day rate. Additional workload required for preparation and planning, and additional paperwork and processing related to the AB-130 ISP process that are above and beyond typical case management duties (plan reviews, eligibility reviews) shall be compensated for an hour at the extended day rate for each occurrence of a student entering and/or exiting the AB-130 ISP program.

This MOU is addressing the change in working conditions for members due to the COVID-19 pandemic and is subject to Article 4, Grievance Procedure of the District and Association Collective Bargaining Agreement and shall expire in full without precedent on June 30, 2022.
Dated: 9-15-21

For the Association:

Ian Myers, Chief Negotiator
SRTA

Kathryn Howell, President
SRTA

Dated: 9/15/21

For the District:

Michael C. Shepherd, Assistant Superintendent
Human Resources, SRCS

Rick Edson, Deputy Superintendent
SRCS

Anna Trunnell, Superintendent
SRCS

Supporting members of the SRTA Association and District negotiating teams:

**SRTA Negotiating Team**
- Ashley Bell
- Alma Conde
- Kristine Erken
- Angela Ghiglizzia
- Danita Haynes
- Hannah Hoffman
- Tara Lyon

**SRCS Negotiating Team**
- Dr. Kimberlee Armstrong
- Kelley Dillon
- Dr. Kimberly Clissold
- Rick Edson
- Steve Mizera
- Kristen Vogel
- Tim Zalunardo
- Dr. Vicki Zands

Ratified by SRTA: October 4, 2021
Approved by the Board: September 22, 2021