

**SIDE LETTER OF AGREEMENT (SLA)  
BETWEEN  
SAN JUAN UNIFIED SCHOOL DISTRICT (District)  
and the  
SAN JUAN TEACHERS ASSOCIATION (Association)  
Home School Program for the 2025-26 & 2026-27 School Years**

**Background:**

The District and the Association hold the shared belief that the SJUSD K-8 Home School program offers a high-quality educational experience for students and is an important option for families. The California legislature created specific requirements for Independent Study programs that impacts the service delivery within the SJUSD homeschool program. It is the intention of the parties to move this program into the contract in the upcoming round of negotiations.

**Intent:**

- To comply with state requirements for Independent Study
- To create a workload that is reasonable to manage for practitioners
- To create language which can be adopted into a future Collective Bargaining Agreement

**Agreement:**

- In compliance with state law, Home School teachers will:
  - Send parents and students the master agreement to review and ask questions.
    - ■ In the first meeting (orientation), collect signed master agreement and review program expectations and lesson pacing.
  - Offer 20 minutes of daily synchronous time for students in grades TK-3 and track participation and offer 20 minutes of weekly synchronous time for students grades 4-8 and track participation.
    - Each teacher creates and offers their own synchronous lessons to the same students each week. Student caseloads per teacher 25:1
    - The intent of this language is to maintain staffing at the 2024-25 levels, with a cap of 25 students per teacher
    - Any practitioners part of a group with specific caseloads in contract (such as SPED, ELD, etc), will fall under those requirements.
  - Offer daily live interaction for students in grades 4-8 for the purpose of maintaining school connectedness. This interaction may take place in person, or in the form of videoconference or telephonic communication. Teachers track participation.
  - Collect evidence of 'total time value' of assignments for each week for verification.
  - Verify student work completion (at least once every two weeks)
  - Collect student work samples (at least one per subject every grading period)
  - Communicate with families when there are concerns about attendance/lack of student work (tiered reengagement) and document outreach.
    - Refer families to administration if no improvement occurs.
  - Include students in meetings with families (and document date of

meeting- at least once every grading period)

- To address the workload impacts for the homeschool teachers, their caseloads will be based on the synchronous instructional model identified above.
  - If requests for homeschool instruction exceed current staffing, the following will occur:
    - If the homeschool teachers are already at their caseload maximums, the student will stay at their current school until a space opens up in the program or until the wait list is large enough to warrant hiring another homeschool teacher (as determined by the District).
    - The parties agree to review the waitlist monthly. During that review, the parties agree to meet and discuss whether any existing homeschool teachers would be willing to exceed their caseload maximum in exchange for contractual compensation.
  - In the event additional staff needs to be hired, and homeschool teachers are over their caseloads, students will be moved from current teacher caseloads with the following considerations:
    - Homeschool teachers are assigned to families, which may result in multiple students being in one family; therefore, a teacher's caseload may not be able to be increased/reduced one student at a time.
      - Considerations for reducing caseloads may include (but are not limited to):
        - Reviewing the percentage by which the homeschool teacher is over their caseload:
          - Teachers with the highest percentages over should be reduced to bring them in alignment with their colleagues.
          - Once all homeschool teachers are near the same percentage of overage, every effort should be made to make corresponding reductions for all homeschool teachers.
        - Input from the teacher the students are currently assigned to.
        - Consideration for the incoming teacher's caseloads.
      - Advisement from the home school Leadership Team
    - One Case manager will be assigned to case manage all students in the Home School Program at the 2024-25 levels. The intent of this language is to memorialize the special education services currently in place (2024-25) in the homeschool program; the intent is not to create any new services or additional personnel. It is also the intent to acknowledge that the current Case manager position also supports the Independent Study - Elementary Program.

#### **Homeschool Leadership Team:**

Beginning with the 2025-26 school year, all certificated staff members who agree to teach in the homeschool program will also serve on the Homeschool Leadership Team (HSLT). In additional

the regular responsibilities of a leadership team, as outlined in Article 24 of the CBA, the Homeschool Leadership Team will work together to do the follow:

- Identify the program needs, outline support to be provided to the incoming teachers and establish collaboration time for the Home School program
- Create a workload that is reasonable to manage
  - Advise on initial placement of students

1. Collaboration Time:


- a) Utilizing the intent of Article 24 within the CBA, the homeschool teachers may utilize up to one hour each Thursday for collaboration and/or professional development.

2. HSLT: Beginning in the Fall of 2026, the HSLT will follow the process outlined in the Collective Bargaining Agreement with the following caveats:

- a. All practitioners at the site will be considered members of the HSLT and expected to engage in Leadership responsibilities.
- b. The duties for the HSLT include the following:
  - i. Determining needed professional development, training and the launch of the school year:
  - ii. Provide 6 hour trainings to any new colleagues
    - 1. Assist with resource and material distribution to enrolled families throughout August (5 days prior to school start)
    - 2. Support each colleague with their initial meetings for up to two Families (support provided in equitable manner, based in part on lowest starting caseload)
  - iii. Provide job embedded on-going PD
  - iv. It will be the responsibility of the HSLT to keep current on the following practices and specific issues:
    - Home school instruction and assessment
    - Resource and material procurement and distribution
    - Supports for parents/guardians
      - May include co-hosting a meeting with families to discuss
        - Supports
    - Work sample guidelines and criteria
    - Grading, recording attendance
  - v. Collectively address such issues as: ordering materials, identifying the subscriptions, etc.
    - 1. In the event there is a change in supervisors in the homeschool program, each leadership team member will receive a stipend of \$1,000 per month for each month (up to 5 months) to offset the increase in workload.
  - vi. Supporting Preparations in case of audit will be handled by administration and should include the following:
    - 1. high quality examples for work sample collection and process for filing/storing samples
    - 2. guidelines for grading and share with colleagues

3. In exchange for their agreement to serve on the HSLT as well as the expectation that each practitioner develop curriculum for the families they serve, each bargaining unit member of the staff will receive the following:

- The oversight of the program will remain with the supervisor of the program.

 4-24-25

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Daniel Thigpen Date  
Executive Director  
Labor Relations and Government Affairs  
San Juan Unified School District

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