

SIDE LETTER OF AGREEMENT (SLA)
BETWEEN
SAN JUAN UNIFIED SCHOOL DISTRICT (District)
and the
SAN JUAN TEACHERS ASSOCIATION (Association)
Re: TK-5 Independent Study Options for the 2025-27 School Years

Background:

State law (AB/SB 130), which took effect during the 2021-22 school year, made changes to the Independent Study Education Code by creating new grade-level requirements for live interaction with students, synchronous instruction, and other components. This program meets a need in the district that had previously been unaddressed, specifically it addresses the needs of families experiencing lower socioeconomic status, students with refugee status, students navigating English language development, and families with specific circumstances that appreciate the flexibility that is offered by this program.

Key terms in state law:

Live Interaction: interaction between the pupil and school district classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

Synchronous Instruction: classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live, two-way communication between the practitioner and pupil. Synchronous instruction shall be provided by the practitioner of record for that pupil pursuant to Ed Code Section 51747.5.

Statement of Intent:

The District and Association mutually agree that in order to meet the unique needs of students under the state's Independent Study requirements, SJUSD will:

- Maintain and staff the District's TK-5 Independent Study Program based on enrollment. Staffing will be based on the highest level of enrollment as measured by the following:
 - Enrollment from the previous year (Sept - May) as described below *or*
 - Projected enrollment for August of the upcoming year

Agreement:

This document represents the agreed upon working conditions between the District and Association to meet Independent Study requirements under state law. Any conditions not addressed in this document, are assumed to fall under the Collective Bargaining Agreement. Should any conflict between the documents exist, this document shall prevail.

Elementary Independent Study (TK-5) Model Overview: Each school day will include time for students and parents to connect with their practitioner during open office hours, and time for both synchronous and asynchronous instruction. Specialized services (English language development, special education services, social emotional supports) will be provided based on student need. Students will also connect with other students remotely, and engage in independent work time.

Elementary Daily Schedule Key Requirements:

Monday, Tuesday, Wednesday and Friday:

- Office hours: 1 hour daily, schedule determined by practitioner.
- Practitioner preparation time: 45 minutes daily, schedule determined by practitioner.
- **Grades TK-1:** 1 hour, 15 minutes minimum sync instruction with the practitioner for each student in the class. Students may receive instruction beyond the minimum based on student need.
- **Grades 2-3:** 1 hour, 45 minutes minimum sync instruction with practitioner for each student. Students may receive instruction beyond the minimum based on student need.
- **Grades 4-5:** 2 hour, 15 minutes minimum sync instruction with practitioner for each student. Students may receive instruction beyond the minimum based on student need.

Thursday:

- Office hours: 30 minutes, schedule determined by practitioner.
- Practitioner preparation time: 45 minutes, schedule determined by practitioner, not to conflict with pre-planned collaboration/professional development.
- Grades TK-5: 1 hour minimum sync instruction with practitioner for each student.
- Collaboration/Professional Development: 1 hour as determined by practitioner in collaboration with administration.

**See Appendix (Pages 5-6) for example schedules. Examples for illustrative purposes only.
Actual schedule to be determined by practitioner.*

Work Location: Practitioners will have the option to work remotely from a location in California or from the Independent Study office located at Carmichael Elementary.

Staffing:

- During the term of this agreement, the staffing will be based on a student loading ratio of 25:1. Minimum staffing will include one practitioner for each of the following:
 - Kinder - First Grade
 - Second - Third Grade
 - Fourth - Fifth Grade
- Any additional staffing will be based on the highest enrollment numbers between October 1 and May 15 of the school year.
 - Involuntary Transfer notice will continue in accordance with Article 4 of the CBA
 - By June 1, revisit enrollments to determine if additional staffing is needed.
 - By July 31, revisit enrollments to determine if additional staffing is needed.
 - If enrollment increases after the start of the school year, and it is determined that additional staffing is still needed, members who taught in the program during the previous school year will have the right of first refusal based on seniority.

Attendance, Participation, and Tiered-Re-Engagement: State law requires tracking of attendance and daily participation. Practitioners will play a role in supporting the District's tiered re-engagement strategies including:

- Tracking/monitoring students' attendance and daily participation in independent study.
 - Track/monitor each student's daily synchronous participation and asynchronous assignment completion.
 - If a student is absent/does not engage for 3 days within one week, notify Independent Study staff.
 - Regularly communicate with parents and guardians regarding a student's engagement and participation.
 - If the State releases guidance for tracking and recording attendance, or the District identifies an alternative platform or system to track attendance, the parties agree to meet and discuss the impacts.

Grades and Marks and Program Placement

Academic numeric grades and Successful Practices will be issued at each trimester and will be based on evidence from a combination of synchronous and asynchronous learning.

- Practitioners communicate regularly with parents about students' academic progress.
 - Practitioners and administration play a role in assisting students and families in exploring other options if a student does not make adequate progress in the Independent Study Program.
- If concerns arise about academic progress, notify ISP staff.

Included in the Independent Study Model:

- Google Classroom serves as a single entry point.
 - SeeSaw may be used as an alternative in grades TK-2 (if available)
 - Other learning platforms may be used at the discretion of the practitioner if accessed through Google Classroom.
- Prioritizing relationship building with each student and between students to facilitate a safe and inclusive learning environment.
- Integrated instruction for English Language Learners in the class.
- 30 minutes of designated ELD time. Collaborate with colleagues to determine the best method to meet these minutes.
- Special Education services per each student's IEP. Collaborate with special education service providers to determine the best way to meet the IEP Requirements.
- 504 accommodations as determined by the student's 504 plan.
- Social, emotional and mental health services. ISP practitioners collaborate with social, emotional, and mental health staff to provide services to students as needed.
- Principals/administrators may attend virtual synchronous sessions by notifying the practitioner in advance.

Collaboration Time:

Utilizing the intent of Article 8.02.7 and Article 24 within the CBA, the homeschool teachers

may utilize up to one hour each Thursday for collaboration and/or professional development.

Leadership Team:

Beginning in the Fall of 2026, the ISP - Elementary Leadership Team (ISELT) will follow the process outlined in the Collective Bargaining Agreement with the following caveats:

- All practitioners working within the ISP-Elementary Program shall be members of the ISELT. No election will be needed provided there remains fewer than 8 practitioners.
- Responsibilities will include division of assignment each year based on the most equitable distribution as determined by the team.
- Determining needed professional development, training and the launch of the school year.
- Collectively address such issues as: ordering materials, identifying the subscriptions, etc.

Stipend: In exchange for their agreement to serve on the ISELT 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:


- Leadership Team stipend reflected on D9
- Combo Class Stipend reflected on D9

No other stipends listed on Exhibit D7 or D9 shall be applicable to the ISP practitioners.


This SLA will sunset on June 30, 2027 or when it is replaced by mutually agreed upon language in a bargaining cycle. Should state lawmakers create new program requirements during the term of this SLA, the parties agree to meet and revisit the terms of this agreement. This Side Letter may be revised and/or extended by mutual agreement between the District and Association.

For the San Juan Unified School District

For the San Juan Teachers' Association

 4-17-25

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

 4/17/2025

Dr. Edward F. Burgess IX Date
Associate Executive Director
San Juan Teachers Association

Appendix:

Example Student Schedules*: Monday, Tuesday, Wednesday and Friday

TK-1:

- 8:30-9:30 Support time (Any combination of: live interaction, office hours, independent work completed asynchronously/other specialized services)
- 9:30-10:15 Synchronous instruction (Whole, small, 1:1)
- 10:15-10:30 Break
- 10:30-11:00 Synchronous instruction (Whole, small, 1:1)
- 11:00-11:45 Lunch
- 11:45-1:45 Differentiated synchronous instruction (Whole, small, 1:1, specialized services) and independent work time
- 1:45-2:30 Support time (Any combination of: live interaction, office hours, independent work completed asynchronously/other specialized services)

Grades 2-3

- 8:30-9:30 Support time (Any combination of: live interaction, office hours, independent work completed asynchronously/other specialized services)
- 9:30-10:45 Synchronous instruction (Whole, small, 1:1)
- 10:45-11:00 Break
- 11:00-11:30 Synchronous instruction (Whole, small, 1:1)
- 11:30-12:15 Lunch
- 12:15-1:45 Differentiated synchronous instruction (Whole, small, 1:1, specialized services) and independent work time
- 1:45-2:30 Support time (Any combination of: live interaction, office hours, independent work completed asynchronously/other specialized services)

Grades 4-5

- 8:30-9:30 Support time (Any combination of: live interaction, office hours, independent work completed asynchronously/other specialized services)
- 9:30-11:15 Synchronous instruction (Whole, small, 1:1)
- 11:15-11:30 Break
- 11:30-12:00 Synchronous instruction (Whole, small, 1:1)
- 12:00-12:45 Lunch
- 12:45-1:45 Differentiated synchronous instruction (Whole, small, 1:1, specialized services) and independent work time
- 1:45-2:30 Support time (Any combination of: live interaction, office hours, independent work completed asynchronously/other specialized services)

Example Schedule*: Thursday

TK-5

- 8:30-9:30 Support time (Any combination of: live interaction, office hours, independent work completed asynchronously/other specialized services)
- 9:30-10:30 Differentiated synchronous instruction (Whole, small, 1:1, specialized services) and independent work time
- 10:30-10:45 Break
- 10:45-12:00 Differentiated synchronous instruction (Whole, small, 1:1, specialized services) and independent work time
- 12:00-12:45 Lunch

**Examples for illustrative purposes only. Actual schedule to be determined by practitioner.*