

TENTATIVE AGREEMENT
Memorandum of Understanding
for
C.R.E.W.
(Credit Recovery & Enrichment Weekend)
Between Stockton Unified School District
and Stockton Teachers Association

JANUARY 11, 2022

Stockton Unified School District (“District”) and Stockton Teachers Association (“Association”), jointly known as the Parties (“Parties”), enter into this Memorandum of Understanding (“MOU”) implementing a program on Saturdays in the 2021-22 school year to support student learning acceleration, student attendance and learning loss recovery, and student social-emotional health. The terms of this MOU shall remain in effect until June 30, 2022 or until modified by mutual agreement between the District and the Association. All provisions of the Parties’ Collective Bargaining Agreement (“CBA”) not in conflict with this MOU remain in effect.

1. Teacher Selection

- a. All STA bargaining unit members are eligible to apply, with applicant selection subject to state qualifications for the program. Assignment of teachers to Saturday School shall be on the basis of District selection from among volunteers, with priority given to teachers of the school site as well as prioritizing full-time fully certificated staff with permanent status.
- b. Training will be provided before teachers begin their assignment.
This training is:
 1. Mandatory
 2. Compensated at the employee’s hourly rate
 3. A single hour (outside of school hours, after school and/or on Saturday based on each teacher’s availability) with virtual and in-person versions available to each employee
 4. To cover compliance, procedures, processes, student-teacher engagement, and student learning best practices.
- c. Any program position may be staffed by a consistent individual or on a rotational basis among selected candidates.
- d. In the event of any absence, the teacher is expected to notify the site lead as soon as possible using procedure to be indicated in the program’s training. In the event a teacher is absent, the position will be filled by site according to available teachers in the program. Rather than being considered “substituting,” this is understood by the parties to be a form of rotation among staff.



2. Hours

- a. 4.75 hours on-site
 1. 4 hours of targeted support (equates to ADA requirements)
 2. 15 minutes of a nutritional break during which teacher supervises
 3. reporting times (15 minutes before and 15 minutes after)
 4. 1.0 hour preparatory time on or off site at the instructor's preference
- b. Program Hours 8:15am - 12:30pm
 1. Teacher hours are 8:00-12:45
- c. The target frequency for this program is two Saturdays per month. This may change due to program availability and demand.
- d. At the time of this MOU, 17 sites have been identified to host Saturday School.
 1. This may change due to program availability, and demand.
 2. It is understood that students from other school sites may be in attendance.

3. Teacher Duties

- a. Teachers will support class sizes that are consist with STA contract (grade span)
 1. K-3: 24 students
 2. 4-6: 33 students
 3. 7-8: 32 students
 4. 9-12: 32 students
- b. The targeted program/class size minimums (based on student enrollment) are 48 students per site program and 15 students per class section, with sections created, maintained, or modified based both on initial student enrollment and on student attendance follow-through. Any scheduled Saturday will be followed through for hours and compensation regardless of how many students arrive. Any collapsing or cancellation will be determined and communicated to the teacher no later than the Wednesday before the Saturday in question.
- c. Teachers may resign/withdraw from a position in advance of the Wednesday before their upcoming Saturday shift.
- d. Teachers will take attendance to submit to the program lead (paper, shared Google doc, etc.)
- e. Teachers will support students through an identified topic, as well as create lessons based on the topic selected to teach. Topics taught may include but are not limited to any individual or combination of the following topics, which may be supported with adopted or supplemental curricular resources:
 1. Social Emotional Learning
 2. Credit Recovery
 3. Enrichment Activities/Opportunities
 4. Relationship Building Skills
 5. 21st Century Skills
 6. English Language Development Instruction
 7. Migrant Education Support
 8. Project Based Learning
 9. STEAM



10. Positive Behavior Intervention Support
11. Test Prep
12. Reading and math intervention
13. Address Absenteeism
14. Improve School Climate
15. Offer Targeted Interventions
16. Accelerate Academics
17. IEP Meetings and services missed due to absenteeism
 1. A High School Representative and an Elementary Representative to hold IEP meetings on the designated Saturday. This teacher will gather information ahead of time from the teacher of record to hold a compliant IEP.
18. Topics that will result in grading and earning of credit will need to adhere to the number of hours per credit, as identified in UC Doorways. Any such course proposals must be pre-approved by the department of curriculum and instruction.

4. Students With Disabilities

- a. For students with disabilities participating in Saturday School, IEP accommodations and modifications will be made available to teachers for awareness of learning styles and needs.
- b. Should any student IEP require a 1:1 para support, one will be made available to the student.

5. Compensation

- a. Teachers shall be paid hourly at their respective hourly rate for a total of 5.75 hours as follows:
 1. 4.75 instructional and reporting times (15 minutes before and after)
 2. 1 hour of preparation time daily (is to be done off site)
- b. Teachers will also be compensated with \$80 daily (\$40 for half day) as a C.R.E.W. program start-up bonus.

6. Safety (Health and Security)


- a. All COVID safety protocols will be adhered to
- b. Personal Protective Equipment will be made available.
- c. Teachers will be able to rely on the site lead (an administrative position) for the following:
 - i. Identify and recruit students
 - ii. Identify and recruit teachers
 - iii. Coordinate staffing and meals
 - iv. Support each site session
 - v. Provide reports and compliantly adjust records
 - vi. Monitor and optimize the program
 - vii. Provide student disciplinary support to teachers:





1. Discipline Matrix will be followed.
 2. Students failing to comply with program requirements will be excluded from the program by site lead.
 3. Classroom teacher is not responsible for supervising any student waiting to be picked up by parent/guardian for disciplinary reasons, including parent/guardian late for pick up.
- d. Contract for parent/student
- i. Teacher candidates must be provided a copy of the parent/student contract in advance of committing to the position (to be reviewed again/further during training).

All components of the Parties' current CBA and District not explicitly modified by the terms of this MOU shall remain in full effect. This MOU sets no precedents, enacts its provisions from ratification through June 30, 2022, and shall only be extended or modified by mutual written agreement. The Parties reserve the right to negotiate any additional impacts related to this program and its terms and objectives.

FOR THE ASSOCIATION:



01 / 21 / 2022

Felice Bryson-Perez, President


01 / 25 / 2022

Erica Richard, Bargaining Chair

FOR THE DISTRICT:


01 / 21 / 2022

John Ramirez Jr., Superintendent


01 / 21 / 2022

Nancy Lane, Asst. Supt. H.R.

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