

INITIAL PROPOSAL
of the
San Diego Unified School District
to the
San Diego Education Association

The San Diego Unified School District has established Vision 2020, a long term community-based reform commitment and plan to ensure a quality school in every neighborhood. Vision 2020 engages all parents, staff, students and community members, and is designed to result in a high level of confidence in our public schools and a world-class school system for all of our students. Vision 2020 seeks to improve and broaden measures of student achievement, to develop schools as neighborhood learning centers, to ensure effective teaching in the classroom, to engage parents and community volunteers in the educational process, and to facilitate communication and support. Vision 2020 includes twelve indicators of quality schools:

1. Access to a broad and challenging curriculum
2. Quality teaching
3. Quality leadership
4. Professional learning for all staff
5. Closing the achievement gap with high expectations for all
6. Parent/community engagement around student achievement
7. Quality support staff integrated and focused on student achievement
8. Supportive environment that values diversity in the service of students
9. High enrollment of neighborhood students
10. Digital literacy
11. Neighborhood center with services depending on neighborhood needs
12. Safe and well-maintained facilities

The District approaches all of its decisions in the context of Vision 2020 and these quality indicators and believes the accomplishment of this mission for students and families depends on the District and its employees pursuing this common set of goals. As part of that approach, the Board has engaged with stakeholders in focusing on what we still need to make our Vision 2020 a reality districtwide, including but not limited reflecting on feedback from Vision 2020 forums, initial LCAP needs assessments, and specific input from parents and staff.

The District therefore approaches negotiations on a successor contract as an opportunity for the District and SDEA to come together in an environment that includes mutual respect, collegiality, open sharing of information and ideas, understanding of each other's interests, mutual identification of fiscal and other obstacles in approaching total compensation, and a commitment to work toward the mutual goal of establishing a world-class school system for all of our students. SDEA has identified five bargaining goals for its members, and the District considers them to be consistent with Vision 2020 and the quality indicators. Although current fiscal realities and other factors render these goals difficult in the short term, the District looks forward to a frank discussion of data, financial and other considerations and obstacles related to these goals.

Accordingly, the District identifies the following goals, specific articles of the District/SDEA contract which affect achievement of the Vision 2020 goals including synthesis of community input, and general proposals for achievement of those goals. Because of the District's approach to the negotiations process, described above, these should be seen as invitations to discuss, share information and explore options for settlement rather than as fixed proposals. The District reserves the right to modify, amend, delete, or add to its proposals throughout the course of the negotiations. Furthermore, the District reserves the right to present additional proposals in response to items in SDEA's Initial Bargaining Proposal.

District goals have been set forth below under key indicators, however, these goals are consistent with one or more additional Vision 2020 indicators.

Access to a Broad and Challenging Curriculum and Closing the Achievement Gap with High Expectations for All

The District seeks:

- More flexibility in class size and class design, including within enrichment courses, in order to provide students broad access to courses in the best learning environments possible.

District/SDEA Contract Article that will/may be addressed: Articles 8 (Hours of Employment), 13 (Class Size).

Quality Teaching

The District seeks:

- Clarification of job descriptions and expectations that encompass all of the responsibilities of the teaching, counseling and other certificated student support professions, including but not limited to monitoring student progress, communicating with parents, ensuring a safe and secure learning environment for students, workload, professional learning and digital literacy.
- To expand opportunities for professional growth and leadership and to discuss a fiscally-responsible short- and long-term plan for a total compensation structure that will attract and retain quality certificated personnel and visiting teachers/related services.
- A new evaluation article and process, focused on fostering meaningful professional growth and development for all certificated personnel.

District/SDEA Contract Articles that will/may be addressed: Articles 3 (Definitions), 7 (Wages), 8 (Hours of Employment), 9 (Health & Welfare Benefits), 10 (Leave Policies), 14 (Performance Evaluation Procedures), 21 (Job Sharing), 22 (Bilingual/ESL Teachers), 26 (Intern Program), 29 (Special Education), 32 (Visiting Teachers), and Appendices A-G and I.

Professional Learning for All Staff

The District seeks:

- To expand the opportunity and discretion to provide meaningful and targeted professional development to support ongoing learning to build capacity of certificated personnel.

District/SDEA Contract Articles that will/may be addressed: Articles 8 (Hours of Employment), 10 (Leave Policies), 14 (Performance Evaluation Procedures), 21 (Job Sharing), 22 (Bilingual/ESL Teachers), 24 (Education Reform and Shared Decision Making), 32 (Visiting Teachers), and Appendix I.

Parent/Community Engagement Around Student Achievement

The District seeks:

- To strengthen the partnerships between certificated personnel and parents in educating students through clarifying the expectation of parent/certificated personnel's communications and the inclusion of parent and student feedback regarding the performance of their certificated personnel.

District/SDEA Contract Articles that will/may be addressed: Articles 8 (Hours of Employment), 14 (Performance Evaluation Procedures), 24 (Education Reform and Shared Decision Making).

Neighborhood Center with Services Depending on Neighborhood Needs and Quality Leadership

The District seeks:

- Amendments to more appropriately match certificated personnel qualifications and experience with specific school site needs at the time of need and to provide school site staffing stability throughout the year.
- Amendments to ensure flexibility in staffing Early Childhood Education consistent with availability and requirements of state, federal and grant funding.
- Amendments to reinforce the commitment to a community-based school reform model, including a more meaningful and well-defined site governance model.

District/SDEA Contract Articles that will/may be addressed: Article 8 (Hours of Employment), 12 (Transfer Policies), 24 (Education Reform and Shared Decision Making), 29 (Special Education), Appendix B and Appendix K.

Additionally, the District may propose changes to the following Articles consistent with the above goals: 2 (Recognition), 4 (Negotiations Procedures), 5 (Employee Organization Rights), 11 (Safety Conditions of Employment), 15 (Grievance Procedure), 17 (Summer School & Intersession), 18 (Peer Review & Enrichment Program), 28 (Joint Committees), 31 (Reduced Workload Plan), 33 (Letter of Reprimand & Suspensions), 34 (Furlough Days), 35 (Effect of Agreement), and the Appendices.