

**Side Letter of Agreement
Between
The San Diego Unified School District
And
The San Diego Education Association**

2024-2025 Growth and Development Process

May 29, 2024

The San Diego Unified School District (“District”) and the San Diego Education Association (“SDEA”), collectively referred to as the “Parties”, have reached this Side Letter Agreement (“Side Letter”).

WHEREAS, the Parties intend to continue to collaborate on the roll out of a Growth and Development model and will assess the model to ensure that learning, implementing, and maintaining the model is manageable for all involved parties; and

WHEREAS, the Parties intend to continue to collaborate on an Advisory model to support the Growth and Development process that will be incorporated into Article 18 of the Collective Bargaining Agreement (CBA); and

WHEREAS, the 2024-2025 growth and development process will be completed pursuant to the process outlined in this Side Letter.

NOW THEREFORE, the Parties agree as follows:

1. The Growth and Development Process

1.1. During the 2024-2025 school year, at the unit member’s discretion, educators will have the option to participate in either the Growth and Development process as outlined in Section 4 of this Side Letter or the Alternative Evaluation outlined in CBA Section 14.7, in lieu of the Stull Evaluation process (Article 14.6).

1.1.1. The requirement under 14.7.2.1. for unit members to have permanent status and at least five (5) years of certificated experience to participate in the Alternative Evaluation shall not apply. Unit members with less than five (5) years of teaching experience may participate in the Alternative Evaluation Model in the 2024-2025 school year.

1.1.2. Unit members who are not scheduled to be evaluated during the 2024-2025 school year may choose to participate in the Growth and Development process.

2. Growth and Development Participation

2.1. Educators in the following classifications who are on their scheduled evaluation cycle may voluntarily participate in the Growth and Development process:

2.1.1. All Classroom Educators

2.1.2. Education Specialists (Mild/Mod and Mod/Sev)

2.1.3. Elementary Preparation and Enrichment Educators

2.1.4. Resource Teachers

2.1.5. Early Childhood Education Educators

2.1.6. School Counselors

2.1.7. School Psychologists

2.1.8. Speech- Language Pathologists

- 2.1.9. School Nurses
- 2.1.10. Audiologists
- 2.1.11. Librarians

2.2. Educators must complete the steps within the Growth and Development plan and make progress on their goal and be rated “Developing” or higher in the selected California Standards for the Teaching Profession (“CSTPs”) or Universal Best Practices (“UBPs”), in order to be considered effective and identified as having completed the 2024-2025 Growth and Development process. Progress made will be focused on the essential elements connected to the goal including evidence of growth based on their practice using the critical attributes identified in the proficiency scales.

3. Growth and Development Training

- 3.1. The District will provide training focused on the Growth and Development process to all administrators, area superintendents, and participating educators.
- 3.2. The District shall compensate educators at the Workshop Rate to participate in trainings in addition to their workday.

4. Growth and Development Process

4.1. The following growth and development process will be used for the 2024-2025 school year (for reference see Exhibit A):

4.2. Overview Meeting

4.2.1. By October 18, 2024

4.2.2. Site administrator and educator(s) meet to review:

- 4.2.2.1. Purpose, process and documents
- 4.2.2.2. Discuss targeted feedback cycle
- 4.2.2.3. Examine District/site focus
- 4.2.2.4. Discuss timeline for implementation

4.3. Step 1: Self-Assessment and Reflection

4.3.1. Educators will:

- 4.3.1.1. Complete the self-assessment using the designated framework (CSTP or UBP)
- 4.3.1.2. Analyze student data
- 4.3.1.3. Goal writing and action plan development
- 4.3.1.4. Optional- collaborate with administrator or colleagues

4.4. Step 2: Collaborative Goal Setting Conference

4.4.1. Administrator(s) and educator(s) meet to establish:

- 4.4.1.1. Goals including levels of growth for CSTPs or UBPs
- 4.4.1.2. Action plan for implementation
- 4.4.1.3. Possible forms of evidence
- 4.4.1.4. Coaching supports and resources

4.5. Visits/ Fall Reflective Conversations/ Scheduled Observations

4.5.1. The administrator(s) and educator(s) will establish the format of and select dates for the visits and conversations

4.5.2. A minimum of one Reflective Conversation and one Scheduled Observation prior to the Mid-Year Check-In.

4.6. Step 3: Mid-Year Check-In

4.6.1. Probationary 1, 2 and Temporary Status: By January 17, 2025

4.6.2. Permanent Status: By February 13, 2025

4.6.3. Administrator and educators(s) meet to:

- 4.6.3.1. Calibrate and discuss progress goals
 - 4.6.3.2. Revise goals (if applicable)
 - 4.6.3.3. Review coaching and supports
 - 4.6.3.4. Identify current level of practice
 - 4.6.4. In the event an educator is needing more support during the Mid-Year Check-In, additional support will be offered using the Advisory Phase. Educators can accept or decline additional support.
 - 4.7. Visits/ Winter/Spring Reflective Conversations/ Scheduled Observations
 - 4.7.1. The administrator(s) and educator(s) will establish the format of and select dates for the visits and conversations
 - 4.7.2. A minimum of one Reflective Conversation and one Scheduled Observation prior to the Summary Growth Conference
 - 4.8. Step 4: Summary Growth Conference
 - 4.8.1. Probationary 1, 2 and Temporary Status: By March 7, 2025
 - 4.8.2. Permanent Status: By April 30, 2025
 - 4.8.3. Administrator and educator(s) meet to:
 - 4.8.3.1. Review progress towards goals
 - 4.8.3.2. Identify current level of practice
 - 4.8.3.3. Discuss educator reflection
 - 4.8.3.4. Identify next steps in learning
 - 4.8.3.5. Celebrate successes
 - 4.8.4. In the event an educator is not making progress and/or is rated “Emerging” in the selected CSTPs or UBPs within the Growth and Development plan:
 - 4.8.4.1. The educator will be referred to the Advisory Panel. The Advisory Panel will review information from both the administrator and educator to determine if additional support will be provided by the Teacher Preparation and Support Department.
5. The Advisory Panel and Advisory Process will be bargained during the 2024-2025 school year.
6. All components of the current Collective Bargaining Agreement between SDEA and the District not addressed by the terms of this Side Letter shall remain in full effect.
7. This Side Letter shall expire in full without precedent on the last day of the 2024-2025 traditional school year, unless extended by mutual written agreement.

FOR THE DISTRICT:

DocuSigned by:
Jessica Falk Michelli May 29, 2024

 Jessica Falk Michelli Date
 Executive Director, Labor Relations

DocuSigned by:
Kristine Morshead May 29, 2024

 Kristine Morshead Date
 Senior Executive Director, Human Resources

FOR SDEA:

DocuSigned by:
Abdul Sayid May 29, 2024

 Abdul Sayid Date
 Executive Director

DocuSigned by:
Kyle Weinberg May 29, 2024

 Kyle Weinberg Date
 President

DocuSigned by:
Stacy Hernandez May 29, 2024

 Stacy Hernandez Date
 Bargaining Chair



E3 GROWTH & DEVELOPMENT TIMELINES 2024-2025 SCHOOL YEAR

Growth & Development <i>For Unit Members on a Remediation Plan / Special Evaluation</i>		Alternative Evaluation (Article 14, Section 7)	
Overview Meeting Participate in site informational meeting to understand the purpose, process, and documents, while discussing evidenced based feedback and examining district/site focus.	By October 18, 2024	Section 14.7.2.2: Pre-Evaluation Staff Meeting	By September 6, 2024 <i>(within first 4 weeks of pupil attendance)</i>
Step 1: Self-Assessment and Reflection <ul style="list-style-type: none"> Complete self-assessment using CSTP or UBP Essential Elements Rubrics Analyze student data Begin goal writing and action plan development Collaborate with administrator or colleagues (optional) 		Section 14.7.2.2, 14.7.2.5: Evaluation Plan- Pre-Evaluation Conference <ul style="list-style-type: none"> The schedule of evaluation activities will be determined during the development of the evaluation plan. The Evaluator and Evalutee will schedule evaluation updates throughout the assessment period. 	By September 13, 2024 <i>(no later than 35 calendar days after school starts)</i>
Step 2: Collaborative Goal Writing Conference <ul style="list-style-type: none"> Discuss reflection and initial goal/action plan Identify CSTP/UBP Essential Elements that align to goal Use SMART E Framework to refine goal Discuss possible forms of evidence to monitor progress Mutually agree on goal Think about supports and resources needed 		Sections 14.7.2.2, 14.7.2.3, 14.7.2.5, 14.7.2.6: Evaluation Plan- Unit Member Preparation of Objectives, Criteria and Assessment Techniques These may include, but are not limited to reflection on student data, self-assessment, reflective conversations, scheduled observations, etc.	<i>(within 10 workdays after conference)</i> No later than September 27, 2024
Visits: Fall Reflective Conversations, Scheduled Observations <ul style="list-style-type: none"> Participate in minimum of 2 Visits prior to Mid-Year Check-In <ul style="list-style-type: none"> 1 Reflective Conversation 1 Scheduled Observation Collect and discuss evidence on progress towards goal 		Sections 14.7.2.2, 14.7.2.3, 14.7.2.5, 14.7.2.6: Supervisor Review and Approval/Disapproval of Evaluation Plan	<i>(within 10 workdays of receipt from educator)</i> No later than October 14, 2024
Step 3: Mid-Year Check-In <ul style="list-style-type: none"> Reassess practice using CSTP/UBP Essential Elements Rubrics Discuss and calibrate progress on goal Revise goal/action plan (if applicable) Review coaching and supports 		Section 14.6.3: Remediation Plan - Less-than-Effective Performance During the Evaluation Period	<i>(50 workdays before summary evaluation report)</i> November 18, 2024 <i>(Prob 2 Status)</i> February 7, 2025 <i>(Prob 1, Temp, and Permanent Status)</i>
Visits: Winter/Spring Reflective Conversations Scheduled Observations Same as Fall Visits		Section 14.6.3: Final Evaluation The schedule of evaluation activities will be determined during the development of the evaluation plan.	February 21, 2025 <i>(Prob 2- by third Friday in February)</i>
Step 4: Summary Growth Conference <ul style="list-style-type: none"> Reflect on practice and progress towards goal Identify current level of practice using CSTP/UBP Essential Elements Rubrics Present evidence of goal progress Identify next steps in learning Celebrate successes! 		By March 7, 2025 <i>(Prob 1, Prob 2, and Temporary Status)</i> By April 30, 2025 <i>(Permanent Status)</i>	April 30, 2025 <i>(Prob 1, Temp, and Permanent Status- by last workday in April)</i>
Earlier timelines are established for evaluation of certificated unit members whose performance has been evaluated as ineffective during the previous school year (see Collective Bargaining Agreement). Timelines may vary for unit members working an individual calendar.			