

**TEMECULA VALLEY UNIFIED SCHOOL DISTRICT
TEMECULA VALLEY EDUCATORS ASSOCIATION, CTA/NEA**

MEMORANDUM OF UNDERSTANDING

Bridges in Mathematics

May 14, 2024

This Memorandum of Understanding (“MOU”) is effective as of May 14, 2024 (the “Effective Date”), between the Temecula Valley Educators Association (“TVEA”) and Temecula Valley Unified School District (“District”), a public school district, located at 31350 Rancho Vista Road, Temecula, CA 92592.

RECITALS

- A. Math Learning Center (“MLC”) is the developer and owner of the Bridges in Mathematics Third Edition, comprehensive K-5 curriculum (“Bridges”);
- B. MLC and its research partner, the Johns Hopkins University Center for Research and Reform in Education (the “Research Partner”), are conducting certain studies regarding Bridges during three project years (2024-25, 2025-26, 2026-27), as defined in Section 1.1 of the MOU between the District and MLC, which is attached as Exhibit A (the “Studies”); and
- C. Subject to the terms and conditions of this MOU, the District and TVEA desire for elementary schools and unit members to participate in the Studies.

AGREEMENT

- 1. **Recitals:** The Recitals above are true and correct.
- 2. **The Parties’ Respective Responsibilities:** TVEA and the District agree and acknowledge that effective implementation of the Studies will require the performance of certain tasks by the District and unit members, as described below.
 - a. **District Project Responsibilities:** Through the Studies, the District will:
 - i. Appoint a District staff member to serve as the project liaison.
 - ii. Collaborate with Research Partner and MLC in identifying the 9 schools that will begin Bridges implementation during the 2024-25 school year (“Cohort 1 Schools”), and which 9 schools will continue to use Pearson (2015) during the 2024-25 school year (“Control Schools”).
 - iii. Communicate with Cohort 1 School leadership and unit members assigned to those sites to ensure a commitment to implementing Bridges during all three project years (2024-25, 2025-26, 2026-27).
 - iv. Communicate with and set expectations for all K-5 unit members in Cohort 1 Schools participating in the Getting Started with Bridges (Third Edition)

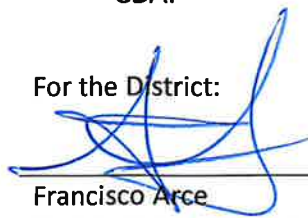
- Experience (online Foundations course in summer of 2024, one-day, in-person Getting Started workshop in summer of 2024, and two follow-up, remote workshops during the 2024-25 school year).
- v. Communicate with, and set expectations for, all K-5 unit member math leaders in Cohort 1 Schools to participate in the MLC Math Leaders Cohort 2 during the 2024-2025 school year. Provide rosters of unit members in all Cohort 1 Schools, including names, email addresses, and grade-level teaching assignments, to MLC.
 - vi. Collaborate with MLC and Research Partner to determine which unit members will be invited to participate in tier 2 research activities as part of the implementation subsample and professional learning subsample.
 - vii. Collaborate with MLC to determine which remaining schools, if any, will begin implementing Bridges during the 2025-26 school year (“Cohort 2 Schools”).
 - viii. The District may designate Cohort 2 Schools and, if such designation is made, may perform the following:
 - 1. Communicate with Cohort 2 School leadership and unit members to ensure a commitment to implementing Bridges during the two remaining project years (2025-26, 2026-27).
 - 2. Communicate with, and set expectations for, all K-5 unit members in Cohort 2 Schools to participate in the Getting Started with Bridges (Third Edition) Experience (online Foundations course in summer of 2025, one-day, in-person Getting Started workshop in summer of 2025, and two follow-up, remote workshops during the 2025-26 school year).
 - 3. Communicate with and set expectations for all K-5 math leaders, including unit members, in Cohort 2 Schools to participate in the MLC Math Leaders Cohort (“M(LC) 2”) during the 2025-2026 school year.
 - 4. Provide rosters of teachers in all Cohort 2 Schools including names, email addresses, and grade-level teaching assignments, to MLC.
 - 5. Collaborate with MLC to determine which unit members will be invited to participate in tier 2 research activities as part of the professional learning Cohort 2 Schools subsample.
 - ix. Provide a one-day, 6-hour training to unit members assigned to Cohort 1 Schools who teach grades TK through fifth grade between August 2 and August 12, 2024. Unit members who participate in the training shall receive \$300 in compensation from the District if they participate in the training between August 2 and August 9, 2024. Unit members who participate in the training on August 12, 2024, shall receive no additional compensation as the training will be provided during their traditional workday. In addition, the District shall provide comparable training to unit members assigned to Cohort 2 Schools who teach grades TK through fifth

grade. The training dates for Cohort 2 Schools shall be determined by the Parties during the 2024-25 school year.

3. **Opt-In Surveys – Cohort 1 (2024-25 School Year):** MLC will invite unit members to participate in Tier I research activities, which include three online surveys. Unit members who complete the online surveys shall receive \$25 per survey from MLC. A subset of Tier I teachers selected by MLC & Research Partner will be invited to participate in Tier II research activities to include an implementation subsample or professional learning subsample.
 - a. The implementation subsample includes classroom visits and interviews in the Fall and Spring. Unit members who participate in the implementation subsample, including classroom visits and one-hour interviews, shall receive \$50 from MLC for each interview.
 - b. The professional learning subsample includes two focus groups in the Fall and Spring during the 2024-25 school year only. Unit members who volunteer to participate in the groups will receive no additional compensation for participating in those groups.
4. **Opt-In Surveys – Cohort 1 (2025-26 and 2026-27 School Years):** MLC will invite unit members to participate in Tier I research activities, which include two online surveys. Unit members who complete the online surveys shall receive \$25 per survey from MLC. A subset of Tier I teachers selected by MLC & Research Partner will be invited to participate in Tier II research activities to include an implementation subsample.
 - a. The implementation subsample includes classroom visits in the Fall and Spring and a one-hour interview in the Spring. Unit members who participate in the implementation subsample, including classroom visits and interviews, shall receive \$50 from MLC for each one-hour interview.
5. **Opt-In Surveys – Cohort 2 (2025-26 School Year):** MLC will invite unit members to participate in Tier I research activities, which include three online surveys. Unit members who complete the online surveys shall receive \$25 per survey from MLC. A subset of Tier I teachers selected by MLC & Research Partner will be invited to participate in Tier II research activities to include a professional learning subsample.
 - a. The professional learning subsample includes two focus groups during the 2025-26 school year only. Unit members who volunteer to participate in the groups will not receive additional compensation for participating in those groups.
6. **MLC Support:** MLC will provide, and unit members teaching grades TK-5 at Cohort 1 Schools shall participate in, a total of twelve hours of training related to the Bridges curriculum for, among other things, the purposes noted below:
 - a. Getting Started Workshop Experience for educators includes:
 - i. Getting Started with Bridges: Foundations (in or around May 2024)

- ii. Format: asynchronous, self-paced online course
 - iii. Duration: 90 minutes (to be coordinated with site principals and ILT Teams and: ((1) outside prep time, (2) outside PLCs (unless the team agrees otherwise), and (3) during contract hours)
 - iv. Purpose: To support educators in preparing to launch Bridges Third Edition in their setting.
- b. Getting Started with Bridges: Implementation (in or around August 2024)
- i. Format: in-person workshop
 - ii. Duration: 6 hours
 - iii. Purpose: To support educators in planning and implementing Bridges lessons in equitable ways.
- c. Getting Started with Bridges: Assessment (in or around November 4, 2024)
- i. Format: remote, synchronous workshop
 - ii. Duration: 3 hours
 - iii. Purpose: To examine the formal and informal assessment opportunities within Bridges.
- d. Getting Started with Bridges: Routines (in or around March/April 2025)
- i. Format: remote, synchronous workshop
 - ii. Duration: 3 hours
 - iii. Purpose: To refine the implementation of math routines embedded in the Bridges curriculum.
7. **Printing:** The District intends to provide all written materials, including assessments and workbooks, when digital and/or electronic materials are not available.
8. **Cooperation:** The Parties agree to cooperate in the execution of any documents and/or perform any tasks necessary to implement the terms and intent of this MOU.
9. **Term:** This MOU will expire on June 30, 2027.
10. **Past Practice:** This MOU does not establish a past practice and is a non-precedent setting agreement. This MOU may not be cited to support any particular interpretation of the CBA.

For the District:



Francisco Arce
Assistant Superintendent
Human Resources Development

5/17/24
Date

For the Association:



Brian Balaris
Bargaining Chair
Temecula Valley Educators Association

5/14/24
Date

Exhibit 1

**Memorandum of Understanding between
Math Learning Center and
Temecula Valley Unified School District (TVUSD)**