

MEMORANDUM OF UNDERSTANDING (MOU)
between
The Solana Beach School District (SBSD)
and
The Solana Beach Teachers Association (SBTA)

Promoting Learning Growth Time/Early-Out Wednesday
and
Teacher Preparation/Collaboration Time

July 29, 2025

The Solana Beach Teachers Association (SBTA) and the Solana Beach School District (SBSD) enter into this memorandum as a commitment to the mutual interest of refining the district-directed modified student instructional day referred to as Promoting Learner Growth (PLG) and Early-Out Wednesday.

In addition, this MOU formally acknowledges the difference between PLG time and current unit member preparation and/or collaboration opportunities in place across school sites.

The parties have agreed to the following PLG Time for 2025-26:

The continued use of time provided by the weekly early release of students is described below:

The overarching SBSB Goals for the 2025-26 school year are focused on creating Powerful Learning that Elevates the Student Experience. The three pillars of this focus are Instructional Core as it relates to task efficacy, Multi-Tiered Systems of Support as they relate to District Curriculum, ESEPs, and ECEPs, and Structured Literacy as it relates to the application of evidence-based instructional practices in support of all learners, including those at risk for reading difficulties. The following resources, designed to focus our efforts and support our instructional team, will be provided:

- Models and resources to support certificated learning teams with these three (3) PLG areas:
 - applying and building upon previous learning to support students;
 - teacher collaboration that utilizes student work samples;
 - participating in new learning.
- Training and resources to support schoolwide efforts in these same three (3) PLG areas.

This MOU acknowledges the current unit member preparation and/or collaboration opportunities built into school schedules currently in place across school sites.

PLG Time will be planned through collaborative conversations with identified site unit members/leadership, understanding that the time is to be focused on furthering student progress as defined in the PLG Activity Guidelines below. At least 50% of the weekly sessions will be in a grade-level/job-alike format while still focusing on the topics listed above.

On grade-level/job-alike days, the collaborative team will complete and submit a Google form entitled “TEAM PLG Site Report Out Form”. The purpose of the form is to maintain transparency and keep site leadership informed of the purpose, actions, and work completed during each session, simultaneously informing site decisions.

These times will be designated for colleagues to come together in a variety of groupings to hold collaborative conversations for the purpose of furthering student progress. This time is required collaboration time. Consider the following or additional groupings, recognizing that no certificated site position is exempt from this important time:

- whole staff
- site and/or district grade-level teams
- districtwide and/or among specialty content areas (e.g., Special Education Teams, STREAM TOSAs, Music Teachers, Curriculum Resource Teachers, ELD/Intervention Teachers, Speech Language Pathologists, School Counselors, Psychologists)

The start time of each PLG session agenda shall begin no later than 20 minutes after the school bell to maximize the time of all participants. The parties agree that this will require prioritization and coordination of student supervision in order to accommodate this portion of the agreement.

Foundational PLG Agreements:

This professional time will be used to further student progress through the following Areas of Focus:

1. applying and building upon previous learning to support students,
2. processing and synthesizing information that fosters positive student outcomes,
3. utilizing unit member collaboration to assess and discuss student work samples,
4. participating in new learning, and
5. engaging in the analysis of student data sets as they relate to the goals and actions of the SPSA

All planning and actions during this time are to align with the PLG Activity Guidelines (as provided below). The PLG Task Force developed these guidelines to provide additional clarifying language for the five (5) actions listed directly above. These guidelines apply to all groupings discussed in the MOU. They are categorized as Areas of Focus:

Area of Focus	PLG Activity Guidelines	
1	<p><i>To further student progress, we focused on</i> applying and building upon</p>	<p>Data-Driven Instruction and Monitoring</p> <ul style="list-style-type: none"> ● Regularly analyze SEL Universal Screener, attendance, i-Ready, and formative assessment data to identify trends, address chronic absenteeism, and group students for targeted interventions. <p>Collaborative Curriculum and Vertical Articulation</p>

	<p>previous learning to support students</p>	<ul style="list-style-type: none"> ● Facilitate vertical and cross-team collaboration (DL, ELD, specialties) to align curriculum and ensure continuity in learning. Review instructional resources and curricula to maintain alignment with CA standards and best practices. <p>Restorative Practices and Behavioral Supports</p> <ul style="list-style-type: none"> ● Implement restorative practices and refine PBIS frameworks using both formal and anecdotal data. Collaborate with teams to create a positive behavioral support system and monitor the effectiveness of self-regulation strategies in alignment with Effective Schoolwide Environment Plans (ESEP).
<p>2</p>	<p><i>To further student progress, we focused on</i> processing and synthesizing information that fosters positive student outcomes</p>	<p>Equity and Data-Driven Decision Making</p> <ul style="list-style-type: none"> ● Analyze data from equity visits, i-Ready diagnostics, common formative assessments, SEL Universal Screener, and district assessments to inform teaching strategies and identify students needing additional support. Use LCAP and student survey data, along with empathy interviews, to drive equitable instructional practices and interventions. <p>Curriculum Alignment and Standards Review</p> <ul style="list-style-type: none"> ● Unpack standards and frameworks through collaboration to create aligned grade-level expectations for SEL, behavior, and academic achievement. Engage in vertical articulation to develop non-negotiables that ensure a viable curriculum across transitions. <p>Professional Development and Equity Planning</p> <ul style="list-style-type: none"> ● Engage in professional development on current educational practices and emerging topics. Use feedback from equity and site visits to plan instructional improvements and refine restorative practices and PBIS frameworks to support struggling students and promote inclusive environments.

<p style="text-align: center;">3</p>	<p><i>To further student progress, we focused on</i> teacher collaboration that utilizes student work samples</p>	<p>Develop and Align Common Assessments and Rubrics</p> <ul style="list-style-type: none"> Collaborate across grade levels to develop and implement common formative and summative assessments, ensuring rubrics are aligned to evaluate student performance effectively. Cross-calibrate writing samples and performance tasks to ensure consistency in feedback and instructional responses. <p>Multi-Tiered Systems of Support (MTSS)</p> <ul style="list-style-type: none"> Analyze diagnostics and evidence of student progress to discuss and implement MTSS actions. Use progress monitoring data to adjust instruction and create targeted action plans to support students in both general and special education settings. <p>Collaborative Lesson Planning and Curriculum Mapping</p> <ul style="list-style-type: none"> Engage in lesson planning and curriculum mapping between general education teachers and education specialists, ensuring instructional alignment. Use student work samples from common tasks to review and adjust instructional practices, focusing on improving teaching strategies based on collaborative feedback.
<p style="text-align: center;">4</p>	<p><i>To further student progress, we focused on</i> participating in new learning</p>	<p>Restorative Practices and SEL Training</p> <ul style="list-style-type: none"> Engage in restorative practices and SEL training (e.g., Second Step, Kimochi's, PBIS) to support students' social-emotional growth. Use this learning to implement strategies that promote a positive school climate and address behavioral and emotional needs. <p>Collaborative Professional Learning and Sharing</p> <ul style="list-style-type: none"> Facilitate book studies, academic training (i.e., iReady, History/Social Science curriculum), and team discussions on best practices. Teachers, site leaders, and instructional services staff members may share new content, ideas, and curriculum practices, focusing on inquiry-based learning and differentiated support. <p>Equity and Curriculum Implementation</p> <ul style="list-style-type: none"> Focus on deep dives into how to implement adopted curriculum, such as PBIS and Equity-related work. Provide opportunities for action research, allowing teachers to explore their instructional goals and share outcomes with colleagues, ensuring continuous professional growth.
<p style="text-align: center;">5</p>	<p><i>To further student progress, we focused on</i> engaging in the analysis of student</p>	<p>Comprehensive Data Analysis and Goal Setting</p> <ul style="list-style-type: none"> Review iReady, Universal Screener, and statewide assessment data (e.g., CAASPP, CHKS) to identify trends and set actionable goals aligned with the SPSA. Analyze student data across multiple grade levels and demographics to inform next steps for academic, SEL, and equity-related improvements.

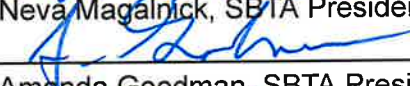
	<p>data sets as they relate to the goals and actions of the SPSA</p>	<p>Action Planning and Collaborative Assessment Development</p> <ul style="list-style-type: none"> Collaborate to develop and review common performance tasks and assessments that address grade-level standards. Use data from common formative assessments, iReady, and SEL Universal screeners to create action plans that support progress toward SPSA goals, ensuring alignment with instructional priorities. <p>Data-Driven Instructional Adjustments</p> <ul style="list-style-type: none"> Use diagnostic data to inform small group instruction configurations and instructional planning. Evaluate student performance data and review site visit outcomes to adjust teaching strategies, focusing on enhancing learning experiences based on identified needs.
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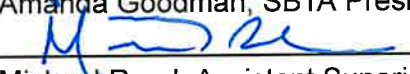
The continuation of the PLG Task Force (includes SBTA unit members and site and district administrators) to provide the continued opportunity for consultation (using the LEAP Process for resolving identified issues or developing plans to recommend) in order to assess and evaluate current practice and guide future implementation of PLG Time practices.

This MOU shall be reviewed annually no later than February 1, for the purpose of making agreed-upon revisions, agreeing to extend the MOU as it is currently written for the upcoming school year, and/or beginning discussions about the discontinuation of the MOU in the school year subsequent to the upcoming one.

Approval:

Dated: 8/6/25 By: 
 Neva Magalnick, SBTA President

Dated: 8/12/25 By: 
 Amanda Goodman, SBTA President

Dated: 8/15/25 By: 
 Michael Reed, Assistant Superintendent, Personnel Services