

SIDE LETTER OF AGREEMENT (SLA)

BETWEEN

SAN JUAN UNIFIED SCHOOL DISTRICT (District)

and the

SAN JUAN TEACHERS ASSOCIATION (Association)

Re: TK-8/Middle Years Math Curriculum implementation supports

Revised: September 23, 2026

Background

San Juan Unified strives to support its practitioners to grow and deepen their professional practice over the course of their careers. In support of this effort, the parties believe that when a new curriculum is adopted, it is essential that practitioners have the time and space to collaborate with colleagues to become familiar with and learn how to best utilize the new materials. Providing additional support and time allows practitioners to more fully engage with the new materials and strategies as part of continuous improvement.

Statement of Intent:

The parties agree that practitioners play a key role in providing support and leadership during the implementation of a new curriculum. The purpose of the support outlined in this agreement is to help practitioners engage in the continuous improvement of math instruction using Board-adopted curriculum as the foundation.

Agreement:

- 1. Math Ambassadors:** The parties share an interest in every school site serving TK-8 grade levels (not including independent study or homeschool) selecting a Math Ambassador(s) . Members will have the opportunity to apply for and be selected for the position at their school site. The duties and responsibilities include but are not limited to:
 - a. Supports and collaborates with peers upon request by participating in classroom observations of peers (including pre-planning and post-observation debriefs), lesson planning, assessment analysis, lesson modelling, etc.
 - b. Supports and helps coordinate site planning through activities such as facilitating grade-level planning sessions, backwards mapping a unit, and/or weekly lesson planning, Professional Learning Communities (PLCs), etc.
 - c. Works with Site Leadership Team (SLT) to collaboratively plan and/or co-facilitate professional learning
 - d. Serves as a resource to staff and engages in collaborative conversations and problem-solving with peers around math curriculum and mathematical practices
 - i. Supports colleagues in accessing and navigating printed materials, manipulatives and digital tools

- e. Provides feedback from the site to the District's Professional Learning and Innovation (PLI) department, and relays communication between PLI to the site
 - i. Communication should include regular check-ins with practitioners to collect feedback on strengths and gaps of curriculum and where need remains

The duties and tasks outlined above are not intended to be an exhaustive list. Practitioners selected for the roles above will have the flexibility to collaborate with staff on activities that meet site needs.

2. Compensation:

- a. **Math Ambassador:** Selected members will receive a base annual stipend of \$1,500 plus an additional increase as determined by the number of practitioners supported, (see table below):

Number of practitioners supported*	Stipend Amount
1-7	base stipend only
8-14	base stipend + \$500
15-21	base stipend + \$1,000
22-28	base stipend + \$1,500
29+	base stipend + \$2,000

**To determine the number of practitioners at a site: teachers of math, intervention, RSP/mild mod SDC (i.e., practitioners who provide math instruction in accordance with the standards).*

Potential Options:

1. If a site has 22 or more practitioners* who may need support with math, two people may serve as ambassadors for the site, and the number of staff would be divided by two (2) to calculate the stipend amount per Ambassador. For example: two (2) Ambassadors support 22 staff members, each Ambassador will be supporting 11 staff members. Therefore, the stipend amount will be base +\$500 for each Ambassador.
 - a. A TK-8 site with 22 or more practitioners may choose to have 3 ambassadors to meet site need. The number of staff would be divided by three (3) in order to calculate the stipend amount per Ambassador.
 - b. **A TK-8 site with fewer than 22 practitioners may choose two (2) ambassadors: one (1) serving elementary grades (TK-5) and one (1) serving middle years grades (6-8). Each ambassador will earn a stipend based on the number of practitioners served as outlined in the table above.**
2. If a site has 33 or more practitioners, the site may have 3 Ambassadors and the number of staff would be divided by three (3) in order to calculate the stipend amount per Ambassador (see example above).

If a department chair is selected to be a Math Ambassador, the selected member will receive both their department chair stipend (per Exhibit D-9 in the collective bargaining agreement) and the appropriate Math Ambassador stipend outlined in this agreement.

3. Selection Process and Eligibility:

- a. The Site Leadership Team will select the site's ambassador(s)
 - i. For middle schools, the SLT will consult with the math department for the selection of the math ambassador
 - ii. In TK-6 schools, sixth-grade practitioners will be supported by the PLI department and not an additional Ambassador.
- b. By no later than Friday, Sept. 18, the school site will communicate its selection to the District and Association.
- c. Ambassador attributes to consider should include:
 - i. Primarily provide direct service to students (50% or more)
 - ii. Highly collaborative and able to work with all staff
 - iii. Reflective and responsive to feedback
 - iv. Committed to ongoing professional learning
 - v. Passionate about equity and desire to help create opportunities to amplify voice and needs
 - vi. Committed to fulfilling the duties and responsibilities found in Section 1 (above).

4. Feedback Loops:

- a. The District and Association agree to design a way to solicit feedback from ambassadors (on behalf of the site) to review the effectiveness of the program structure

5. Planning time and support (*release time requests may be submitted beginning Sept 18*): The parties agree that additional, structured planning and collaboration time will support continuous improvement in math instruction. The District and Association agree to provide the following supports in the 2026-27 school year:

- a. Practitioners who participate in planning time need to be willing to explore and engage in conversations about the adopted math curriculum and instructional strategies for both planning purposes and reflection on instruction.
- b. Additional time will be provided to teachers of math (inclusive of criteria for Section 5(a). above). Practitioners may choose a combination of release time or Additional Assignment hours, but shall not exceed a total of 12 hours of time in grades TK-5 and 18 hours in grades 6-8. The time may be allocated in the following ways:

1. TK-5: (6 math units)

- a. (4) half release days (3 hours each) per teacher of math (Mondays and Fridays are to be avoided), or:
- b. 12 hours compensation paid at the Additional Assignment rate D6 (must occur outside contract time)

2. 6-8: (8 math units)

- a. (6) half release days (3 hours each) per teacher of math (Mondays and Fridays are to be avoided), or:
- b. 18 hours compensation paid at the Additional Assignment rate D6 (must occur outside contract time)

ii. The time is intended to be collaborative, in-person and onsite (where practicable). The time can be used for the following purposes, including but not limited to:

1. Lesson studies (plan lessons; observe lessons being taught; debrief; reteach)
2. Backwards mapping a unit
3. Exploring materials to plan lessons (including “check of understanding” strategies)

This Side Letter of Agreement is non-precedential and expires June **30, 2027**. This Side Letter may be revised and/or extended by mutual agreement between the District and Association.

Timothy C. Dale 9/23/26

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Shannan Brown Date
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