

MEMORANDUM OF UNDERSTANDING #25-26-14
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and the
FOLSOM CORDOVA EDUCATION ASSOCIATION

Replacement Secondary Advisory and Flex Language
April 15, 2026

The Folsom Cordova Unified School District (“District”) and the Folsom Cordova Education Association (FCEA), collectively referred to as “the Parties,” enter into this Memorandum of Understanding (“MOU”) in order to clarify existing CBA language for improved consistency at the secondary sites.

Existing Language:

8.5.2 Middle School Homeroom/Advisory – Currently, middle schools use either a six (6) or seven (7) “academic” class schedule with an additional Homeroom/Advisory period (MOU #13, 2022-2023).

8.5.2.1 For the “typical” six academic periods, Article 10.1 is still in effect where there is a maximum of 175 daily student contacts for academic classes and a maximum of 200 daily contacts for the P.E. and music classes.

8.5.2.2 The Homeroom/Advisory period is designed to foster close personal relationships with students to develop social and academic skills. The advisory period shall be designed to meet each school’s needs. It shall not result in additional preparation, grading, or increased duties for teachers.

8.5.3 High School Advisory – If Advisory exists at the high school level, it shall be designed to meet each school’s needs. It may result in minimal additional preparation, grading, or increased duties for teachers (MOU #13, 2022-2023).

8.5.4 Flexible Instruction Time at Secondary Schools – FCEA and FCUSD agree to implement flexible intervention/enrichment periods at the schools where at least 75% of the site FCEA members vote to implement (MOU #13, 2022-2023).

a. Each secondary school will determine the number of minutes for intervention/enrichment and which days of the week these classes will occur.

b. On each site, departments will determine the level of need for intervention, enrichment, and flexible learning throughout the year. While all teachers will participate, assignment to intervention and/or enrichment shall be voluntary. Any teacher who does not volunteer for intervention or enrichment will be assigned to supervise study hall.

- c. Teachers will be provided the time necessary to work with their departments during PLC time on early release days to place students in appropriate intervention classes.

Draft Replacement Language

8.5.2 Secondary Homeroom/Advisory

8.5.2.1 The Homeroom/advisory class period provides a dedicated time in a school's schedule that focuses on social-emotional learning and building the relationships that form a school community.

8.5.2.2 Advisory lessons/materials will be provided to the teacher a minimum of 2 days prior to implementation. The teacher is responsible for presenting the material to their students. It shall not result in additional preparation, grading or increased duties for teachers.

8.5.3 Flexible Instruction Time

8.5.3.1 Flexible intervention and support, or FlexTime, is a period of time in a school's schedule where students can get systematic intervention when they struggle academically, amplification/enrichment when they are proficient, or access to study hall time.

8.5.3.2 FlexTime shall be designed to meet each school's needs, including its title. Each site shall establish written FlexTime protocols developed collaboratively by site administration and certificated teacher leadership. Such protocols shall be reviewed annually, or more frequently if a need arises.

Site FlexTime protocols shall clearly define procedures and expectations, including but not limited to:

- (a) the student sign-up process;
- (b) attendance procedures;
- (c) the scheduling and protection of teacher or department planning time prior to FlexTime sessions; and
- (d) maximum class size for intervention and enrichment sessions.

8.5.3.3 Teachers will be provided the time necessary to work with their departments on early release days to coordinate the placement of students in appropriate intervention classes.

8.5.3.4 All teachers shall participate in FlexTime. Assignment to teach intervention or enrichment sessions shall be voluntary. Teachers who do not volunteer to teach intervention or enrichment shall be assigned to supervise study hall sessions as needed to support the overall FlexTime program. Large study hall spaces such as the multi or library are critical in order to provide smaller intervention sessions. Study hall supervision assignments shall be distributed equitably among non-volunteering teachers. No study hall session shall exceed forty-five (45) students per supervising staff member. If enrollment exceeds forty-five (45) students, an additional supervising staff member shall be assigned.

8.5.3.5 Teachers will take attendance and adhere to site-established protocols for assisting with student placement. Teachers shall not be responsible for managing or supervising students who repeatedly fail to sign up for or attend flex sessions; such responsibility shall rest with site administration.

8.5.3.6 Establishing a new FlexTime program:

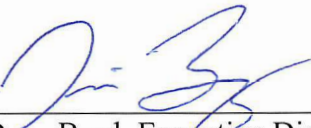
8.5.3.6.1 Recognizing that this type of program is only successful with staff buy-in, a school that doesn't have FlexTime should establish a Pilot Side letter that outlines the process for their site. Side letters must meet the contract but also spell out protocols and responsibilities unique to that site. The side letter should include a two-year pilot window and outline a process to review and amend the program based upon information collected from collaborative meetings between administrators and FCEA reps, surveys, or site discussions. The pilot program can begin if at least 75% of represented certificated employees vote yes on the Pilot Side letter. Site votes need to follow the uniform process as outlined in FCEA Standing Rules. A copy of the side letter signed by the administrator and lead site representative will be sent to the FCEA President and Executive Director of Human Resources.

8.5.3.6.2 After the pilot is complete, the site can renew the pilot or if the program is ready, vote using the same procedure outlined above for the pilot to become permanently part of the school site culture.

No anticipated additional cost to sites or the district.

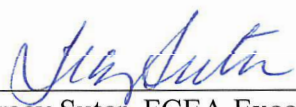
FCUSD and FCEA will pilot this language for 2 years with a Spring 2027 check with secondary sites to see if there are any updates needed to be consistent with existing programs or new/emerging programs. After incorporating that feedback and with the mutual consent of both parties this language can permanently replace 8.5.2, 8.5.3, and 8.5.4 of the CBA effective June 1, 2028.

FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: 
Dave Byrd, Executive Director of
Human Resources

Date: April 27, 2026

FOR THE FOLSOM CORDOVA
EDUCATION ASSOCIATION

By: 
Tracy Suter, FCEA Executive Officer/
Bargaining Chair

Date: 4-27-26

Board Approved: 05/07/2026