

SIDE LETTER OF AGREEMENT
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and the
FOLSOM CORDOVA EDUCATION ASSOCIATION

**Teachers on Special Assignment for Academic Recovery through
Expanded Learning Program**

This Side Letter Agreement ("Agreement") is entered into by and between the Folsom Cordova Unified School District (FCUSD) and the Folsom Cordova Education Association (FCEA).

1. The District is instituting an academic recovery program for the 2026/2027 school year which will utilize Teachers on Special Assignment ("TOSA") from 11:15 a.m. until 6:00 p.m. daily.
2. These positions will be:
 - a. Posted using the job description set forth in Attachment A.
 - b. This position reports to and is under the supervision of the Coordinator of Expanded Learning and Academic Recovery
 - c. Paid in the same manner as all other Teachers on Special Assignment.
3. Absent mutual agreement, this side letter shall sunset on June 30, 2027

FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: 
David Byrd, Executive Director
Human Resources

FOR THE FOLSOM CORDOVA
EDUCATION ASSOCIATION

By: 
Tracy Suter, Executive Officer

Date: May 20, 2026

Date: 5-20-26

District Lead Teacher (TOSA)**DEFINITION:**

Under the direct supervision of the Directors of Educational Services, District Lead Teacher is an experienced professional educator who fosters a culture of collaboration and provides content and grade-specific support to teachers in implementing new initiatives and research-based practices that drive high levels of learning for all students. Lead Teachers will develop and coordinate curricular and instructional programs, assisting site administrators, Instructional Coaches, and classroom teachers in assuring effective and challenging curriculum and instructional practices for all students. Lead Teachers design, provide, and evaluate professional learning opportunities; coordinate state and local assessments and assist in data analysis; facilitate the review and adoption of curricular programs and materials; support teachers in the integration of social emotional learning (SEL) in units of instruction; network and coordinate efforts with site and district Instructional Coaches, Intervention Teachers, Division and Department Leads to ensure authentic implementation of District initiatives; and facilitate the development and implementation of a guaranteed and viable curriculum for all students. This position has no responsibilities for supervising or evaluating fellow teachers and is part of the Folsom Cordova Employees Association.

QUALIFICATIONS:

Experience: Preference will be given to individuals with successful experience in leadership roles.

Education:

- Tenured teacher with a minimum of five (5) years of regular classroom teaching experience and consistently positive evaluations.
- An advanced degree, National Board Certification, or specialized training is desirable.

Other:

- Valid California teaching credential.
- Valid California driver's license.

DISTINGUISHING CHARACTERISTICS:

- This position is an opportunity for exceptional classroom teachers to move beyond the classroom in order to mentor and support colleagues to work more closely with site and District administrators to facilitate professional learning and quality first instruction in every classroom.
- Unlike a classroom teacher, the District Lead teacher will be expected to regularly visit school sites and classrooms, providing support and expertise where needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Directors of Educational Services:

- Coordinates and participates in the adoption, development, or revision of curriculum and provides input in the adoption and use of varied instructional materials.
- Assists in planning, developing, organizing and supervising the implementation and evaluation of curricular and instructional programs.
- Supports the implementation of rigorous curriculum and coursework, including assisting in the development of course outlines and other curricular materials in coordination with as Administrators, Division leaders, and Instructional Coaches.
- Supports the work of PLCs, including supporting alignment with guaranteed and Viable Curriculum, developing common formative and summative assessments, providing effective MTSS, and implementing standards-based grading.
- Provides professional learning and instructional support to ensure that SEL is woven throughout academic instructional to support and deepen learning.

District Lead Teacher (TOSA)

- Access, use, and disseminate appropriate and relevant data/research to guide decisions around student achievement and school improvement.
- In coordination with division leads, coaches and administrators promote opportunities, programs and strategies for intervention and credit recovery.
- Design, facilitate and/or participate in professional learning, applying adult learning theory to effectively engage adults in the learning process.
- Work with site administrators to provide on-site staff development and instructional coaching to ensure that all teachers are knowledgeable about effective instructional strategies and District programs and initiatives.
- Provide demonstration teaching and modeling with students in the classroom.
- When requested by the classroom teacher, work with Instructional Coach to provide necessary support to improve student learning.
- Participate as a member of a positive and productive team of content and grade level specialists.
- Participate in state and county networks of content and grade-level specialists.
- Advocate for students, teachers and administrators around student learning.
- In coordination with Instructional Materials Tech, work with representatives, publishers, vendors and outside entities to secure and support teachers with instructional materials and/or resources.
- Participate in the Curriculum Advisory Committee and the review supplemental materials.
- Be able to travel, for up to five days, for required professional development.
- Perform other reasonable duties related to this position.

KNOWLEDGE:

- Demonstrate knowledgeable application of CA State Standards, Frameworks, FCUSD Board Policies and Regulations, and California Education Code.
- Demonstrate knowledge of research affirmed instructional practices, Universal Design for Learning and intervention strategies.
- Strong understanding of culturally responsive pedagogy, social-emotional learning and equity.
- Remain current on educational best practices.
- Literacy expertise in specific grade level or content area.

ABILITIES AND SKILLS:

- Ability to develop positive relationships and provide instructional leadership that supports learning for all students.
- Ability to design, implement and lead professional development in consultation with grade level and subject area teachers.
- Ability to collaborate professionally with colleagues, site administration, other departments and school communities.
- Be adept at utilizing appropriate technology effectively, specifically in regards to supporting district curriculum and online platforms.
- Be organized and skilled at timely communication
- Proficient in data analysis for student success.
- Excellent written and verbal communication skills.
- Remain professional during challenging situations.
- Organize information, materials, and time effectively.

District Lead Teacher (TOSA)**PHYSICAL REQUIREMENTS:**

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.