

## Summary of UTLA Bargaining Proposals

Article	Major Concepts
I. Recognition	<ul style="list-style-type: none"> <li>• Clean-up language: changing/adding job numbers/titles</li> </ul>
IV. UTLA Rights	<ul style="list-style-type: none"> <li>• 1 day per month of paid release time for Itinerant Chapter Chairs</li> </ul>
IX. Hours, Duties and Work Year	<ul style="list-style-type: none"> <li>• Eliminate weekly average teacher instructional minutes requirement</li> <li>• Apply 6-hour onsite obligation to ALL full-time non-classroom employees</li> <li>• Stipends/differentials must be voluntary for non-classroom educators</li> <li>• Non-classroom educator supervision duty shall not exceed 30 min per day</li> <li>• Strengthen guardrails on “other duties as assigned”, with work outside of the contractual workday being voluntary and compensated at the educator’s daily rate</li> <li>• The assignment of “professional” duties shall not extend the employee’s regular workday and all duties must fall under the activities authorized by the employee’s credential</li> <li>• Meetings on pupil-free days shall not exceed 1 hour unless approved by faculty</li> <li>• Paid prep time for Adult Ed, CTE, and Teacher Librarians</li> <li>• Full-time register-carrying Arts and PE teachers at elementary schools</li> <li>• Additional paid prep time for EEC and elementary teachers, inclusive of PE and Arts teachers</li> </ul>
IX-A: Assignments	<ul style="list-style-type: none"> <li>• Non-classroom staff included in matrix process</li> <li>• Room/office assignment included in matrix process</li> <li>• Elimination of general education combination classes at elementary schools</li> <li>• Preference sheet process for itinerant employees</li> <li>• Creation of DACE matrix process</li> <li>• Displacement of Secondary Counselors based only on seniority as a secondary counselor, regardless of whether they hold teaching credentials</li> <li>• Itinerant employees shall have annual preference sheets</li> <li>• Matrix process for every special category</li> <li>• Notice of anticipated vacancies prior to preference sheets submitted</li> </ul>
IX-B: Professional Development	<ul style="list-style-type: none"> <li>• District shall provide high-quality PD regarding culturally responsive curriculum to all educators</li> <li>• District shall provide out-of-classroom staff with relevant PD</li> <li>• PD that extends into faculty meeting time counts toward the annual 30-faculty meeting limit</li> <li>• Members shall have access to high-quality PD</li> <li>• Relevant PD must be offered to Itinerant staff and the Arts Educators</li> </ul>

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X: Educator Development and Support	<ul style="list-style-type: none"> <li>● Establishment of an Evaluation Work Group (3 UTLA appointees + 2 District appointees) for itinerant employees</li> <li>● Clean-up language</li> </ul>
XI-B: Master Plan	<ul style="list-style-type: none"> <li>● Expand and increase differentials for multilingual educators and educators in dual-language programs</li> <li>● Include ASL in differential eligibility</li> <li>● Clean-up language</li> </ul>
XII: Leaves and Absences	<ul style="list-style-type: none"> <li>● Increase illness days for EEC employees from 10 to 14 days annually</li> <li>● Increase paid illness days for substitutes from 4 to 6 days per year</li> <li>● Allow substitutes to accrue paid illness days for up to 3 years, option to cash out unused illness days</li> <li>● Unit members shall be able to utilize FMLA leave and accrued contractual leave (illness and personal necessity) consecutively and shall have the discretion as to which is utilized first</li> <li>● Employees shall be eligible to receive full-pay illness donations for each separate occurrence of a catastrophic illness or injury.</li> </ul>
XIV: Salaries	<p><b><u>Attract &amp; Retain Educators</u></b></p> <ul style="list-style-type: none"> <li>● The salary of all certificated employees in the UTLA bargaining unit, including Adult Education, CTE, and Substitute educators, shall be increased by 10%, effective July 1, 2022; the salary of all certificated employees in the UTLA bargaining unit, including Adult Education, CTE, and Substitute educators, shall be increased by an additional 10%, effective July 1, 2023</li> <li>● All certificated bargaining unit member positions shall be eligible for the same annual Masters differential and the same annual Doctorate differential</li> <li>● Increase the Masters differential for all bargaining unit members to \$1,334 annually, with automatic future increases by the same percentage as bargaining unit salary table increases</li> <li>● Increase the Doctorate differential for all bargaining unit members to \$1,918 annually, with automatic future increases by the same percentage as bargaining unit salary table increases</li> <li>● A new salary schedule shall be created for school nurses with a \$20,000 increase to every cell of the 2021-2022 Salary T Table</li> <li>● A school nurse mentoring program shall be created with a \$4,398 annual differential for mentors</li> <li>● School nurses shall be compensated when required to travel and when required to work outside of their contractual workday</li> <li>● Schools with more than 750 students shall be provided by the central office with at least one full-time health assistant</li> <li>● Private and public sector experience as an RN shall be used, on a year for year basis, for rating in school nurses on the school nurse salary schedule</li> </ul>

- All unit members shall be provided up to \$2,000 annually as reimbursement for costs associated with acquiring new credentials or credential renewals, new certifications or certification renewals, or new licenses or license renewals required for their continued employment in their assignment, or for costs associated with classes completed for the accrual of salary points
- Increase the voluntary training rate from \$50 per hour to \$75 per hour, with automatic future increases by the same percentage as bargaining unit salary table increases

**Equity Investments for Educators**

- Increase each cell of the 2021-2022 Early Education Center salary schedule by \$1,000 annually, prior to the implementation of any bargained salary increase
- All current and future Early Education teachers with a BA and a teaching credential shall be placed on the T Salary Table, effective July 1, 2022
- Provide Adult Education & CTE teachers with one hour of preparation pay per week for every 5 hours of weekly instruction
- Add a Step 6 and Step 7 to the Adult Ed Salary Schedule, with a 10% increase from Step 5 to Step 6 and a 10% increase from Step 6 to Step 7
- Increase the hourly rate for Adult Education & CTE teachers providing evening instruction as part of a “split shift” that includes a day shift by \$10 per hour
- Carlson Home School educators shall be moved to the T Salary Table, effective July 1, 2022
- In addition to their primary assignment area, Carlson Home School teachers shall have no more than one (1) adjacent assignment area (they currently have at least 2), and shall be paid for one (1) hour of travel time per week at their regular hourly rate of pay when assigned an adjacent area
- Provide replacement pay for non-classroom unit members when asked to provide classroom coverage
- Eliminate requirement that unit members with National Board Certification must work in a classroom setting to qualify for NBC compensation
- HHS staff required and/or directed to work outside of their contractual workday shall be compensated at their hourly rate of pay
- Secondary Arts Activity differentials equal to athletic differentials

**Equity Investments for Students**

- Community School Coordinators shall work on B Basis, with days worked outside of the school year mutually scheduled between the coordinator and site administrator with a focus on accommodating the demands of community work

	<ul style="list-style-type: none"> <li>• All current DHH itinerants shall receive a one-time \$5,000 retention bonus for the 2022-2023 school year; all new DHH itinerants hired for the 2022-2023, 2023-2024, or 2024-2025 school years shall receive a \$5,000 recruitment bonus upon being hired</li> <li>• The District shall provide a \$5000 retention stipend for PSAs, PSWs, RJ teachers and Academic Counselors working at a school as part of BSAP for a minimum of 3 years. These payments shall be as follows: \$2000 upon completion of the 2022/2023 school year \$2000 upon completion of the 2023/2024 school year \$1000 upon completion of the 2024/2025 school year</li> <li>• Master Plan differentials for classroom and non-classroom educators shall be expanded and increased in accordance with the UTLA proposals for Article XI-B</li> </ul>
XV: Salary Point Credit	<ul style="list-style-type: none"> <li>• Elimination of Section 5.0: “No Credit During Paid Time”</li> <li>• The District shall accept electronic submissions of certificates &amp; documentation required as evidence for salary point coursework</li> <li>• The District shall include full-time work experience and post-baccalaureate coursework for rating in new bargaining unit members, as long as that experience/coursework could apply to a course being taught in the District</li> <li>• An LAUSD administrator appointee to the Training Credit Appeal Panel must also be an LAUSD administrator appointee to the Joint Salary Point Credit Committee</li> <li>• Unit members participating in voluntary professional development sponsored by the District may choose between compensation (voluntary training rate) or earning double the professional development hours of the training itself towards earning salary point credits</li> </ul>
XVIII: Class Size	<ul style="list-style-type: none"> <li>• Universal class size reduction of 2 students in 2023/24, 2 more students in 2024/25</li> <li>• Establish class size caps in Independent Study programs, with reduction to 25 in 2023/24, and 23 in 2024/25</li> <li>• Accelerate the grievance process and provide compensation for class size violations</li> <li>• Reduce PSW, PSA, and School Psychologist-to-student ratios per school to 400:1 in 2023-2024 and to 350:1 in 2024-2025, with an additional position after schools exceed 30% of any of the ratios</li> <li>• Clean up obsolete language</li> <li>• 1 full time teacher librarian for every elementary school with at least 250 students and a half-time (2.5 days per week) teacher librarian for elementary schools with less than 250 students</li> <li>• 1 new off norm elective teacher for every secondary school</li> <li>• 350-1 secondary counselor ratio with 10% threshold in 2023-2024 and a 300-1 ratio with 10% threshold in 2024-2025</li> </ul>

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	<ul style="list-style-type: none"> <li>● At least 1 college counselor for every high school with at least 350 students</li> </ul>
XIX: Substitute Employees	<ul style="list-style-type: none"> <li>● Adult Ed teachers subbing for other Adult Ed classes paid at their hourly rate</li> <li>● Modify Incentive Plan to allow all substitutes in the process of obtaining their credentials to be paid at enhanced rate and for substitutes in middle schools to be paid at enhanced rate</li> <li>● Substitutes in extended assignments are entitled to classroom teacher's conference period, or paid at hourly rate if directed to provide coverage during that time</li> <li>● Increase paid illness days for substitutes from 4 to 6 days per year</li> <li>● Allow substitutes to accrue paid illness days for up to 3 years, option to cash out unused illness days</li> <li>● Allow substitutes to apply for unemployment during school breaks without district objection</li> <li>● Lower threshold for healthcare from 600 to 540 hours and extend coverage through August/September of following school year without having to work one day per month</li> <li>● Creation of separate lists of substitutes with specific credentials for specialized assignments</li> <li>● Clean-up language</li> </ul>
XXI: Adult and Career Education	<ul style="list-style-type: none"> <li>● Additional \$10/hr for all split shifts</li> <li>● All paid assignments to special projects during school recesses shall be approved by LSLC</li> <li>● Establishment of matrix procedure</li> <li>● Clean-up language</li> </ul>
XXII: Special Education	<ul style="list-style-type: none"> <li>● SDCs limited to no more than 2 grade levels</li> <li>● Enforceable class size caps</li> <li>● Compensation for class size violations</li> <li>● Sub coverage for SPED + Gen Ed teachers for entirety of all IEP meetings</li> <li>● SDCs shall have a minimum of 1 paraprofessional and 2 paraprofessionals for SDCs with students with AUT or ED</li> <li>● Protection of programs, establish when paraprofessionals can be pulled from classrooms to assist with other duties</li> <li>● Increase number of assessment release days, up to 3 full release days per semester for completion of IEP related assessments</li> <li>● Additional compensation for RSPs and DIS Providers when initial assessments impact workload</li> <li>● Reduce Autism class size caps by 2 students</li> <li>● Strengthen Inclusion language</li> <li>● Support for classes that violate class size caps</li> <li>● Special education teachers paid their hourly rate for time writing IEPs outside of the contractual workday</li> </ul>
XXIII: Early Education Centers	<ul style="list-style-type: none"> <li>● Paid winter recess</li> <li>● Appropriate PD, compensated at whichever is higher between hourly rate or PD rate</li> <li>● Increase number of illness days for year round EEC members</li> </ul>

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	<ul style="list-style-type: none"> <li>• Current and future EE teachers with BA and teaching credential shall be placed on T Salary Table</li> <li>• Chapter Chairs not assigned closing shifts on days they need to attend UTLA meetings</li> </ul>
XXIV: <u>Positive Student Behavior</u> , Legal Support and Property Loss	<ul style="list-style-type: none"> <li>• Develop school-wide positive behavior support policies</li> <li>• De-escalation/conflict mediation support</li> <li>• Offer intervention for students facing suspension</li> <li>• Re-entry meetings for suspended <i>or previously incarcerated</i> students when they return to campus</li> <li>• Additional support for schools that do not have the specialized personnel</li> <li>• Elimination of ammunition and weapons</li> <li>• \$77 million allocated towards positive safety initiatives</li> </ul>
XXV: Academic Freedom and Responsibility	<ul style="list-style-type: none"> <li>• Eliminate standardized assessments that are not state or federally required</li> <li>• Strengthen District Assessment Committee language</li> <li>• Strengthen Ethnic Studies language</li> </ul>
XXVII Shared Decision Making and School- Based Management	<ul style="list-style-type: none"> <li>• Include Arts Education representatives in the Itinerant Personnel Local District Advisory Committee</li> <li>• Strengthen language around LSLC’s purview over PD and scheduling</li> <li>• Expand LSLC’s budgetary purview to include all budgetary items not under the purview of SSC</li> <li>• Clean-up language</li> </ul>
XXVII-A Autonomous Schools (new article)	<ul style="list-style-type: none"> <li>• Streamline Pilot/ESBMM/LIS schools into “Autonomous Schools”</li> <li>• Allow schools to enter/exit Autonomous School status through staff vote</li> <li>• Autonomous schools maintain entire contract, except when the schools choose to waive elements</li> <li>• Existing Pilot/ESBMM/LIS schools are able to retain all existing autonomies</li> <li>• Guardrails on Election to Work Agreement (EWA) process, exit option for schools with EWAs through staff vote</li> <li>• Establishment of district supports for Autonomous Schools and schools with SBM waivers</li> </ul>
XXIX: Charter Colocation	<ul style="list-style-type: none"> <li>• All over-allocated rooms/spaces must be returned to District school by LAUSD Norm Day</li> <li>• All alternate agreements are subject to BOE approval</li> <li>• Community Schools exempt from charter co-location, prioritized for removal of charters at existing co-located community schools</li> <li>• Creation of outreach team to engage school community and encourage students to attend District schools</li> <li>• Charter schools must cede classrooms annually on campuses where enrollment is increasing at the District school (District school enrollment prioritized over charter school space)</li> </ul>
XXX: Special Committees	<ul style="list-style-type: none"> <li>• Clean-up language</li> </ul>

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	<ul style="list-style-type: none"> <li>● Add Arts Education Itinerant Teachers and California State Preschool Educators for Article XXX meetings</li> </ul>
XXXI: Working <u>and Learning</u> Conditions	<ul style="list-style-type: none"> <li>● Improve workspace/campus access language for itinerant employees -<i>Note to the needs of specific itinerant professional</i>)</li> <li>● Significant investment in technology upgrades and improvements (<i>expand to include mechanics/techs to keep water fountains, AC etc working</i>)</li> <li>● Establishment of joint UTLA/LAUSD task force to improve District IT systems (Schoology, MiSiS, etc.)</li> <li>● Increased investment in Arts programs</li> <li>● Increased investment in library collections</li> <li>● Increase green energy use on campuses and district-provided transportation</li> <li>● Increase healthy food options</li> <li>● Expansion of green space and shaded play areas at schools</li> <li>● Supports for unhoused youth and families facing eviction/housing instability</li> <li>● Reallocation of underutilized LAUSD land/properties for low-income housing for students and their families</li> <li>● District advocacy for increased access to Section 8 vouchers for unhoused LAUSD families</li> </ul>
Community Schools and Black Student Achievement Plan (BSAP) Schools (new article)	<ul style="list-style-type: none"> <li>● Define Community Schools and BSAP Initiatives</li> <li>● Explain/define Community Schools Steering Committee and BSAP Steering Committee</li> <li>● Identify additional staffing at Community Schools and BSAP schools</li> <li>● Identify additional funding and supports for both initiatives</li> <li>● Lay out expansion plan for both initiatives</li> <li>● Attracting and retaining BIPOC teachers, counselors and social workers at community schools through partnering with local universities or HBCUs</li> <li>● Resources for mentoring educators</li> <li>● Support for immigrant students and their families</li> <li>● Fund existing “Dream Center”/Newcomer Centers and allocate funding for additional Newcomer Centers in communities of high needs</li> </ul>
Equity in Schools (new article)	<ul style="list-style-type: none"> <li>● Creation of Equity System to identify equity gaps in the district and create plans for increasing equity.</li> <li>● No market based internal voucher funding system (such as SCF).</li> </ul>
Healthy Green Public Schools (new article)	<ul style="list-style-type: none"> <li>● Fund and implement the Climate Literacy Curricula</li> <li>● Creation of a plan for a green, clean, healthy LAUSD including conversion to electric buses and installation of solar panels and EV chargers</li> <li>● Removal of lead from school drinking water fountains and installing filtration stations.</li> </ul>