

**District's Initial Bargaining Proposals for the 2026-2031 Successor Agreements with
AALA/Teamsters 2010, UTLA, Health Benefits Committee, and Units A, B, C, D, E, F, G, H, J, and S**

The Los Angeles Unified School District provides the following initial proposals for the respective successor cycles and any applicable reopener negotiations for Units A, B, C, D, E, F, G, H, J, S, AALA/Teamsters 2010, UTLA, and Health Benefits Committee. These initial proposals have been developed through a lens focused on equity and student achievement and are aligned with and reference specific priorities identified in the LAUSD 2026-2030 Strategic Plan (listed at the end of this document). All proposals are in furtherance of Los Angeles Unified's goals of being the District of Choice for students and families and the Employer of Choice for our workforce.

I. Compensation (All Units, as appropriate)

- A. The Board of Education and the Superintendent believe that negotiations over economic issues, including salary and health benefits, must take into account:
 - 1. Impact of every dollar spent on student outcomes, equity, and closing of achievement and opportunity gaps. (Priorities 1A, 1B, 4B)
 - 2. Realities of both state and local economies, including the impacts of declining enrollment and the negotiated agreements on health and welfare and District retirement (OPEB) obligations. (Priorities 4B, 5A)
 - 3. The District's ability to pay now and in the future, as required by the law regulating public schools (Educational Employment Relations Act). (Priorities 4B, 5A)
 - 4. The fact that our ability to support the Board Vision, District Mission, Guiding Principles and Strategic Plan depends on our fiscal health, now and in the future. (Priorities 3B, 4B)
 - 5. Efficiencies and flexibilities needed to support the needs of students within the 2nd largest school district in the country. (Priorities 3B, 4B, 5B, 5C)
 - 6. Becoming the employer of choice by offering a competitively balanced total compensation package. (Priorities 4B, 5A)

II. Other proposals (All Units, as appropriate)

- A. Provide a three-year term for each contract with respective bargaining units.
- B. Provide a new term for the Health and Welfare Agreement for employee benefits. Provide a cap on District contribution levels to employee benefits in the Health and Welfare Agreement. (Priorities 4B, 5A)
- C. Improve the efficacy of employee work year calendars while maintaining alignment with the instructional calendar, service to students, and the facilitation of professional development opportunities for staff. (Priorities 1A, 1B, 4B, 4C, 5B)
- D. Modify the Evaluation Procedures article to reflect District priorities of equity, access, and improved outcomes for students. (Priorities 1A, 1B, 2B, 5C)
- E. Modify the Transfers article to enhance District flexibility in making assignments to prioritize factors of operational need aside from seniority when making decisions. (Priorities 1A, 1B, 5C)
- F. Modify Tuition Reimbursement language to permit employees to utilize for certifications and other licenses and ensure consistency in implementation processes. (Priority 5B, 5C))
- G. Modify Hours and Overtime language to increase operational efficiencies and support for students through:

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1. Streamlined language on flex time; and pay for stand-by work on weekends and evenings. (Priorities 4B, 5A)
 2. Appropriately staffed schools during emergencies (fires, floods, earthquakes, etc.) and other exigent situations. (Priority 2A)
- H. Reduce work schedule to allow for unpaid days (furloughs). (Priority 4B)
- I. Revise employee job duties to expand services to students, increase equity and efficiency and reduce redundancy among job classifications. (Priorities 4B, 5A, 5B)
- J. Revise eligibility criteria for health benefits. (Priority 4B)
- K. Update obsolete contract language, as necessary.

III. United Teachers Los Angeles (UTLA) Proposals

- A. Additional professional development and collaboration time for school staff. (Priorities 1A, 1B, 1C, 5B)
- B. Address class size and staffing norms using an equity model and in strategic settings. (Priority 1A, 1B, 4C)
- C. Deploy and incentivize highly skilled practitioners with a focus on equity including:
1. Increased micro-credential opportunities (Priorities 1A, 1B, 4C, 5B, 5C)
 2. Additional stipends/differentials/tuition reimbursement based on:
 - a. Use of micro-credentials or licenses in specific settings (Priorities 1A, 1B, 4C, 5C)
 - b. Recognition of special skills (Priorities 1A, 1B, 4C, 5C)
 - c. Demonstration of success in key areas (Priorities 1A, 1B, 4C, 5C)
 - d. Credentials in identified shortage instructional content areas (Priorities 1A, 1B, 4C, 5A, 5C)
- D. Train staff in implementation of a common/coherent assessment to provide meaningful student progress data. (Priorities 1A, 1B, 5B)
- E. Train staff in new curriculum as applicable (Priorities 1A, 1B, 5B)
- F. Support students with disabilities receiving instruction in the SPED and general education settings through:
1. Training on effective instructional strategies in an inclusive environment. (Priorities 1A, 1B, 4C, 5B)
 2. Continuing the restructuring of Special Education service models to further improve services for students. (Priorities 1A, 1B, 1C, 4C)
- G. Provide all students access to a high-quality arts instruction program through:
1. Training on a modified arts instructional delivery model. (Priorities 1A, 1B, 5B)
 2. Participation of arts educators in a District internship program. (Priorities 1A, 1B, 4C, 5A, 5B)
- H. Create alternative methods and eligibilities for staffing, transfers and supplemental assignments based on student needs and District priorities. (Priorities 1A, 1B, 2B, 5C)
- I. Modify Evaluation Procedures and student discipline articles to reflect District priorities of

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equity, access, social-emotional skills and improved outcomes for students. (Priorities 1A, 1B, 2B, 4C, 5C)

- J. Modify Early Education teacher job duties to support the developmental learning of preschool students. (Priorities 1A, 1B)
- K. Allow for variance of class sizes and normed positions temporarily during fiscal crisis. (Priorities 2B, 4B 4C)

IV. SEIU - Unit B (Instructional Aides) Proposals

- A. Modify the Transfer Procedures article to efficiently assign staff to early education centers. (Priorities 1A, 1B)
- B. Modify paraprofessional job duties to support the developmental learning of preschool students. (Priorities 1B, 4C, 5B)
- C. Increase training opportunities to provide equity and access and improve services to students. (Priorities 1A, 1B, 5B, 5C)

V. SEIU - Unit C (Operations – Support Services) Proposals

- A. Modify the Bus and Truck Operations Procedures articles to improve operational efficiencies and safety. (Priorities 4A, 5A, 5C)
- B. Modify the Leaves of Absence Article to allow for increased notification to the District where appropriate. (Priorities 1B, 2B)
- C. Increase training opportunities to align with District modernization goals and greening of District sites. (Priorities 2A, 4A, 5B)

VI. SEIU - Unit F (Teacher Assistants) Proposals

- A. Modify the Degree Track/Non-Degree Track article to require employees to: a) take appropriate classes toward the attainment of a credential to meet the needs of our students; b) take reduced amount of units each semester. (Priorities 1A, 5B)

Successor Bargaining Cycles:

- 2026 – 2029: Unit D
- 2027 – 2030: Units B, C, F, G, S, E, and UTLA
- 2028 – 2031: Units A, H, J, and AALA
- 2028 – Health Benefits Committee/Health Benefits Agreement

LAUSD Strategic Plan Pillars & Priorities

Pillar 1: Academic Excellence

- 1A High-Quality Instruction: Focus on consistent implementation of high-quality instruction to improve

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student outcomes.

- 1B Eliminating Opportunity Gaps: Expand equitable access through inclusive practices and targeted supports to ensure all students can engage and succeed in rigorous learning opportunities.
- 1C College and Career Readiness: Provide multiple, meaningful pathways that integrate academic rigor with career exploration and real-world application.

Pillar 2: Joy and Wellness

- 2A Welcoming Learning Environments: Design and maintain inviting and inclusive school spaces where every student feels safe, connected, and supported.
- 2B Whole-Child Well-Being: Promote whole-child well-being through integrated health, nutrition, and wellness services.
- 2C Outstanding Attendance: Ensure outstanding attendance to support consistent in-class learning.

Pillar 3: Engagement and Collaboration

- 3A Strong Relationships: Strengthen relationships between families, students, and their schools to improve student success.
- 3B Leading for Impact: Shape and contribute to policies that yield meaningful progress for our students and the communities in which they live.
- 3C Accessible Information: Maintain communication that is clear, consistent, and accessible so our community can confidently engage and collaborate.

Pillar 4: Operational Effectiveness

- 4A Modernizing Infrastructure: Efficiently build and maintain a resilient, modern infrastructure that supports innovative learning and long-term District stability.
- 4B Sustainable Budgeting: Ensure long-term financial sustainability through strategic, transparent budgeting that protects core services and strengthens student outcomes.
- 4C District of Choice: Position Los Angeles Unified as a district of choice by delivering exceptional, innovative, and equitable learning experiences that attract and retain families across every community.

Pillar 5: Investing in Staff

- 5A Strong and Sustainable Workforce: Recruit and retain talented staff to build and sustain a diverse, stable, high-quality workforce that supports students and schools.
- 5B Staff Support and Development: Develop and sustain a highly skilled and satisfied staff by providing meaningful professional learning and a supportive culture.
- 5C High Performance Standards: Set and uphold high performance standards that drive excellence across every school and office, ensuring all students receive high-quality instruction and support.

The District reserves the right to add more proposals and sunshine them in accordance with the Government Code.