

Fresno Unified School District Proposal #1 (5/11/26)

The District's proposals are intended to strengthen student outcomes by improving the systems and supports that help educators succeed while maintaining long-term fiscal responsibility. The focus is on protecting meaningful collaboration and professional learning time, supporting teachers and staff through clearer structures and equitable access to PLCs, improving consistency and accountability across the system, and creating operational flexibility to better meet student needs. Overall, the proposals are designed to support educators, strengthen school culture and collaboration, and ensure the District can sustainably provide high-quality services and instruction for all students.

Article 5, Class Size:

Proposal: Fresno Unified is proposing to increase class sizes and lower stipends.

Rationale: The district is proposing these class size adjustments to address the current budget shortfall while maintaining stability for student programs and services. The proposal will reduce costly class-size stipend payments. The proposal is intended to support long-term fiscal stability while continuing to provide strong educational opportunities for students. The increases still fall below the 23/24 class sizes.

Article 14, Duty Year:

Proposal: To ensure all educators on campus have an equal voice in the professional learning community (PLC) process.

Rationale: The district's proposal is to ensure all educators have an equal voice in the professional learning community (PLC) process through a collaborative, student-focused structure that supports effective use of PLC time. This approach provides school teams and instructional learning teams (ILTs) the flexibility to make decisions together, ensures equitable access to PLC support for all teachers, provides peer support for new educators, protects PLC time, and promotes shared responsibility that reduces isolation and strengthens collaboration across the campus.

Article 16, Evaluation and Professional Standards:

Proposal: To ensure all educators on campus are evaluated annually with job-appropriate tools.

Rationale: The district's proposal is intended to ensure all educators are evaluated using tools aligned to their specific roles and the revised California Standards for the Teaching Profession (CSTPs). The goal is to create a fair and meaningful evaluation system that supports professional growth, aligns with the Effective Staff guardrail, and helps identify strengths and areas for improvement in order to better support staff and improve student outcomes.

Article 18, Fringe Benefits:

We are still early in the state budget cycle, and the district has the obligation to provide a more responsible fiscal proposal.

Article 20, Hours:

Proposal: Fresno Unified proposes changes to Article 20 hours, professional learning communities, professional responsibilities, and the secondary school workday.

Rationale: Changes in Article 20, Section 1.3 is intended to ensure sufficient time is dedicated to professional learning that meaningfully supports teachers in their instructional practice. This structure also promotes a positive climate and culture for support staff, provides intentional support for new employees, and fosters collaboration between leadership and staff regarding the implementation and execution of professional responsibilities. Recognizing that effective organizations require clear systems, this section establishes a framework that clarifies day-to-day operations while creating a consistent avenue for staff feedback to inform leadership decisions.

Changes to Section 2.3 allow staff to focus on building strong relationships with students and families, fostering a positive school climate and community, celebrating student outcomes, and providing a welcoming and inviting educational experience. Concerns regarding equity of implementation should be addressed through Human Resources.

Article 21, Just Cause, Due Process:

Proposal: The district is proposing changes to Article 21.

Rationale: Updated to be consistent with district practices.

Article 25, Bereavement Leave:

Proposal: The district is proposing changes to Article 25.

Rationale: Updated to be consistent with district practices.

Article 49, Special Education and Health Services:

Proposal: Improve services for special education students.

Rationale: These changes are intended to improve services for special education students by providing greater flexibility to serve students more consistently while reducing disruptions to instructional support. As the number of students eligible for special education services continues to grow, the proposal is designed to maximize teacher time with students, particularly for our most vulnerable populations. Reducing time away from the classroom helps minimize

PACKAGE PROPOSAL No. 1
From
FRESNO UNIFIED SCHOOL DISTRICT
To the
FRESNO TEACHERS ASSOCIATION

May 11, 2026

The Fresno Unified School District (“District”) hereby presents its Package Proposal No. 1 to the Fresno Teachers Association (“FTA”) in reference to the parties’ successor contract negotiations for the 2026-2029 term.

Article 5- Class Size

Revise Article 5, as follows:

...

1.1.8 Effective July 1, ~~2024~~**2026**, elementary teacher may choose between an augmentations aide as set forth in 2.1.6.2, or receive a ~~\$2,500~~ **\$2,000** annual increase if there are between 1-3 students exceeding the classroom guidelines provided in 2.1.1, 2.1.2, and 2.1.3 starting in September after leveling for over 50% of each semester or a ~~\$5,000~~ **\$4,000** annual increase if there are 4 or more students exceeding the classroom guidelines provided in 2.1.1, 2.1.2, and 2.1.3 starting in September after leveling for over 50% of each semester. Overage to be paid at the end of each semester.

1.1.9 Effective July 1, ~~2024~~ **2026**, all secondary teachers with core, CTE and Visual Arts sections which exceed the classroom guidelines provided in 2.1.4, 2.1.5, and 2.1.6 shall be compensated ~~\$500~~ **\$400** per section if there are between 1-3 students exceeding the classroom guidelines provided in 2.1.4, 2.1.5, and 2.1.6 starting in September after leveling for over 50% of each semester or ~~\$1,000~~ **\$800** per section if there are 4 or more students exceeding the classroom guidelines provided in 2.1.4, 2.1.5, and 2.1.6 starting in September after leveling for over 50% of each semester. This ratio is based upon a five (5) period day. The total annual compensation paid shall not exceed ~~\$2,500~~ **\$2,000** for 1-3 students over the guidelines or ~~\$5,000~~ **\$4,000** for 4 or more students over the guidelines. Overage to be paid at the end of each semester.

1.1.9.1 This section shall not apply for a unit member covering a class during their prep.

...

2. General Education Individual Class Size Guidelines

2.1. Starting on the dates listed below, the District shall make reasonable effort to maintain individual class sizes at or below the following guidelines based on factors, including, but not limited to, financial constraints, student allocations, class scheduling, instructional and student needs

2.1.1 Grade K

24 ~~for the 2024-2025 school year~~

		~~24 for the 2025-2026 school year~~
2.1.2	Grades 1-3	<u>26</u> ~~26 for the 2024-2025 school year~~
		~~25 for the 2025-2026 school year~~
2.1.3	Grades 4-6	<u>32</u> ~~37 for the 2023-2024 school year~~
		~~29 for the 2024-2025 school year~~
		~~28 for the 2025-2026 school year~~
2.1.4	Grades 7-8	<u>33</u> ~~37 for the 2023-2024 school year~~
		~~31 for the 2024-2025 school year~~
		~~30 for the 2025-2026 school year~~
2.1.5	Grades 9-12	<u>33</u> ~~37 for the 2023-2024 school year~~
		~~32 for the 2024-2025 school year~~
		~~30 for the 2025-2026 school year~~
2.1.6	Secondary Physical Education	<u>1:45</u> ~~for the 2024-2025 school year~~
		~~1:45 for the 2025-2026 school year~~

2.1.6.1 The individual class size guidelines in 2.1.4, 2.1.5, and 2.1.6 above shall not apply to Vocal/Instrumental Music, Drama, and other classes in which maximum participation is encouraged.

2.1.7 The individual class guidelines in sections 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, and 2.1.6 above shall apply after the first thirty (30) instructional days have elapsed for Grades K-6, and by the first reporting period for the core curriculum classes (Math, English, Science, Social Studies, and Foreign Language, Physical Education) for Grade 7-12.

2.1.7.1 Within five (5) working days of receiving a written request by affected teacher(s), the Site Administration shall provide a written explanation regarding any classes that exceed the individual class size guidelines as described in sections 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, and 2.1.6 above.

Balance of Article 5 shall remain status quo.

Article 14- Work Day

Revise Article 14, as follows to allow time for PLCs to work together:

...

2. Institute Days/Buyback Days (3) at the start of the year: One of the three days prior to the start of the school year shall be teacher directed (site will collaboratively decide which of the three days will be utilized in this manner) and shall be utilized by a teacher consistent with on/off campus policy of the eighth hour as provided for in Article 20. The two remaining buyback days during the school year shall be 50% District-directed and 50% ~~teacher-directed~~ **PLC directed consistent with the objectives outlined in Articles 20.1.3 and 66.1.1.**

Balance of Article 14 shall remain status quo.

Article 16- Evaluation and Professional Standards

The District proposes updating the existing evaluation tool in light of the updated CSTPs. The District further proposes creating rubrics for teacher librarians, counselors, speech/language pathologists, and nurses.

Additionally, revise Article 16, “Evaluation and Professional Standards,” as follows:

...

3. Criteria for Evaluation:

...

- 3.2 Consistent with 3.1 above, the criteria for every teacher evaluation shall include the use of multi-faceted evidence of teacher practice, student learning, **student outcomes**¹ and professional contributions to determine the level of teacher effectiveness in measuring progress of students towards established standards of expected student achievement, such as student results on pre-tests, end-of-course tests, multiple formative and District wide benchmark assessments, objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments.

...

6. Formative and Summative Evaluation Procedures and Timelines

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- 6.5 Effective for the start at 2026-2027 school year, permanent unit members who (1) are in good standing and (2) whose formative evaluation contains only the ratings of “Meeting Standards” or “Demonstrating Expertise”, the evaluator may in their discretion forgo the summative evaluation process and apply the ratings from the formative evaluation to the summative evaluation for that evaluation cycle.**

¹ CSTP 5 is already used in evaluating employee performance. CSTP 5 provides, in part: “Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers’ and students’ actions to improve learning experiences and outcomes.” The purpose of adding this language is to clarify that the District already uses student outcomes data in assessing employee performance.

...

In conjunction with the new evaluation rubrics for Nurses, Speech/Language Pathologists, Counselors and Librarians and revise section 8 as follows:

8. ~~The evaluation procedures for Nurses, Speech/Language Pathologists, and Librarians shall be established and implemented pursuant to the Side Letter Agreement below.~~ All Nurses shall be evaluated during either the 2026-2027 or the 2027-2028 school years. Following those evaluations, Nurses shall be evaluated consistent with the timelines and provisions of Article 16 but according to their respective evaluation criteria and tools.
9. **In the event that a unit member has been on leave, the timelines provided for in this Article shall not apply. The unit member shall be provided with reasonable notice ahead of any observation or evaluation.**

~~Side Letter of Agreement:~~

~~The District agrees to enter into a Side Letter of Agreement with the Association for the purpose of establishing:~~

1. ~~A joint committee tasked with the development of evaluation forms and support procedures for Nurses, Speech/Language Pathologists, and Librarians. The joint committee's recommendations for evaluation forms and support procedures will be submitted to the District and the Association by March 1, 2020 for implementation in the 2020-21 school year, unless the timelines for submission are extended by mutual agreement of the joint committee.~~
2. ~~A Continuum of Practice Committee comprised of equal members from both the District and the Association will review the CSTP Continuum and make recommendations consistent with 2.1 and 2.2 below that will be presented to the Professional Learning and Curriculum and Instruction Departments for agreement prior to implementation. The CSTP Indicators and Self Assessment as agreed to by the District and Association in negotiating their 2013-2016 Collective Bargaining Agreement shall remain intact without any revisions or modifications.~~
 - 2.1 ~~The Committee will review the CSTP Continuum, update the elements in order to assure alignment with the CCSS and develop strategies for engaging in conversations concerning student criterion reference test results.~~
 - 2.2 ~~The Committee will develop a library of evidence/documentation to demonstrate mastery of the CSTP Continuum.~~
 - 2.3 ~~By March 1, 2020, unless mutually agreed upon otherwise, the Joint Committee will review and update the library of evidence/documentation and indicators as to demonstrate mastery of the CSTP Continuum.~~

Balance of Article 16 shall remain status quo.

Article 18- Fringe Benefits

The District seeks to provide bargaining unit members with a fair and reasonable increase to salary and/or health benefits (both elements of “total compensation”). The District seeks to pay FTA members competitively in comparison with other similar-sized districts in Fresno County and to maintain fiscal solvency.

Article 20- Hours- Bargaining Unit Members

Revise Article 20, “Bargaining Unit Members,” as follows:

1.3 Professional Learning Communities:

The purpose of Professional Learning Community time is for ~~teachers~~ **educators** to work together to create a continuous cycle of improvement to support student learning guided by the College and Career Ready Standards, the California Standards for the Teaching Profession, and the District continuum of Standards for the Teacher Profession. Effective at the start of the 2024-2025 school year, PLC time shall be built into early release/late start within the duty day once per week. **Teachers must stay on campus for the balance of the duty day outlined in Article 20 regardless of the end time of the PLC.** Up to one (1) meeting per month can be ~~utilized for a staff meeting and/or a~~ staff-wide Professional Learning **as designated by the site Principal.** Remaining PLC meetings are for grade level, cross-grade level, departmental or intradepartmental planning and team collaboration. Efforts will be made to expand PLC to other like teaching subjects via virtual meetings. Site PLC schedules must comply with requisite number of instructional minutes identified in this Article and the Education Code, wherever higher. The parties will design PLC time with due consideration for unit member preparation time.

Site administration and the staff will seek mutual solutions that best meet student needs when planning the use of the PLCS. PLCs will establish student growth goals and provide those goals, and the methods to obtain those goals, to their site administration by the fourth week of the quarter. Site administration will provide feedback and recommendations to the PLCs in efforts to support student growth. PLCs shall provide quarterly updates to site administration on progress towards goals. All PLCs shall receive PLC+ training and shall use a goals and methods framework agreed on between the District and FTA.

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2. Professional Responsibilities

2.1 Professional Responsibilities: Within the 8 hour (480 minutes) work day, unit members are responsible for student instruction and other professional duties including, but not limited to:

...

- 2.1.10 In addition to the once per month site lead Professional Learning Time outlined in 1.3 above, Principals shall have the right to convene staff meetings once per month to address site needs.** Notwithstanding the above, Principals shall have the right to convene meetings at any time when necessitated by emergencies after obtaining clearance from the appropriate Division

Superintendent or his/her designee and upon providing notice of such meetings at the earliest feasible time.

...

- 2.3 Additional Professional Responsibilities. In addition to the professional responsibilities set forth in 2.1 above, unit members have other assigned duties which may extend beyond the 8 hour (480) minute work day, including:

- 2.3.1 **Schoolwide activities, including but not limited to,** back to school night, open house, parent conferences, and professional growth activities.

...

4. Secondary Schools Work Day

...

- 4.1.2 Full-time classroom teachers may be assigned advising duties **and instruction** within the 420 minute (7 hour) Duty Day. Such ~~duties~~ **topics** may include: Human Relations; Career Education; Orientation; Personal Relations; ~~and~~ Educational Planning, **and Intervention.**

- 4.1.2.1 The advisory period shall be scheduled **at the site administration's discretion and in collaboration** ~~accordance~~ with the school site ~~Advisory Committee's~~ **Climate and Culture Team's** plan. **The advisory period** ~~and~~ may be made up of students not included in a teacher's regular assigned classes ~~when approved by consensus of the faculty.~~ It is expected that each secondary student shall be served in the manner that meets his/her needs in the above areas.

Balance of Article 20 shall remain status quo.

Article 21- Just Cause, Due Process and Progressive Discipline Bargaining Unit Member

Revise Article 21 as follows:

4. Levels of Progressive Discipline:

The parties agree that the purpose of progressive discipline is to offer the bargaining unit member an opportunity to improve his/her behavior and/or cease unacceptable behavior which may constitute grounds for discipline (Section 3 above). Subject to Section 4.5, administration of disciplinary action shall conform to the following progression:

4.1 Informal Level

The parties believe that disciplinary questions and/or issues are best resolved by means of objective discussion between appropriate administrative personnel and bargaining unit members. This is the first step prior to formal discipline. Informal interventions may include ~~verbal discussions~~ **summaries of conference**, verbal warnings and/or written memo(s) of concern. Support and directives may include verbal coaching, modeling, observations and/or a plan for improvement. Documentation at the informal level may

include emails summarizing a verbal warning and/or a memorandum of concern. Specific informal warnings cannot be escalated to a formal written warning unless the same infraction is repeated.

4.1.1 Informal interventions, memo(s) of concern and written warnings shall not be part of the personnel file unless they are attached as support for written reprimands or a higher level of formal discipline.

4.2 ~~Written Warnings~~ Written Reprimand

Written **reprimands** ~~warnings~~ issued to the bargaining unit member constitute the first level of formal discipline. Written **reprimands** ~~warnings~~ may be issued when efforts at the informal level (discussion(s) and/or memo(s) of concern) do not result in satisfactory correction of the unit member's behavior. The dates of discussion(s) and memo(s) of concern are to be attached to the written warning. **Written reprimands shall be placed in the unit member's personnel file. The District must append to the reprimand any prior written warnings and/or reprimands which are to be relied upon for any purpose.**

~~4.2.1 Informal interventions, memo(s) of concern and written warnings shall not be part of the personnel file unless they are attached as support for written reprimands or a higher level of formal discipline.~~

4.3 ~~Written Reprimand~~

~~Written reprimands for placement into the bargaining unit member's personnel file constitute the second level of formal discipline. The District must append to the reprimand any prior written warnings and/or reprimands which are to be relied upon for any purpose.~~

4.3 4 Suspensions Without Pay

A second written reprimand for placement into the bargaining unit member's personnel file, which may include a written notice of suspensions without pay [not to exceed fifteen (15) working days], shall constitute the third level of formal discipline. The District must append to the reprimand/notice of suspension any prior written warnings and/or reprimands which are to be relied upon for any purpose.

4.4 5 While progressive discipline levels may not be bypassed arbitrarily or capriciously, nothing in the Article shall preclude full or partial bypass of such levels for serious misconduct of such a critical nature that, in the evaluation of the arbitrator, it justifies bypassing earlier levels of progressive discipline:

4.4.1 Neither shall the provisions of this Article limit in any manner the District's decision to immediately implement dismissal or suspension (for more than fifteen (15) days) proceedings in accordance with the California Education Code;

4.4.2 If the District attempts to suspend an employee under the Code, and fails, the District is prohibited from attempting to impose any discipline under this article for the same offense;

Balance of Article 21 shall remain status quo.

Article 25- Bereavement Leave

Revise Article 25 as follows:

1. Every person employed by a school district in a position requiring certification qualifications is entitled to a leave of absence, not to exceed ~~three (3) days, or~~ five (5) days. ~~if out of state travel is required, on account of the death of any members of his/her immediate family.~~
2. Reproductive Loss Leave
 - 2.1 Eligible unit members shall be entitled to five (5) days of reproductive loss leave in the event of a reproductive loss event in accordance with Government Code section 12945.6. Reproductive loss events include miscarriage, stillbirth, failed adoption, failed surrogacy, and unsuccessful assisted reproduction. The five (5) days do not have to be taken consecutively but must be completed within three (3) months of the reproductive loss event. Unit members may use any available leave balance or take unpaid leave for reproductive loss leave. If an eligible unit member experiences more than one reproductive loss event in a 12-month period, they shall be entitled to up to 20 days of reproductive loss leave during that period.

Balance of Article 25 shall remain status quo.

Article 49- Special Education and Health Services

Revise Article 49, "Special Education and Health Services," as follows:

5. A reasonable effort shall be made to establish special education staffing ratios consistent with the District's staffing practices.

...
- 5.3 Beginning in the 2026-2027 school year, special education classroom teachers shall be provided with no more than three (3) school days for the purpose of planning, observations, and assessment. Substitute days shall be approved by site administration. Special education classroom teachers shall remain on campus for these planning, observation, and assessment days unless otherwise approved by site administration. ~~Beginning in the 2024-2025 school year, all special educators who do not have case management time already built into their 7 hour duty day will be given an additional two sub days per quarter. For the remainder of the 2023-2024 school year, special educators will be given an additional two days per quarter for the remaining quarters (total of six sub days).~~

...

The District proposes to eliminate the Special Education Advisory Committee and to address concerns through the labor management process.

~~7. The parties agree to enter into a side letter to continue the collaborative work of the Special Education Committee who will make recommendations to the LMP. The FTA and District will maintain a Special Education Advisory Committee (SpEAC) to work collaboratively in addressing special education improvements. The side letter, originally drafted in agreement under the 2016-19 CBA, provides the steps initiated for this committee.~~

~~7.1 Special Education Advisory Committee SpEC shall continue its joint work in addressing special education improvements. Example of items and ideas to be addressed in the committee may include and are not limited to best practices, program needs, student supports, reinvestment of funds received through Medi-Cal Billing Option and MAA Program and behavior intervention supports. Each party shall have an equal voice on the committee to improve special education services throughout the District. This committee may schedule up to twelve (12) meeting times during the regular school year, but may elect to meet as needed when agreed to by both parties. Meetings shall not exceed 5 4 days for FTA members to be out of the classroom.~~

~~7.2 The Special Education Advisory Committee SpEC shall be jointly chaired by a representative of the District and FTA. The FTA co chair shall be nominated by the FTA President and approved by the FTA Executive Board. The District and FTA shall each assign six (6) members on the Special Education Advisory Committee.~~

~~7.3 The Special Education Advisory Committee SpEC shall submit a minimum of (2) two Board of Education Communication to the FUSD Board and FTA Board.~~

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15. The LEA collaborative committee, which provides input on the reinvestment of funds received under the Medi-Cal billing option program, will include at least two members who are of each service providers group that provides and bill services under the Medi-Cal billing option program. The reinvestment of funds received under the Medi-Cal billing option program shall be consistent with all legal requirements and shall be used to fund services to students.

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19. SPED Class Size or Case Management Load Guidelines

The District will strive to staff special education class sizes or case management loads according to the following guidelines. However, in recognition that these guidelines must fluctuate in light of the District's obligation to provide a free and appropriate public education, special education classroom teachers identified below shall be provided with an annual stipend of \$2,500.

19.1	Elementary RSP	1:26 28 Case Management
19.2	Elementary SDC/MM	1:43 15 Class Size
19.3	Elementary ED	1:8 Class Size
19.4	DHH SDC	1:43 15 Class Size
19.5	Elementary ALPs	4:8 1:10 Class Size

19.6	Secondary ALPs	~~1:10~~ <u>1:14</u> Class Size
19.7	Autism Preschool, TK and K	1:8 Class Size
19.8	Autism Grades 1- ~~2~~ <u>3</u>	~~1:8~~ <u>1:10</u> Class Size
19.9	Autism Grades ~~3~~ -6	~~1:10~~ <u>1:12</u> Class Size
19.10	Pre-K DHH	1:8 Class Size
19.11	Pre-K, TK M/M SDC	1:8 Class Size
19.12	Pre-K Inclusion	1:9 Case Management
19.13	TK, K Inclusion	1:10 Case Management
19.14	Elementary Autism Inclusion	~~1:16~~ <u>1:20</u> Case Management
19.15	Secondary Autism Inclusion	~~1:16~~ <u>1:24</u> Case Management
~~19.16~~	~~Secondary ED Inclusion~~	~~1:18 Case Management~~
19.17	Specialty Schools Pre-K- ~~8~~ , TK, and K	~~1:6~~ <u>1:8</u> Class Size
19.18	Specialty Schools Grades ~~1-12~~ <u>7-Adult</u>	~~1:6~~ <u>1:8</u> Class Size
19.19	Specialty School ED 7-12	~~1:8~~ <u>1:10</u> Class Size
19.20	ATP	~~1:8~~ <u>1:14</u> Class Size
~~19.21~~	~~All DIS other than SLPS~~	~~1:26~~
~~19.22~~	~~Secondary RSP~~	~~1:26~~ <u>1:28</u> Case Management

Balance of Article 49 shall remain status quo.

Article 50- Salary

The District seeks to provide bargaining unit members with a fair and reasonable increase to salary and/or health benefits (both elements of “total compensation”). The District seeks to pay FTA members competitively in comparison with other similar-sized districts in Fresno County and to maintain fiscal solvency.

Article 56- Summer School

Revise Article 56, “Summer School,” as follows to ensure that students with medical conditions receive adequate support during summer school attendance:

1. The following provisions are to apply only in the event that summer school is held during the term of this Agreement:

- 1.1 Announcements for anticipated summer school positions and procedures for applying shall be made not later than March 15.
- 1.2 Tentative summer school assignments for classroom teachers will be made no later than May 15. Tentative summer school assignments for school nurses will be made no later than June 5.

Balance of Article 56 shall remain status quo.

Article 61- Transfer and Assignment

Revise Article 61, "Transfer and Assignment" as follows:

Add a new section 5.4.3.14 to ensure adequate supervision for physical education classes:

5.4.3.14 Bargaining unit members having a majority assignment in physical education in grades 7 through 12 shall be subject to the following provisions:

5.4.3.14.1 Bargaining unit member(s) with assignments in physical education that in their absence would create an imbalance in locker room supervision shall be omitted from consideration from overage transfers.

Balance of Article 61 shall remain status quo.

Article 66- Shared Decision Procedures

Revise Article 66, "Shared Decision Procedures," as follows:

- 6. The following are elements to ensure PLC meetings are both teacher and collaborative curriculum team directed:
 - 6.1 Meeting norms and short and year-long goals written by PLC, aligned to school wide goals.
 - 6.2 Have meeting agendas ~~and minutes~~ **and supporting documentation regarding the execution of the agenda** turned into administration **and the Instructional Leadership Team** ~~as needed~~ **for each PLC meeting** to improve school wide learning. **The agenda and supporting documentation shall be consistent with the framework provided for in 1.1 above.**
 - 6.3 Have a PLC meeting facilitator – someone who will lead the meeting toward shared outcomes.
 - 6.4 Teacher Leaders on the Instructional **Leadership** Team will receive a stipend to be a key leader in the decision-making process to ensure high quality instruction in every classroom.

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8. Non-classroom based unit members shall attend PLCs as determined by their supervisors. In the event that the non-classroom based unit member's supervisor determines that it is best practice for the non-classroom based unit member to PLC together, the PLC time and method of meeting shall be scheduled with the approval of the supervisor in order to ensure that there is no disruption to services for students. District designated leads of the non-classroom based unit members shall meet at least once a semester with their direct supervisor(s) to set the agendas to identify topics for the following semester's PLCs.
9. Elementary Literacy Initiative: Additional PLC Time for the 2026-2027, 2027-2028, 2028-2029 School Years for Grades 1-6
- 9.1 For the 2026-2027 school year, for elementary schools in the Bullard, Roosevelt, and Sunnyside regions, self-contained, general education teachers grades 1-6 only shall be provided with additional PLC time each week that contains five (5) school-days as provided below to be used consistent with the objectives outlined in Articles 20.1.3 and 66.1.1 specifically to increase elementary student literacy.
- For the 2027-2028 and 2028-2029 school years, this initiative shall be expanded to all regions.
- 9.1.1 Grades 1-4: 60 minutes per week
- 9.1.2 Grades 5-6: 45 minutes twice per week
- 9.2 During this designated PLC release time, students shall receive instruction from VAPA teachers through a push-in or coordinated instructional model. The instruction shall be standards-aligned and part of an articulated 1-6 sequence.
- 9.2.1 VAPA teachers shall receive reasonable transition time between instructional rotations. The District shall ensure that the VAPA caseloads are reasonable and equitable in size.
- 9.3 Site schedules shall be determined by Student Engagement Office and site administration. Impacted teachers shall receive adequate notice if for any reason site administration or the Student Engagement Office determines that the site schedule is adjusted.
- 9.4 The parties agree that this initiative shall end on June 30, 2029 school year unless mutually extended by the parties.
- 9.5 Due to the uncertainty and volatility of state and federal funding, it is understood and agreed that all of the above proposed Elementary Literacy Initiative shall terminate if for any reason there exists an inability for full funding through LCFF or successor legislation.

Balance of Article 66 shall remain status quo.

- *Furthermore, the District proposes deleting in its entirety Article 67 “Creation of District/Association Labor Management Partnership” in order to promote transparent labor management. The District is proposing to shift to a traditional labor management structure consistent with the format for all other bargaining units. It is the District’s desire that this shift will allow for clearer collaboration by ensuring that all proposals are in writing and relevant to the working conditions to bargaining unit members.*
- *The District’s camera system is currently outdated and will soon be unable to provide adequate supervision, security, and support. The District intends to utilize one time monies to update the security cameras and system to ensure staff and pupil safety. The decision to update the security cameras are not a mandatory subject of bargaining.*

EXCEPT AS SET FORTH ABOVE, ALL PROVISIONS OF THE PARTIES’ 2019-2022 COLLECTIVE BARGAINING AGREEMENT, 2022-2023 COLLECTIVE BARGAINING AGREEMENT, AND THE OCTOBER 31, 2023 2023-2026 TENTATIVE AGREEMENT SHALL REMAIN STATUS QUO.

disruptions caused by substitutes or unfilled substitute assignments and allows for more stable, consistent support for students.

Article 50, Salary:

We are still early in the state budget cycle, and the district has the obligation to provide a more responsible fiscal proposal.

Article 56, Summer School:

Proposal: Ensure student medical needs are met in summer school programs.

Rationale: The additional time is necessary to ensure that student medical needs are appropriately identified and supported during summer school programs, as complete information regarding student medical needs is often not available by May 15. This flexibility allows the district to properly plan staffing, services, and accommodations to ensure student health and safety throughout the summer program.

Article 61, Transfer and Assignment:

Proposal: Ensures secondary sites are appropriately staffed to provide locker room supervision.

Rationale: This change is intended to ensure secondary school sites are appropriately staffed to provide adequate locker room supervision in support of student and staff safety. Proper supervision helps maintain a safe environment for students, supports positive student behavior, and provides staff with the necessary support to effectively monitor and respond to concerns in locker room areas.

Article 66, Shared Decision Making:

Proposal: Ensures PLCs are accountable to follow through with PLC expectations and provide evidence of their collaboration.

Rationale: This proposal ensures PLCs remain accountable for meeting collaboration expectations and documenting their work while maintaining professional autonomy. It supports schoolwide instructional priorities, promotes efficient and purposeful collaboration, strengthens collegial accountability, and encourages collective decision-making. The process also supports new teacher growth, aligns with site ILT and professional development efforts, and ensures all certificated educators have equitable access to a collaborative PLC experience.

Article 66, Shared Decision Making:

Proposal: Increase elementary educator planning and PLC time.

Rationale: This proposal increases elementary educator planning and PLC time to strengthen collaboration, shared decision-making, and instructional support aligned with Article 66. It also creates opportunities for stronger VAPA articulation across grade levels and provides dedicated time for literacy-focused PLC work and intervention planning to better support student achievement.