

Twin Rivers Unified School District

Fair Share Facilitation

August 7, 2018



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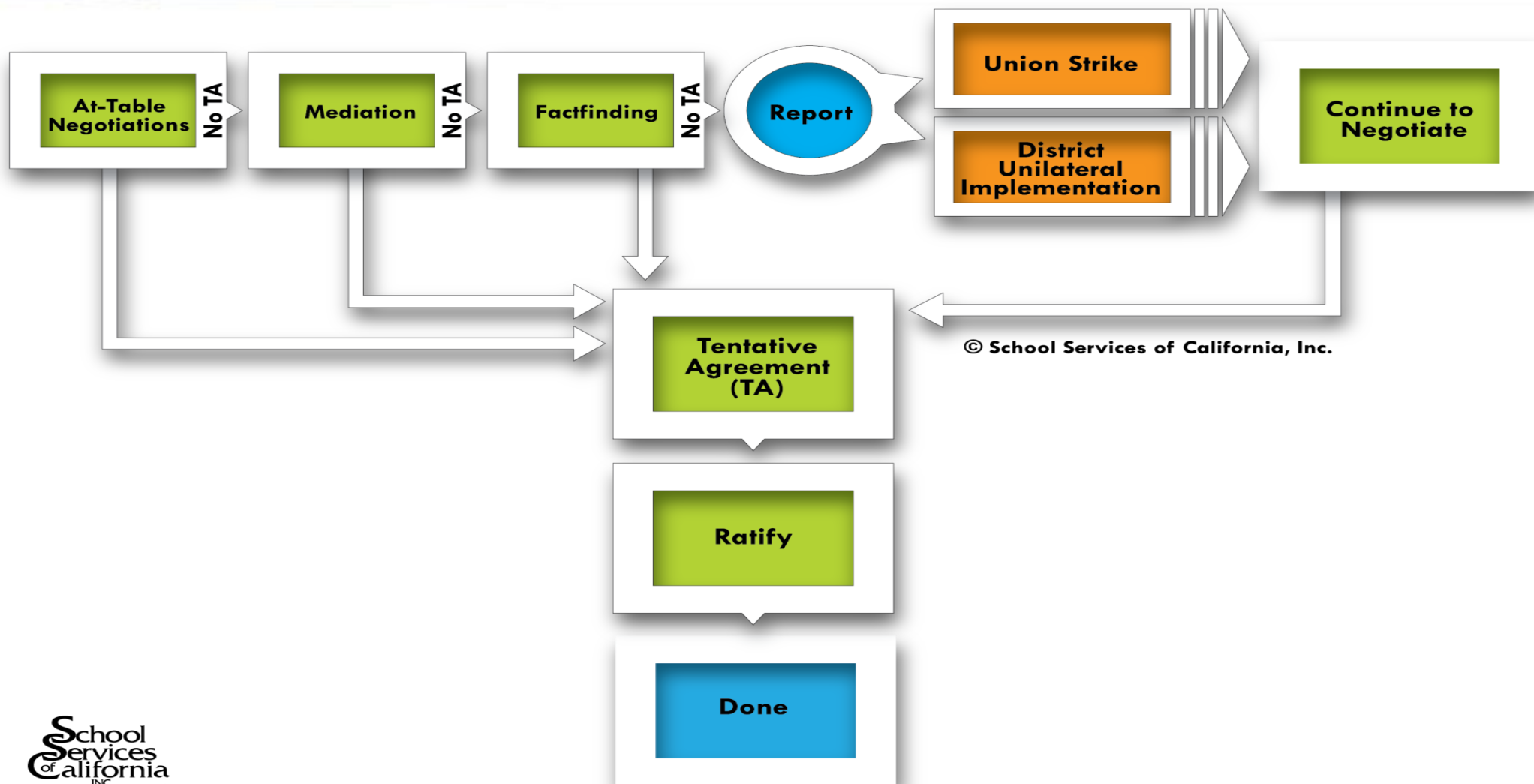
Presented by

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President



The Negotiation Process

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A Lesson in Fair Share Bargaining

- **Some districts have sought a more objective starting point for compensation negotiations**
- **A “fair share” model provides some structure to help both parties understand financial resources, how they are allocated currently, and how that allocation could guide the negotiations process**
- **The model assumes broadly that the next new dollar received would be spent proportionally just as the last new dollar**
 - **If 90% of the district budget goes to salaries and benefits for all personnel, the fair share model would allocate, by bargaining unit, that same amount of any new dollars to compensation**
- **The calculations must be transparent, and like any bargaining system, works better during good times!**



A Lesson in Fair Share Bargaining

- **Ground rules**

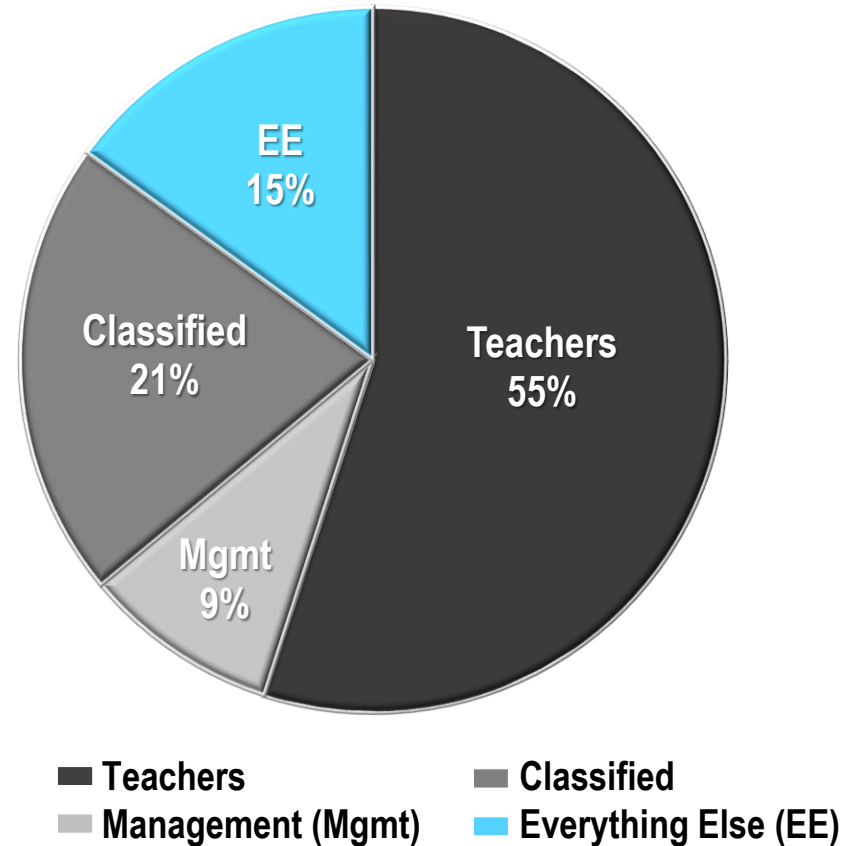
- **We focus on the increase in the base grant**
- **Supplemental and concentration grant funding is negotiated separately in accordance with the Local Control and Accountability Plan (LCAP)**
- **We estimate and settle, then “true up” later**
- **We try to agree on problems and solutions**
- **We share all the information**
- **We calculate the teachers’ result and offer that result to all units**
- **We rely on accurate calculations**
- **If we make a mistake, we fix it**

- **Like all bargaining approaches, fair share works best during good times**



Calculating Fair Share

- We divide the budget into four parts
 - We include all bargaining unit costs
 - Salaries, benefits, stipends, sub costs, retiree benefits, etc.
- The teachers stand at the door and collect \$0.55 of every new dollar
- They are also responsible for \$0.55 of every dollar, if we need to cut

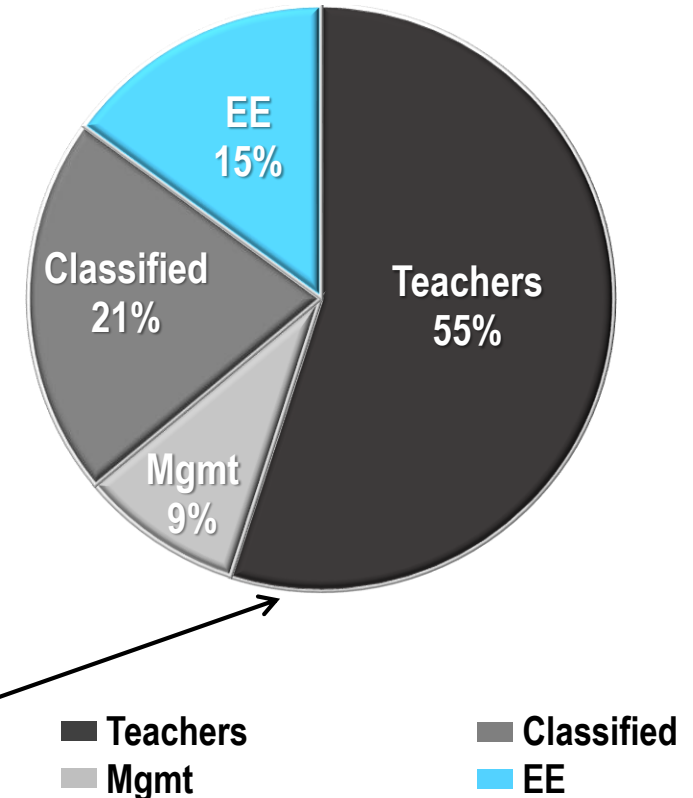


During the Good Times

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- The pie gets bigger; all salaries grow
- Teachers are the benchmark
 - If they get step and column, increased health and welfare, and a 3% raise; that is what we offer every unit
 - The other units can retarget the dollars if they choose



Teachers' Share of New Dollars

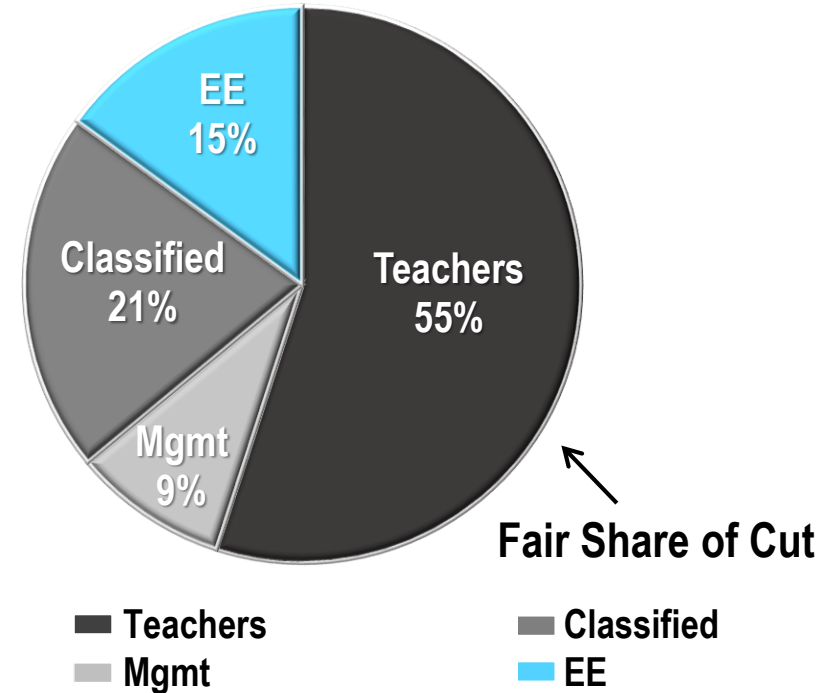
Subtract
- CalSTRS/CalPERS* Increase
- Step & Column
- Health & Welfare Increase
Pay Raise

*California State Teachers' Retirement System/California Public Employees' Retirement System

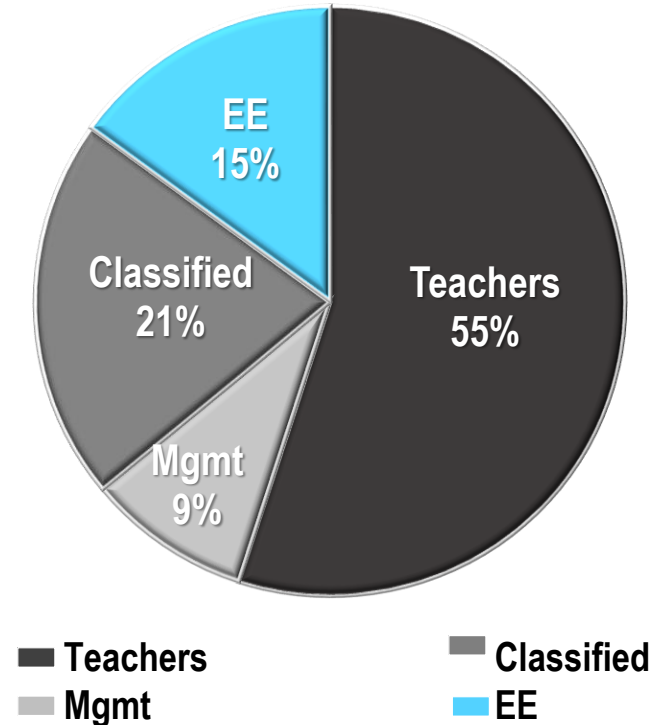


During the Bad Times

- If we need to cut a dollar, the teachers' share is \$0.55
- Other units are proportional
- Can be achieved in many ways



- 2007-08 is the high watermark
 - When we get new money, we move all units toward the 2007-08 “outer ring”
 - If cuts become “disproportionate,” we fix it during restoration
- After all units are back to 2007-08 levels, we begin our “good year” process again





Supplemental and Concentration Grant Funding

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- We handle ongoing funding above the base grant separately
- LCAP drives the expenditure of these funds in the following way:
 - Priority for the students who generate the funding
 - Proportional to the students who generate the funding
 - To increase or improve services for the students who generate the funding
- If our LCAP warrants, we can use the additional funds for:
 - Paying staff for more time
 - Hiring more staff
 - Professional development
- Any items within the scope of bargaining would be negotiated separately from the base grant



Fair Share Calculation

2018-19 New Local Control Funding Formula Revenue	\$20,000,000
Less Supplemental/Concentration Dollars Targeted by the LCAP	-\$10,000,000
Base Dollars	\$10,000,000
Certificated Nonmanagement's Share of the Budget	x 55%
Certificated Nonmanagement's Share	\$5,500,000
Less Step and Column	-\$600,000
Less CalSTRS	-\$900,000
Less New Hires	-\$1,000,000
Less Retiree Benefits	-\$1,000,000
	\$2,000,000
Divided by Cost of 1%	÷ \$1,000,000
Fair Share Percentage	2%

