Twin Rivers Unified School District

Fair Share Facilitation
August 7, 2018

Presented by

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The Negotiation Process

1. At-Table Negotiations
   - No TA

2. Mediation
   - No TA

3. Factfinding
   - No TA

4. Report

- Union Strike

- District Unilateral Implementation

5. Tentative Agreement (TA)

6. Ratify

7. Done

Continue to Negotiate

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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

- 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

- 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
2018-19 New Local Control Funding Formula Revenue
Less Supplemental/Concentration Dollars Targeted by the LCAP
Base Dollars
Certificated Nonmanagement’s Share of the Budget
Certificated Nonmanagement’s Share
Less Step and Column
Less CalSTRS
Less New Hires
Less Retiree Benefits
Divided by Cost of 1%
Fair Share Percentage

$20,000,000
-$10,000,000
$10,000,000
$5,500,000
-$600,000
-$900,000
-$1,000,000
-$1,000,000
$2,000,000
÷ $1,000,000
2%