

TWIN HILLS TEACHERS ASSOCIATION



FACT FINDING

May 24, 2021

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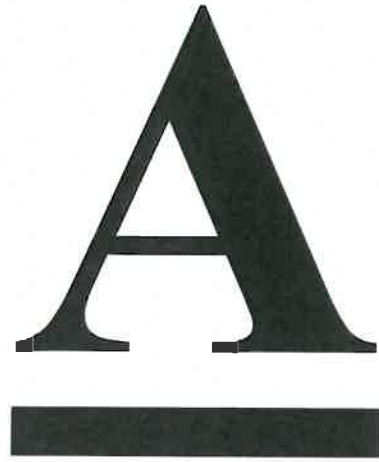
E Statement of the Issues

F Union Arguments Based on Statutory Criteria in EERA Section 3548.2:

1. State and federal laws that are applicable to the employer.
2. Stipulations of the parties.
3. The interests and welfare of the public and the financial ability of the public school employer.
4. Comparison of the wages, hours, and conditions of employment of the employees involved in the factfinding proceeding with the wages, hours, and conditions of employment of other employees performing similar services and with other employees generally in public school employment in comparable communities.
5. The consumer price index for goods and services, commonly known as the cost of living.
6. The overall compensation presently received by the employees, including direct wage compensation, vacations, holidays, and other excused time, insurance and pensions, medical and hospitalization benefits; the continuity and stability of employment; and all other benefits received.
7. Any other facts, not confined to those specified in paragraphs (1) to (6), inclusive, which are normally or traditionally taken into consideration in making the findings and recommendations.

G Closing Statement

H Additional Attachments



Opening Statement

Twin Hills Teachers



Personal Narratives from the Twin Hills Teachers

It is accepted that teaching is one of the hardest, most demanding and most underpaid professions in the nation. It is accepted that those who are called to teach will bear the yoke—working long hours, coaching, mentoring, attending meetings, prepping and grading, because we are devoted to our young charges—while the rest of the community, and nation offer admiration and accolades, but do nothing. It is accepted.

I have taught in the Twin Hills School District for 12 years, and still do not make a living wage. I supplement my pay with outside jobs. I have worked as a bartender, waitress, and clerk at local businesses. At times I have had three jobs to make ends meet. Most days, I leave campus as soon as the parking lot is clear to pick up a shift at job number two. This means late nights and early mornings in order to keep up with my teaching responsibilities. This is accepted. However, my son recently remarked to me, “Mom, you work like a dog.” I run into students and ex-students at my second and third jobs, and they express surprise and consternation that I must do this in order to keep teaching. And looking at the situation from their perspectives, their new and idealistic eyes, I myself question this tacit agreement I have made with the powers. In accepting the yoke, what message have I given them, have we given them about the importance of their education, their future and the world awaiting? And I ask you: Is this really acceptable?

Ms. Capriola, Twin Hills Charter Middle, 6th/7th English

I will soon retire, as the second highest paid teacher in the district, and after 34 years of service to the students of this district. My wife and I are looking to move to a new apartment. I am the sole earner (medical reasons) and am able to afford a 1-bedroom apartment, if I want to stay within the recommended 30% gross income-housing ratio, and live in a decent, not at all luxurious neighborhood. This is my cost for the district maintaining its unnecessarily large reserve while paying its teachers exceptionally low relative wages. Last year I mentored a truly gifted student teacher who in a few weeks will attain her Special Ed. credential. I advised her not to seek employment in our district, for over her likely 30+ year career, she could expect to earn a few HUNDRED THOUSAND dollars less. I didn't want her to pay the same financial cost of working in this district as I've paid.

Mr. Bellinger, Apple Blossom, 5th Grade

I am leaving the district after 5 years due to salary/benefits. I'm just getting good at my job...ready to add experience and leadership to the success of the school. I love my community and wanted to stay. I considered Apple Blossom my home. My child went through THUSD. I discovered my love of teaching by volunteering in the AB classrooms.

When I was starting in this district, I took a second job so that I could be where I was comfortable. I did this for 4 years so I could stay at the school I considered home.

When Covid hit, I lost my second job and was forced to live on just my salary. It was impossible. I have never been able to add my son to my insurance because of the cost (\$600/month). I still thought "I'll get another second job and try to reduce expenses." I doubted that was possible given how I already was living...without enough money every month to buy food AND pay my bills.

Living without a reasonable salary is really hard on the soul. Every month is financially stressful. But I still went to work, did my best and hoped for better. Then I heard that our district had countered our union request for another raise with ZERO. I also understand that our administrative salaries are closer to competitive. This struck me as extremely unfair and callous.

I started to look in neighboring counties and have been hired for the same position with a 25% increase in pay, full coverage for myself and my son and a team that appears happy, partly because they are being paid a liveable wage for good work.

There are reasonable choices that can be made to address this issue. We could consolidate so there are not so many administrators, reconfigure the budget. It is not my area of expertise, but it is clear that West Sonoma County districts are not being run efficiently.

How many good teachers are we willing to lose? How much more positivity could come from making teacher salaries a priority?

Best of luck to those left to fight from a teacher forced to move on.

Ms. Reese, Apple Blossom, Education Specialist

When I was first hired, I was told by a senior teacher that our district takes care of you if you're single, and they take care of you when you're on your way out. In the moment I had no idea what that meant. I was 25 with no kids. The pay looked decent, lower than neighboring district but I loved the community so it was worth it to me. Now, 6 years later, I'm married with 1 child and 1 on the way. I am blessed by working part time and SO grateful the district approved that for me and my family.

What has resulted of having 3 of us on our extremely pricey insurance and low pay is me making \$350/month. I work 50%, put in at least 25 hours or more a week, and have sacrificed being on the highest health care plan, so we pay A LOT out of pocket.

I have a second job to be able to make my car payment, bills, etc as my pay literally only covers one Costco trip a month.

At this point my second job is what's allowing me to continue teaching here. Without it, I would have had to leave our district.

We LOVE our school; we love our families and students.
But something's gotta give.
This isn't sustainable.
We have to be able to survive living in our county.

Ms. Correia, Apple Blossom, 1st Grade

Each month, we struggle to pay our bills before running out of money. Recently, we have begun going to pick up from the free food distribution each week to stretch our dollars further, and the past two summers have seen us sink into debt as we have not been able to put enough aside to compensate for the lost summer wages.

Because of all of this, I have taken on a second job, teaching online after school and on weekends, and I am going to work over the summer as well. It is not a sustainable path to teach this much, and it is likely to lead to burnout.

We all know that teaching is not a high paid profession. According to EducationWeek, teachers are paid nearly 20% less than similar college-educated professionals. I didn't get into teaching for the money, but nonetheless, it still feels discouraging to watch our district fall further and further behind in terms of pay while the cost of living in Sonoma County just continues to rise.

Ms. TimberMoon, Orchard View, Supervising Teacher

The issue of salary often becomes a "teachers vs district" scenario, which is misleading because it takes students out of the discussion, when they are really the primary reason we are here. So I'd like to show how low teachers' salaries directly affects students.

When my teenage daughters qualified for free and reduced lunch, I was devastated that even with my 50+ hour workweek, years of experience and additional education, my pay in the Twin Hills District was so low I was deemed "low income." It depressed and saddened me again when I could no longer afford to keep my children on the district health plan, as did the knowledge that some of my coworkers were visiting food pantries or living in substandard housing.

We teachers always say that we don't bring our problems into the classroom, but let's be real. When we are worrying about whether we can afford groceries, medical care, or rent, that worry and stress affects our concentration, our problem-solving skills, and our ability to be fully present to our students. We are only human.

Now as I draw closer to retirement, my decision about when to retire is fraught with anxiety. Years of low raises and “off schedule” bonuses have left me with a pension that is too small to live on. Since I don’t want to live in poverty in my old age, do I work beyond the time I am effective in the classroom in order to bump up my pension a few hundred dollars and continue to get district paid health benefits? Do I retire when I become too worn out to do my job well, possibly jeopardizing my future and racking up debt to pay for health care? These questions keep me up at night, and weigh heavily on me during the work day.

The district claims to “value” our teachers, yet their actions belie this claim. Having to fight every year or two for a salary increase that would bring us closer to the state average, while living and working in an area where the cost of living is well above the state average is exhausting, infuriating, and demoralizing. And if the district administration and Board think that we leave these feelings of being devalued at the classroom door, I encourage them to think again.

Ms. Shulman, Apple Blossom, 2nd/3rd Grade

When I started looking for a teaching job 7 years ago, Apple Blossom Elementary was my first choice. I loved the teachers and the families of Apple Blossom. I did not know that the Twin Hills Union School District did not pay a fair wage to their teachers. I did not know just how little I was going to earn. Although I have loved working for the Twin Hills Union School District, I can no longer afford to work where I love. The cost to live in Sonoma County and the low wages that Twin Hills pays does not allow me to continue to work for this district. I have begun to take steps to move away from teaching and to look for work outside the Twin Hills district.

Ms. DelMonte, Apple Blossom, 1st Grade

I grew up in Sebastopol, attending Gravenstein School and Analy High School. I feel fortunate to still live in this community and am now raising my teenagers here. Teachers are a hard working and dedicated bunch, often putting in long hours to attend to the needs of students. I love the work that I do and I am grateful that I work at a school that offers unique teaching and learning opportunities to the independent study community. The other schools in our district offer various educational programs that attract families from outside the district and the teachers work diligently at those schools to offer a top-notch education.

The cost of living in Sonoma County has increased significantly in recent years. School Services of California recommends that 85% of a school’s budget should go towards personnel costs, yet this district budgeted 70% for the 2019-2020 school year and 73% for the 20-21 school year. It appears the district has the funds available to fairly compensate teachers. A 0% on schedule and 2% off schedule increase does not begin to address the cost of living increases. My family has felt the pinch of living paycheck to paycheck. It is not a comfortable place to be. I hope that the district will understand the financial hardships many teaching professionals are experiencing and values our dedication and hard work by compensating us fairly.

Ms. Lofchie, Orchard View, Supervising Teacher

My name is Jeanne Guerinoni and I have been a teacher at Apple Blossom School for the past 25 years. When I first started teaching, we had a competitive salary with neighboring districts and we had full benefits for not only ourselves, but for our entire families. Over the years as our district's reserves have grown, instead of spending our funds on our school's most important resource, the teachers, the district has chosen to save way over and above our own district's requirements of a 17% reserve. In this same time, we have moved farther and farther away from a competitive salary with neighboring schools and our benefits have diminished to a point that employees have to spend more and more for our family's benefits, and in recent years, our own benefits as well. At the same time, Sonoma County's cost of living has increased so significantly that we are now one of the most expensive places to live in our state, and in the country as well.

With all of this in mind, personally I feel trapped knowing that even though I love this school community and my colleagues, this really is not a healthy place for me to be financially. As I get closer to retirement, I know that to remain in the Twin Hills District, I will make substantially less in my retirement than many of my friends that work in neighboring districts. And why? We all do the same important job, one of the most important jobs out there, but in the Twin Hills District we are not valued for the work that we do. It has been more important for our district's superintendent, our school board, and financial officer to have an excessive amount in our reserves than to pay our teachers a fair and living wage. This year, of all years, to fight with us regarding a salary increase, after we have reinvented ourselves, worked excessive hours, given up so much of our own time that could have been spent with our families, truly adds insult to injury.

My own finances in retirement are also of concern, since my retirement will be based on my salary. I went into teaching after working for ten years in business, so to work for 30 years, the best option to maximize retirement with the age factor, puts me working beyond where I feel I would be effective. And additionally, I won't get the Social Security that I earned due to the Windfall Tax Provision. This means that I will retire and hope that I will be able to enjoy retirement without having to get another job. With the rising costs of housing, food, taxes, insurance, and everything else that has to be paid out of my meager retirement, getting another job is a very real possibility.

In hindsight, I should have left Twin Hills Union School District a long time ago. This is such a sad realization. In fact, I advise young teachers to leave the Twin Hills District before they too have too many years to transfer somewhere else, since many districts do not move you over on the salary scale with more than five or ten years of experience. In fact, we have already lost some of our teachers for this reason and will continue to lose more each year that we don't offer them a fair salary and benefit package.

Lastly, I had a conversation the other day with one of our younger teachers and she noted how toxic it is here. Her words took me back, but then I realized that yes, when you have to constantly fight for what you deserve, the energy it takes to battle with the district over salary constantly makes this a toxic environment. Is that really the kind of environment that we want our kids to be a part of? One where teachers feel taken advantage of, demoralized, and down

right angry over the status quo? I think if I had to do it all over again, I would take my kids to a school where teachers are valued for the incredibly hard work they do.

Ms. Guerinoni, Apple Blossom, 5th Grade

I have worked for the district for 20 years and seen my salary unable to keep up with the cost of living in West county. As a mother of two grown daughters and grandmother of one I have always hoped my children would be able to live near by. But in the last three years I have had to substantially support one of my daughters after she graduated from college and entered into motherhood. This has impacted my ability to invest in my retirement which means I will have to work beyond what my husband and I had planned for. Which brings me to how we can better honor our retirees. Currently the district is only offering a 2% off-schedule bonus for this year. With 6 teachers that have dedicated many years of service to the district retiring this year, I would think we want to honor their faithful service by at least offering an on schedule bump in salary so as to allow them to benefit. Our retired teachers often come back and volunteer in our classrooms. We currently have a teacher who has set up our entire library, culling and procuring books as a volunteer. If our retired teacher's can't afford to live in the county then we lose their continued support in our schools.

Ms. Prosser, Sun Ridge, Kindergarten

When I started 24 years ago, Twin Hills was in the top three highest paying districts in the county, attractive both in reputation and salary. Love and loyalty of the district is no longer covering my basic living needs. The stress of the cost of living in Sonoma County increases daily. Just last month, my PG&E bill increased \$200 a month. I literally need to replace the roof over my head. I am driving a car where the floorboards flood every time it rains, and the check engine light stays on, leaving me crossing my fingers that I even make it to work. The last few years, my school work day averages 10-12 hours not counting weekend time spent. Cost of living increases aren't covered with my current salary, so I am working second jobs to guarantee food each month. I don't want these extra jobs to become a priority over my students taking away from lesson planning and IEPs. Please figure out prioritizing students first by prioritizing teachers first. It is critical to the staff and district's survival.

Neighboring districts prioritize their teachers' salaries and reward years of service earlier in a career. Some are taking up to 25 years of service, which would result in a \$15,000 annual increase in my income, a potential decrease in my stress level and more time to support my students. 0% on schedule and a 2% off schedule offer does not help with ongoing basic needs. I can't call PG&E to ask for a payment delay because our district has a great reputation.

Ms. Ellwood, Twin Hills Charter Middle, Education Specialist 6th-8th

I moved back home to Sebastopol where I was born and grew up because I love the area, and I wanted my kids to grow up near family.

When I moved, I knew I was taking a pay cut of about \$18,000 from where I was teaching in Arizona (where the cost of living is very affordable compared to Sonoma County). What I didn't

know was that Twin Hills School District would not offer to cover my children's medical benefits.

Never have I worked for any District that doesn't cover medical benefits for dependents at a reasonable rate! And when I say that Twin Hills USD doesn't cover dependents, I mean that I was offered the option to refuse coverage or pay around \$14,000 a year to cover my two children out of my own meager salary!

Instead, I have opted for poorer coverage through Medi-Cal which I qualify for because my pay is so low! I drive into Santa Rosa to a clinic where I am the only person who doesn't speak Spanish (which I am learning!) whenever I need medical care for my children. I am in the same medical situation as some of the poorest families in my community! Conversely, I work in an extremely wealthy area, I graduated with honors from Pomona College, I am an accredited teacher, I have 12 years teaching experience, and I work 10-12 hour days most days of the week.

How can it be that 2% OFF SCHEDULE and 2% the following year is the best you have to offer me after I worked doggedly through a year of teaching my own children at home, teaching my students BOTH online and in person, and independently learning so many new skills, my head spins to remember that all this has occurred in only one year!

I thought I would be buying a home soon; but instead, still (luckily) living upstairs from my parents, I am left considering drastic measures like finding a new career, because no matter how hard I work in this district, the dream of sustainable stable living is out of my reach. Actually that dream is crushed by enormously inflated housing prices, a severe lack of affordable housing, soaring costs of living, and an unconscionable refusal on the part of this district to recognize its greatest assets and protect them; namely its teachers who truly cannot teach to the best of their abilities when they are constantly concerned about making ends meet!

What an insult after working through so many emergencies and personally, working harder than ever before, to be offered so much less than the budget and reserves can afford. Shame on the board for not prioritizing the well being of the teachers; and thus by extension the well being of the students in this district!

When the cost of living is so high that teachers cannot live within a reasonable distance of where they teach, and the board chooses not to prioritize their well being, the professionals who have become teachers because they were called to devote their lives to developing logical thinking and empathy in our youth, will simply need to move away, or find other solutions. And no one can possibly believe that a teacher working full time to provide a quality education to our students, should also need to hold down a second job just to be able to take care of their own family.

This is a very sad situation in my home town. I am saddened to see such a reserve of wealth contrasting such poverty of morals.

Ms. Russell, Sun Ridge, 3rd Grade

I have been working at Apple Blossom for 11 years as an Education Specialist. I absolutely am passionate about my work and the Apple Blossom community. I am a single mother with a 13 year old daughter, and still cannot afford to provide her her own bedroom as a renter, nor save enough money to afford to buy a house in Sonoma County. My rent has more than doubled since I first moved to Sonoma County. I have had to move many times, and I have had to live with housemates in order to survive. Meanwhile, the reality of having to supervise my daughter's education at the same time of fulfilling my contracted duties during the COVID-19 Pandemic has caused me excessive amounts of stress. The THUSD administration asked me to work harder, while removing supports, and has intimidated me rather than giving me more flexibility or support during this time. I am looking for work in another district because the pay at THUSD does not appropriately compensate me for the quality of work they are expecting of me. Essentially, I feel I have been pressured out of this district in search of a better quality of life at home and at work.

Ms. Sheffield, Apple Blossom, Education Specialist

I have been a teacher in the Twin Hills School District for over 20 years. When I was first hired, I was so proud of our district. We were known as "The Jewel of Sonoma County". Our unofficial motto was, "If it's worth doing, it's worth overdoing it." The teachers always went above and beyond, but they didn't mind because they always felt appreciated. They were fairly compensated. The administration worked with the teachers and it was a win/win situation. Over the years, that has changed. While the teachers are still trying to do all that is expected of them and more, especially during this year of Covid, our pay has not kept up with the cost of living. The morale of the teachers has plummeted. As a veteran teacher, my pay is on the upper end of the pay scale and yet, I still cannot afford to live in the community where I work. I commute 30 minutes to and from work in my 15-year-old car. During this year of the pandemic, I worried about health care for my family. Although I was covered for health insurance, I couldn't afford to keep my child on the school health plan because it was too expensive. I had to find alternative care. If I am having a difficult time paying my bills with my salary, I cannot even imagine the hardships that our new teachers are having. As a mentor teacher for the district, it is discouraging to see many of our young teachers leaving our district to go to districts with a better salary schedule or leaving the profession entirely because they are frustrated with the system. I want to return to the times when a young teacher is proud to be a part of this district. I want those teachers to remain in our district and become veteran teachers who feel appreciated for the work they do.

Ms. Russell-Larrain, Apple Blossom, Kindergarten

Opening Statement (Question)

STUDENTS', FAMILIES' & TEACHERS' DESTINIES ARE INTERTWINED!

NEA Today, May 2018

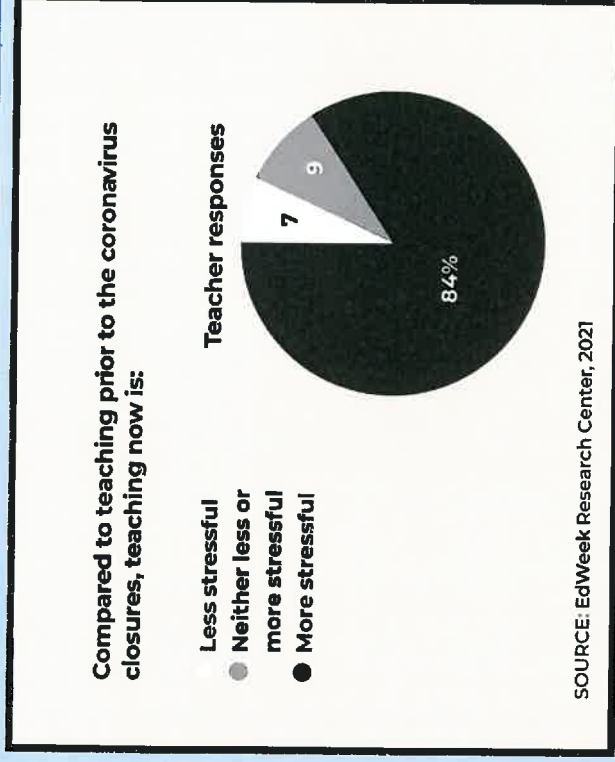


- “93% of elementary school teachers report that they are experiencing a high stress level.”
- “I’m surprised that few people seem to connect the dots back to their own children. When I think of my daughter, for instance, I know that I don’t want her to spend an entire day with an adult who is feeling overwhelmed, underappreciated, and mistreated... That’s a bad setup for everyone. I hope we are calling attention to the fact that teachers need our support, as parents, as community members, as policy makers, and as private citizens. When teachers are neglected, our children are neglected.”

Keith Herman, Professor, University of Missouri College of Education

- **Is it fair for anyone, especially our students, to have financially overwhelmed and unappreciated teachers in our classrooms?**

<https://www.edweek.org/teaching-learning/why-teachers-leave-or-dont-a-look-at-the-numbers/2021/05>

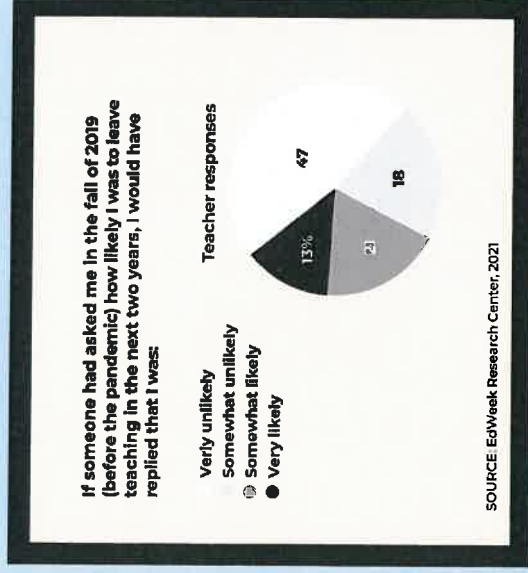
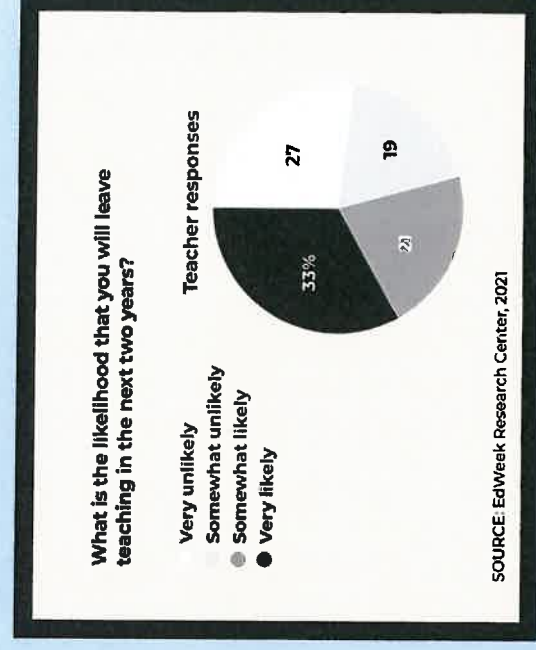


4



Teacher Shortage Crisis = Student Learning Crisis

<https://www.edweek.org/teaching-learning/why-teachers-leave-or-dont-a-look-at-the-numbers/2021/05>



Prior to pandemic, 34% of teachers were somewhat likely or very likely to leave the profession in two years. Now, 54% say they are somewhat likely or very likely to leave teaching.

Teacher Shortage Crisis = Student Learning Crisis

<https://www.edweek.org/teaching-learning/why-teachers-leave-or-dont-a-look-at-the-numbers/2021/05>



“Low pay is the No. 1 reason high school students don’t consider teaching.”

Southern Regional Policy Board, Policy Brief,
New Ideas on Teacher Compensation, Sept.
2020

Pay makes a big impact

The survey asked teachers what their school or district could do that would make a major difference in reducing the likelihood they would leave the K-12 teaching profession in the next two years. The most frequently chosen answer? Increase salaries.

Opening Statement (Question)



STUDENTS', FAMILIES' & TEACHERS' DESTINIES ARE INTERTWINED!

Education Week, "I'm a Fool to Do This Job: Half of Teachers Say They've Considered Quitting, August 5, 2019

- "More than half of the country's teachers say they'd go on strike for better pay if they had the chance, and half are so unhappy that they've seriously considered leaving the profession in the last few years... 'I work 55 hours a week, have 12 years of experience, and I make \$43k,' one teacher told researchers... 'I worry and stress daily about my classroom prep work and kids. I am a fool to do this job.'"
- "A 'Crisis in the Making': Half the teachers in the survey said they'd considered leaving the profession in the last few years, citing two reasons most frequently: compensation and stress. "I find it really alarming that more than half of teachers say they've seriously considered leaving their profession," said Joan Richardson, the director of the PDK poll. "Imagine if physicians were saying that, or police officers. I regard this as a crisis." ...
- One teacher shared this list of grievances with PDK researchers: "Lack of respect, evaluations that are not in my control based on the behavior of children, pay freezes over five years, low pay carrying over into retirement, unable to pay for living expenses, administrative disrespect for teachers publicly and privately, defiant and belligerent students returned to the classroom after egregious behavior." Teachers' view of their profession is so dim that 55 percent wouldn't want their children to follow in their footsteps. This parallels the view of the public overall: In the 2018 poll, 54 percent of adults said they wouldn't want their children becoming teachers, the first time since the PDK poll began in 1969 that a majority responded that way. The reasons they cited? Poor pay and benefits."

- **Is it fair for anyone, especially our students, to have financially overwhelmed and unappreciated teachers in our classrooms?**

Opening Statement (Question)



Why Do Teachers Leave?

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- The ongoing teacher shortage is caused by a number of factors which cause an imbalance between the demand for teachers and the supply:
- Schools struggle to find and retain highly qualified teachers and this struggle is magnified in high-poverty schools
- Compensation can potentially reduce the attractiveness of teaching jobs—especially in areas which experience a high cost of living
- The school environment and the teacher experience which can be highly stressful, are driving educators out of the profession
- Teachers aren't getting the training and career support they need to succeed

Source: Survey results retrieved from the U.S. Census Bureau for the U.S. Department of Education

- "The teacher shortage is real, large and growing, and worse than we thought." Economic Policy Institute, March 26, 2019
- Is it fair for anyone, especially our students, to have financially overwhelmed and unappreciated teachers in our classrooms?

Opening Statement (Question)



Is it fair for anyone, especially our students, to have financially overwhelmed teachers in our classrooms?

Press Democrat Headline, Sept. 2016

"For teachers, Sonoma County houses 4th least-affordable in state"

- Situation has only gotten worse since with the 2017 Tubbs Fire.

Press Democrat Headline, June 2019

"Santa Rosa ranks among the five least affordable cities for teachers to live in US"

2019-20	AVG. WAGES	HEALTHCARE MAX. AVG.	TOTAL
CALIFORNIA	\$84,531 Elem: \$83,881	\$15,914 \$17,449 w/Dental & Vision	\$100,445
THUSD	\$69,594	\$8,712 \$10,213 w/Dental & Vision	\$78,306



"Sixty-one percent of adults and 59 percent of public school parents think teacher salaries are too low... Regionally, solid majorities of Californians in the San Francisco Bay Area (68%)...say teacher salaries are too low..."

Public Policy Institute of CA Statewide Survey, April 2021

Comparison to Imperial County (Small, Rural, Elementary School District)

DISTRICT	TOTAL SALARY SCHEDULE FTE	2019-20 FUNDING PER PUPIL	2019-20 P-2 ADA	HIGHEST SALARY OFFERED	AVERAGE SALARY PAID
TWIN HILLS	68.2	\$13,067	1,100.94	\$88,573	\$69,594
HEBER	58.62	\$13,360	1,214.20	\$114,308	\$84,278

Source: J-90 Forms, CA Dept. of Education.

<https://www.cde.ca.gov/ds/fd/cs/documents/j90summary1920.pdf>.

Statewide elementary average "maximum scheduled salary": \$104,997

ZILLOW.COM

April 2021

The typical home value of homes in Sonoma County is \$722,695. This value is seasonally adjusted and only includes the middle price tier of homes. Sonoma County home values have gone up 9.5% over the past year.

The typical home value of homes in Imperial County is \$275,583. This value is seasonally adjusted and only includes the middle price tier of homes. Imperial County home values have gone up 21.6% over the past year.



Comparison to Imperial County (Small, Rural, Elementary School District)

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Source: J-90 Forms, CA Dept. of Education,
<https://www.cde.ca.gov/ds/fd/cs/documents/j90summary1920.pdf>.

General Fund Revenues by Object Code, 2019-20 Heber Elementary - Source: Ed-Data Partnership

Revenues				Dollar/Student (ADA)			
Object Codes	Type of Revenue	Unrestricted	Restricted	Total	This District (ADA 1,214)	% Avg. Elementary School Districts	Statewide Avg. All Districts
8010-8099	LCFF Sources	\$13,565,270	\$0	\$13,565,270	\$11,172	106%	\$10,591
8100-8299	Federal Revenue	\$0	\$804,335	\$804,335	\$662	103%	\$645
8300-8599	Other State Revenue	\$305,613	\$1,162,624	\$1,468,237	\$1,209	96%	\$1,267
8600-8799	Other Local Revenue	\$88,525	\$295,903	\$384,427	\$317	32%	\$986
Total Revenues		\$13,959,408	\$2,262,862	\$16,222,270	\$13,360	99%	\$13,489
							\$14,013

Comparison to Imperial County (Small, Rural, Elementary School District)



DISTRICT	TOTAL SALARY SCHEDULE FTE	2019-20 FUNDING PER PUPIL	2019-20 P-2 ADA	HIGHEST SALARY OFFERED	AVERAGE SALARY PAID
TWIN HILLS	68.2	\$13,067	1,100.94	\$88,573	\$69,594
HEBER	58.62	\$13,360	1,214.20	\$114,308	\$84,278

Source: J-90 Forms, CA Dept. of Education,
<https://www.cde.ca.gov/ds/fd/cs/documents/j90summary1920.pdf>.

General Fund Revenues by Object Code, 2019-20 Twin Hills Union Elementary - Source: Ed-Data Partnership

Revenues		Dollar/Student (ADA)			
Object Codes	Type of Revenue	Unrestricted	Restricted	Total	This District (ADA 611)
8010-8099	LCFF Sources	\$6,403,276	\$835	\$6,404,111	\$10,479
8100-8299	Federal Revenue	\$18,125	\$185,499	\$203,624	\$333
8300-8599	Other State Revenue	\$199,596	\$451,616	\$651,212	\$1,066
8600-8799	Other Local Revenue	\$437,341	\$289,247	\$726,588	\$1,189
Total Revenues		\$7,058,339	\$927,197	\$7,985,536	\$13,067
				% Avg. Elementary School Districts	99%
				% Statewide Avg. All Districts	\$10,591
				% Statewide Avg. All Districts	\$10,958
				% Statewide Avg. All Districts	\$744
				% Statewide Avg. All Districts	\$645
				% Statewide Avg. All Districts	\$1,267
				% Statewide Avg. All Districts	\$1,511
				% Statewide Avg. All Districts	\$800
				% Statewide Avg. All Districts	\$986
				% Statewide Avg. All Districts	\$13,489
				% Statewide Avg. All Districts	\$14,013

<https://www.pressdemocrat.com/article/news/sebastopol-twin-hills-teachers-union-authorizes-strike-if-no-contract-agr/?sba=AAS>

Sebastopol's Twin Hills teachers union authorizes strike if no contract agreement is reached



Twin Hills Teachers Association members rally in support of their contract proposal. They and the Twin Hills Union School District are at an impasse in their negotiations.



KATHLEEN COATES

THE PRESS DEMOCRAT

May 16, 2021, 3:36PM

Updated 14 hours ago

Members of the Twin Hills Union School District teachers union in Sebastopol have voted to authorize a strike if they fail to come to an agreement with the district over a new contract.

The May 12 strike vote, which earned support from 98% of the teachers who participated, comes amid protracted negotiations over proposed pay and benefit terms. It is the second Sonoma County district in two months where teachers have agreed to mobilize for a strike amid an impasse in contract talks.

Union leaders point to the district's \$3.9 million surplus as evidence that it can afford to give them more than the latest offer, which would see no raise for the first year and a 2% raise in the second.

"This offer demonstrates a lack of prioritization for students and teachers during any school year, but honestly, was an insult in a year where teachers have worked harder than ever," 24-year special education teacher and union co-president Nicole Ellwood told the board of trustees Thursday night.

However, Superintendent Barbara Bickford said in an emailed statement that because of limited ongoing state funding and a continued decline in enrollment amid the pandemic, the district cannot afford to give higher raises.

"There are no longer funds, beyond COLA (cost of living adjustment), to provide higher raises and increased benefits," she said. "We cannot afford raises of 6 and 7% for this year and next that the association is asking for."

RELATED STORIES



At impasse, Rincon Valley teachers OK permission to call strike

The next step in the process begins May 24 with fact-finding by a three-person panel that includes members appointed by the union, the district and a neutral member from the California Public Employee Relations Board. The two sides have been negotiating since October.

The standoff represents the latest local school district with teachers and administrators sharply at odds in contract talks after an exceptionally difficult year in local education. [Rincon Valley teachers cast their own strike authorization vote last month](#), arguing that the raises on offer from the district did not reflect the surge of state money coming in for COVID-19 relief or keep pace with statewide wage trends for teachers.

Twin Hills teachers are making a similar case.

Ellwood and union co-president and first grade teacher Kristin Del Monte said the district's average teacher wage of \$69,594 in 2019-2020 lags the state average of \$84,531. In addition, according to the union, the state's maximum average for employer-paid health care coverage was \$15,914 in the same period, while the Twin Hills figure was \$8,712, the teachers group says. They point out that Sebastopol has a high cost of living and many teachers are working second jobs and living paycheck to paycheck.

Bickford, however, pointed out that teachers received overall 9.5% salary increases over 2018-2019 and 2019-2020 in addition to normal "step" increases on the district salary schedule. She said further progress is possible with additional talks.

The K-12 district includes four schools with about 1056 students. Its [adopted 2020-21 budget was \\$7.9 million](#). The union represents 57 of the district's teachers, representatives said.

During the board meeting, trustees and staff discussed the problem of the district's declining enrollment.

"We lost some students during the year, most of whom moved out of state. Some were doing distance learning, so we couldn't count them as enrolled," Bickford told the board. "We hope we don't lose more students ... over the summer."

Without greater concessions by the district, teachers union leaders say they fear that instructors will leave for higher pay and fewer accomplished teachers will apply to work in the district. The fallout, union officials said, could lead to lower quality education and additional exodus of students.

"Already vacant positions have limited applicants and most applicants have minimal experience," according to a statement read at the board meeting by Ellwood, Del Monte and Leslie Konvanlinka, the association's bargaining chair.

One Twin Hills district teacher recently left for a job in Marin County and will be commuting there from Sebastopol, Del Monte said.

"These low wages and health care benefits obviously make it very difficult to recruit and retain the best educators for our students," Konvalinka said in a news release distributed by the union.

Union leaders point to Gov. Gavin Newsom's recently announced California Comeback Plan, which has the state making targeted investments of \$20 billion in public education, including K-8 public schools.

The concern among local administrators and board trustees remains that many of those dollars are one-time funds that can't be relied on over the long term.

Bickford, the Twin Hills superintendent, said the district values its teachers and agrees "they should be paid as much as is reasonably possible. But the district is charged with the long-term health of all our schools. We don't want to close any schools or eliminate any student programs."

She added that she hopes they can come to a resolution "without hurting our students with a strike while they are finally back to school two days a week."

You can reach Staff Writer Kathleen Coates at kathleen.coates@pressdemocrat.com.

(<http://neatoday.org/>)

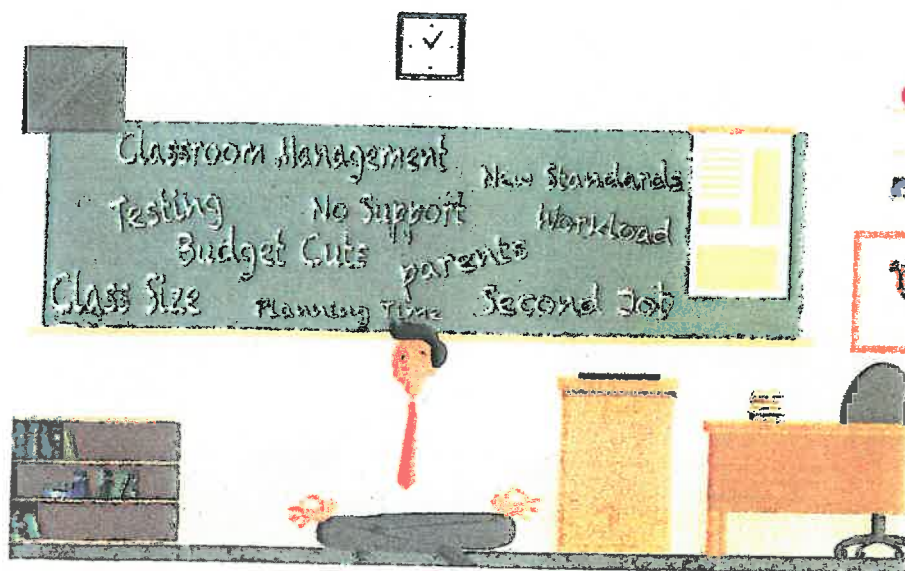
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How Many Teachers Are Highly Stressed? Maybe More Than People Think.

BY TIM WALKER ([HTTP://NEATODAY.ORG/AUTHORS/TIM-WALKER](http://neatoday.org/authors/tim-walker))

Everyone knows that teaching is one of the most demanding and stressful professions. And most are probably aware that a majority of teachers are feeling a high level of stress. Still, we may have been underestimating the magnitude of the problem, according to a [new study by the University of Missouri \(MU\)](http://journals.sagepub.com/doi/pdf/10.1177/1098300717732066).

(<http://journals.sagepub.com/doi/pdf/10.1177/1098300717732066>).

Keith Herman (<https://education.missouri.edu/person/keith-herman/>) and Wendy Reinke, both professors in the MU College of Education, and doctoral student Ja'et Hickmon-Rosa found that 93 percent of elementary school teachers report that they are experiencing a high stress level. The study was recently published in the *Journal of Positive Behavior Interventions*.

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The researchers asked 121 teachers who taught kindergarten through 4th grade in an urban Midwestern school district to complete self-report measures on their levels of burnout, stress, efficacy, and coping. The teachers were asked such questions as "How stressful is your job?" and "How well are you coping with the stress of your job right now?" The researchers then linked the resulting data to the behavioral and academic outcomes of their students. They found that high teacher stress levels were usually associated with poorer student results, such as lower grades and frequent behavior problems.

In the study, educators with low levels of stress *and* high coping ability were practically non-existent.

While Herman wasn't surprised that most teachers feel stressed in their jobs, he didn't expect that "only 7 percent rated themselves as having both low levels of stress and high levels of coping with their jobs." (Herman and his colleagues are finding similar results in a yet-to-be-completed follow-up study with middle school teachers.)

The University of Missouri study, while generally corroborating previous research about the job pressures educators face and the potential impact on students, brings something new to the table. "We could find no other study that simultaneously examined teacher stress and coping levels. While stress and coping are related to each other, they are distinct constructs," Herman says.

Focusing on how educators succeed or fail at "coping" with job pressures can be misconstrued as placing the blame squarely on those individuals. Talking too much about "burnout," for example, implies that many teachers simply can't hack it in the classroom and it's ultimately up to them to make the necessary changes. Doris Santoro of Boiwdon College believes teachers are just as "demoralized" by a changing profession as they are "burned out" by its demands. (<http://neatoday.org/2018/01/18/teacher-burnout-disillusionment/>) Schools, communities and policymakers, therefore, are all responsible for restoring what has been stripped from the profession.

Herman agrees. The stress level felt by educators *is* a wake-up call to the country about the state of the profession, but supporting their use of effective coping strategies must be part of the solution – and educators recognize this.

Herman recalls the reaction of a group of teachers he was training in classroom management intervention a few years ago. After outlining basic coping principles to stress management on the board, Herman turned around to the class and saw the participants "feverishly taking notes," he recalls. "I was struck by how many teachers had not been acquainted with this very useful approach to coping with inevitable life stressors." Herman, with Reinke, co-wrote "Stress Management for Teachers: A Proactive Guide."

I'm surprised that few people seem to connect the dots back to their own children. When I think of my daughter, I know that I don't want her to spend an entire day with an adult who is feeling overwhelmed, under-appreciated, and mistreated."

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(<https://www.guilford.com/books/Stress-Management-for-Teachers/Herman-Reinke/9781462517985/reviews>) published by Guilford Press in 2014.

While individual coping matters, real, sustainable success is unlikely without a comprehensive school-wide commitment to create healthier and productive climates for staff and students.

"Administrators set the tone in their building for how teachers are perceived and supported. Prioritizing teacher well-being and giving higher rates of recognition and positive feedback to teachers versus criticism and judgment helps set a positive tone," Herman explains.

More broadly, improved workplace conditions, greater autonomy in the classroom, and a voice in decision-making can also go a long way in giving teachers the professional respect that is so pervasive in high-achieving countries.

The recent strikes and walkouts of educators in West Virginia, Oklahoma, Arizona, and Colorado (<http://neatoday.org/2018/04/25/arizona-teacher-walkout/>) has forced the nation to take a hard look at not only the underfunding of public education, but also how their profession has been denigrated. This kind of national attention, says Herman, can help society acknowledge that undervaluing the teaching profession harms students.

"I'm surprised that few people seem to connect the dots back to their own children. When I think of my daughter, for instance, I know that I don't want her to spend an entire day with an adult who is feeling overwhelmed, underappreciated, and mistreated," Herman explains. "That's a bad setup for everyone. I hope we are calling attention to the fact that teachers need our support, as parents, as community members, as policy makers, and as private citizens. When teachers are neglected, our children are neglected."

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(<http://neatoday.org/2017/06/19/lean-on-me-how-mentors-help-first-year-teachers/>)

The inability to keep teachers teaching costs districts \$7.3 billion a year. Mentors can help.



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TEACHING PROFESSION

Why Teachers Leave—or Don't: A Look at the Numbers



By [Liana Loewus](#) — May 04, 2021 ⌚ 6 min read



— Stephanie Shafer for Education Week

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Deciding to leave any job can be hard, but for teachers, exiting the classroom can be downright heartbreaking.

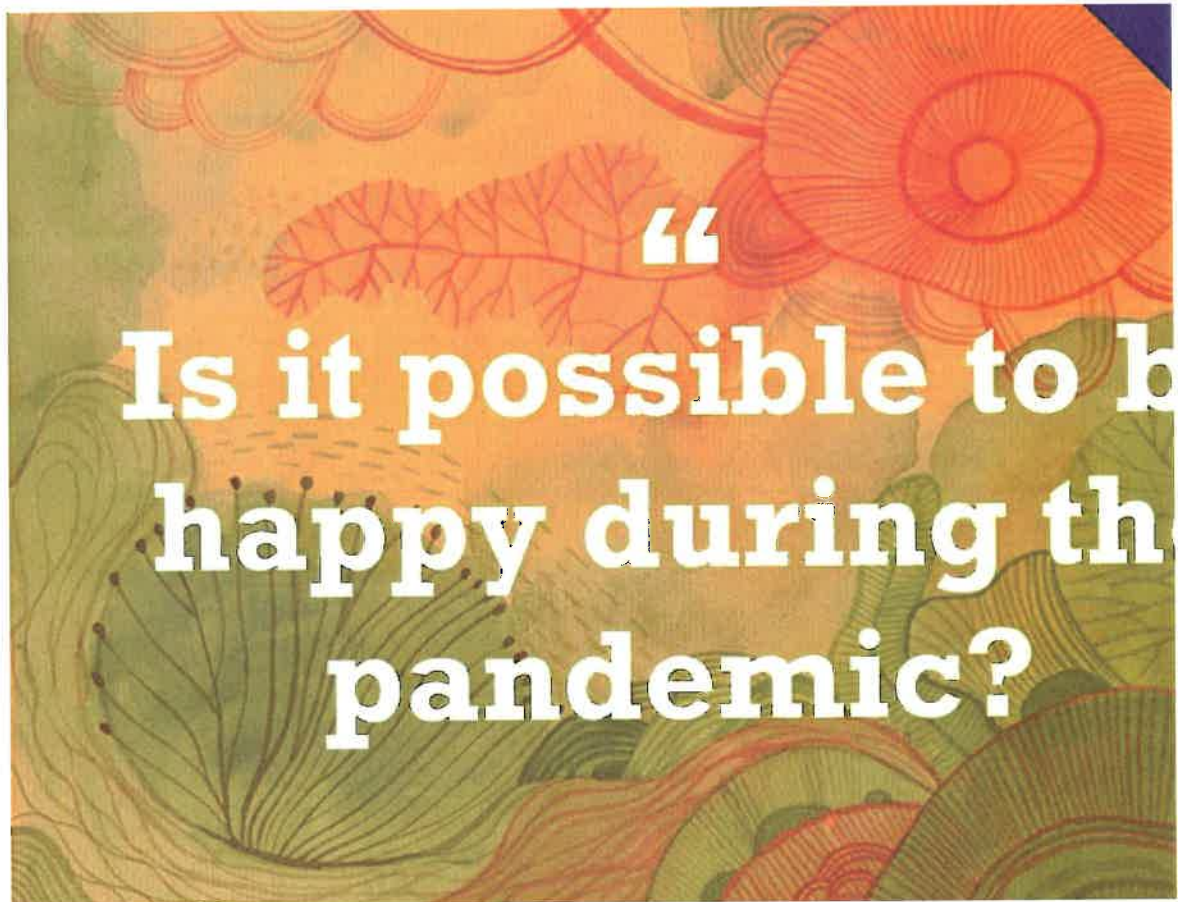
Teaching is, in its essence, about relationships—understanding students’ needs, fostering their passions, figuring out what makes them tick. To give up that work, for many, would be a deep loss.

“It’s the students’ faces, it’s their excitement to learn,” said Akilah Williams, a 5th grade teacher in Georgia’s Clayton County school district, outside Atlanta. “The students are what keep me here.”

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And yet about 8 percent of teachers leave the profession every year, federal data have long shown.

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All of that was true before the coronavirus pandemic began last year. How the fallout from COVID-19—the unparalleled physical, financial, and emotional stressors, and the upending of what work looks like—ultimately affects those statistics on a national scale won't be clear for some time.

“This year has been very difficult for me,” said Williams, who recently participated in a filmed series for Roadtrip Nation in which classroom teachers interviewed inspiring educators who've persisted in this field. “I'm the teacher that when students get here, you can give me a high-five, hip bump, a handshake, or a hug. ... It stifled me so to know my students were just sitting at computers.”

(Education Week has a joint grant with [Roadtrip Nation](#) to pursue reporting on teacher retention.)

To understand more about why teachers consider leaving—or actually do make the jump—and the impact of the pandemic on their decisionmaking, the EdWeek Research Center surveyed about 700 teachers and 300 school leaders online in March 2021. The nationally representative results provide a backbone for this series of stories, which are meant both to illuminate the barriers to keeping great teachers and offer some solutions.

Here's some of what the data tell us:

More teachers are thinking about leaving now than before the pandemic

When asked about the likelihood that they'll leave teaching in the next two years, 54 percent of teachers said they are “somewhat” or “very likely” to do so. That's compared to just 34 percent of teachers who said they would have answered that question with “somewhat” or “very likely” if they'd been asked in the fall of 2019 (before the pandemic began).

That's not too surprising, given that 84 percent of teachers also said teaching is more stressful than it was before coronavirus closures

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teachers will decide they're close enough to a pension to hang on.

"There are so many forces and so much stress and pressure on teachers, many of them do really want to leave," said Tuan Nguyen, an assistant professor in the college of education at Kansas State University, who's studied teacher attrition. But "intentions aren't the same thing as behaviors."

Teachers stay because they love their students

When asked which factors play the biggest role in keeping them in the teaching profession, teachers were most likely to point to "love for students."

Caring for young people is, of course, what draws many to the profession, and more than 2 in 5 teachers said it's a top reason they stay. Retirement benefits and love for subjects taught were the next two most frequently chosen answers.

As one Indiana middle school teacher surveyed wrote: "We are pulled in [so] many ways by outside forces. There are committee meetings, PLC meetings, teacher meetings, IEP meetings, grade level meetings, team meetings, subject area meetings, and the list goes on and on, plus every meeting requires more emails. Teaching students is wonderful. It is all the OTHER that is exhausting."

Pay makes a big impact

The survey asked teachers what their school or district could do that would make a major difference in reducing the likelihood they would leave the K-12 teaching profession in the next two years. The most frequently chosen answer? Increase salaries.

School leaders agreed there, with nearly 7 in 10 saying pay raises would make a major difference in keeping teachers.

And yet some states had to [scrap planned salary increases when the pandemic hit](#).

Those pay hikes could return as economies recover. And some states, like Utah and Georgia, are

“In general, we do have evidence that teachers who receive higher salaries are more likely to stay in teaching than teachers with lower salaries,” said Nguyen of Kansas State. And while a couple thousand dollars won’t usually move the needle on retention, he said, this year things may look different.

“It’s not just about the money, but also the recognition that they’ve had to work so hard this year,” he said. “I think that makes a big difference.”

Teachers and administrators see things differently

Asking the two groups what keeps teachers in the profession reveals some disparate thinking. Nearly 1 in 3 teachers said retirement benefits are one of the biggest factors in getting them to stay, while just 6 percent of school leaders said the same about teachers. And 35 percent of school leaders said supportive administrators are one of the biggest factors in getting teachers to stay, but just 11 percent of teachers felt the same.

Administrators also seem to underemphasize the impact of reducing administrative burdens such as paperwork, meetings, and hall duty—27 percent of administrators said this is something schools could do to keep teachers, and 43 percent of teachers said the same.

There are countless other variables that affect whether teachers stay or go. Child-care and other family responsibilities can compel teachers, 80 percent of whom are women, to take time off or ultimately leave their careers.

For Black male teachers, who make up just 2 percent of the workforce, isolation and being pigeonholed as disciplinarians can lead them to consider opting out.

Schools and districts want to keep good teachers, and in this special report we’ll also explore some of the creative ways they’re trying to do just that. Some districts are giving teachers more flexibility in how and where they do their jobs, including offering continued options for virtual teaching and meetings. Others are looking to improve their mentorship programs for new teachers. And some schools are making teachers’ mental health a priority by creating support groups and reducing barriers to getting insurance-covered counseling services.

“I think sometimes administrators might think teachers are just being dramatic,” said Jennifer Atkins, a 7th grade English/language arts teacher in Victoria, Texas, who has been teaching remote and in-person students concurrently since last summer. “They need to take what we say and not assume we’re overexaggerating. It really is difficult this year.”

Dealing With Burnout as a Teacher | Roadtrip Nation

Dealing With Burnout as a Teacher | Roadtrip Nation



Vera Ahiyya, a kindergarten teacher in New York who spoke with [Roadtrip Nation](#), goes through the questions she asks herself when she feels overwhelmed. "Why did I get into education? What is it about teaching that I love? What is it about teaching that keeps me excited?"

Video courtesy of [Roadtrip Nation](#)

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EDUCATION WEEK

'I Am a Fool to Do This Job': Half of Teachers Say They've Considered Quitting

By [Catherine Gewertz](#)

August 5, 2019



More than half of the country's teachers say they'd go on strike for better pay if they had the chance, and half are so unhappy that they've seriously considered leaving the profession in the last few years, according to a poll released Monday.

"I work 55 hours a week, have 12 years' experience, and make \$43k," one teacher told researchers for the PDK survey. "I worry and stress daily about my classroom prep work and kids. I am a fool to do this job."

For the first time since 2000, PDK included public school teachers in its [annual poll of attitudes toward K-12 education](#), and their voices came through loud and clear: They're exhausted and resentful. Topping teachers' list of complaints: low pay and inadequate school funding, issues that [ignited a wave of strikes starting last year](#) and [boosted public support](#) for their cause.

"We absolutely need to take note of this. Teachers have legitimate grievances. This indicates we're going to see continued agitation," said Lawrence Mishel, a labor market economist who studies teacher compensation at the Economic Policy Institute, a think tank supported partially by teachers' unions.

Of the 556 teachers PDK polled, 55 percent said they'd vote to strike for higher salaries. An even larger share said they'd walk off their jobs to get more money for school programs. More than half would strike to get a bigger say on standards, curriculum, and testing.

They've got the public on their side, too. Seven in 10 adults polled said they'd back a teacher strike for higher pay, and nearly 8 in 10 said they'd support a strike to help teachers gain more influence over academic policies.

Parents in the poll resoundingly support teacher strikes, even though they'd be acutely affected by a walkout. In fact, parents expressed more support for teacher strikes than teachers themselves did: More than three-quarters of parents would back a teachers' strike for higher pay. Parents were even more inclined to support a strike aimed at getting teachers a bigger say in academic matters or more money for school programs. More than 83 percent backed job walkouts for those reasons.

For PDK's study, a random national sample of 2,389 adults, with an oversampling of parents of school-age children and teachers, took surveys online in April. The organization also conducted extended online discussions with 15 teachers and 15 parents.

A 'Crisis' in the Making

Half the teachers in the survey said they'd considered leaving the profession in the last few years, citing two reasons most frequently: compensation and stress.

"I find it really alarming that more than half of teachers say they've seriously considered leaving their profession," said Joan Richardson, the director of the PDK poll. "Imagine if physicians were saying that, or police officers. I regard this as a crisis."

Teachers were more likely to say they'd considered leaving if they feel their schools are underfunded—which three-quarters of teachers do—or if they think their school's discipline policies aren't strict enough. Grade level plays a role, too: High school teachers were more likely than those in lower grades to say they'd considered quitting.

One teacher shared this list of grievances with PDK researchers: "Lack of respect, evaluations that are not in my control based on the behavior of children, pay freezes over five years, low pay carrying over into retirement, unable to pay for living expenses, administrative disrespect for teachers publicly and privately, defiant and belligerent students returned to the classroom after egregious behavior."

Teachers' view of their profession is so dim that 55 percent wouldn't want their children to follow in their footsteps. This parallels the view of the public overall: In the 2018 poll, 54 percent of adults said they wouldn't want their children becoming teachers, the first time since the PDK poll began in 1969 that a majority responded that way. The reasons they cited? Poor pay and benefits.

Changing Attitudes

Public sympathy for teachers has been rising in recent years. Experts have noticed that they're increasingly viewed as victims of a broken system, rather than being blamed for schools' problems.

The PDK poll reflects those shifts: 40 percent of adults polled in 1980 said teachers should be allowed to strike, but by 2013, that figure rose to 52 percent. In the 1980s, the percentage of adults saying teacher salaries were too low hovered between 29 and 37 percent. By 1990, it rose to half, and by 2015, to 58

percent. By 2018, fully two-thirds of adults polled said they thought teachers' salaries were too low, the largest share to respond that way since PDK began the poll in 1969.

Average teacher pay in all but 11 states decreased between 2010 and 2016, according to the Center on Budget and Policy Priorities. A study by the Economic Policy Institute showed that in the last two decades, teachers' average weekly wages, adjusted for inflation, have decreased, while the wages of other college graduates rose.

Nearly every state has funneled more money into K-12 education in the last few years. And teachers in 15 states got pay raises this year.

But more state funding doesn't always translate into fatter wallets for teachers. Often, when that money reaches district offices, most of it is spent on other priorities, like paying down pension obligations or hiring new teachers.

With those pay trends, teachers "have a very legitimate grievance," said Max Eden, a senior fellow at the Manhattan Institute, a conservative think tank. But he argued that teachers should focus their organizing efforts on school boards rather than on state legislatures. Traditionally, teachers have aimed their protests at local management, but in the last few years, they've organized more large-scale actions with state legislatures as their targets.

"A lot of this phenomenon [of teacher strikes] is being misdirected upwards," Eden said. "They're marching on state legislatures. But they could be protesting at their school boards, saying, 'Why have you allocated hundreds of thousands of dollars to tablets, or central office staff?' That's the conversation we're not having."

Mishel disagreed, noting that in some states where teachers went on strike in 2018 and 2019, it was clear that there had been significant reductions in state funding.

"In many places, local districts were aligned with teachers" in their decisions to walk off the job, Mishel said. "They understood that they both were suffering from cutbacks in state funding."

The teacher shortage is real, large and growing, and worse than we thought

The first report in “The Perfect Storm in the Teacher Labor Market” series

Report • By Emma García and Elaine Weiss • March 26, 2019

This report is the first in a series examining the magnitude of the teacher shortage and the working conditions and other factors that contribute to the shortage.

What this report finds: The teacher shortage is real, large and growing, and worse than we thought. When indicators of teacher quality (certification, relevant training, experience, etc.) are taken into account, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers.

Why it matters: A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students’ ability to learn and reduce teachers’ effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating the shortage. In addition, the fact that the shortage is distributed so unevenly among students of different socioeconomic backgrounds challenges the U.S. education system’s goal of providing a sound education equitably to all children.

What we can do about it: Tackle the working conditions and other factors that are prompting teachers to quit and dissuading people from entering the profession, thus making it harder for school districts to retain and attract highly qualified teachers: low pay, a challenging school environment, and weak professional development support and recognition. In addition to tackling these factors for all schools, we must provide extra supports and funding to high-poverty schools, where teacher shortages are even more of a problem.

The teacher shortage is real and has serious consequences

In recent years, education researchers and journalists who cover education have called attention to the growing teacher shortage in the nation's K–12 schools. They cite a variety of indicators of the shortage, including state-by-state subject area vacancies, personal testimonials and data from state and school district officials, and declining enrollment in teacher preparation programs.¹ These indicators are critical signals. They help analysts detect when there are not enough qualified teachers to fill staffing needs in a labor market that does not operate like other labor markets. School teachers' wages are not subject to market pressures—they are set by school districts through contracts that take time to negotiate. Therefore, economists can't use trends in wages—sudden or sustained wage increases—to establish that there is a labor market shortage (as the textbook explanation would indicate). It is also hard to produce direct measurements of the number of teachers needed and available (i.e., "missing").

To date, the only direct estimate of the size of the teacher shortage nationally comes from the Learning Policy Institute's seminal 2016 report, *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* (Sutcher, Darling-Hammond, and Carver-Thomas 2016). The report noted that many school districts—finally hiring again after years of teacher layoffs during the Great Recession and in its wake—"had serious difficulty finding qualified teachers for their positions." As the authors noted, school districts were challenged with not only restoring student-to-teacher ratios to pre-crisis levels but also with broadening curriculum offerings and meeting projected increases in student populations. Defining shortages as "the inability to staff vacancies at current wages with individuals qualified to teach in the fields needed," the authors estimated that, barring any major changes, the annual teacher shortage would reach about 110,000 by the 2017–2018 school year.

Figure A replicates Figure 1 in their report and shows the gap between the supply of teachers available to enter the classroom in a given year and the demand for new hires. As recently as the 2011–2012 school year, the estimated supply of teachers available to be hired exceeded the demand for them—i.e., there was a surplus of teachers in that year's labor market. But estimated projected demand soon exceeded the estimated supply and the projected gap grew sharply in just a handful of years—from around 20,000 in 2012–2013, to 64,000 teachers in the 2015–16 school year, to over 110,000 in 2017–2018. In other words, the shortage of teachers was projected to more than quadruple in just five years and the gap to remain at those 2017–2018 levels thereafter.

The teacher shortage has serious consequences. A lack of sufficient, qualified teachers threatens students' ability to learn (Darling-Hammond 1999; Ladd and Sorensen 2016). Instability in a school's teacher workforce (i.e., high turnover and/or high attrition) negatively affects student achievement and diminishes teacher effectiveness and quality (Ronfeldt, Loeb, and Wyckoff 2013; Jackson and Bruegmann 2009; Kraft and Papay 2014; Sorensen and Ladd 2018). And high teacher turnover consumes economic resources (i.e.,

**SELECTED CERTIFICATED SALARIES AND RELATED STATISTICS
2019–20**

*A Compilation of Selected Salary Statistics from
"2019–20 Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90)"*

California Department of Education
School Fiscal Services Division
December 10, 2020

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT, BY TYPE

GRAND TOTALS

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
County Office	38	3,749.03	306,793,276	81,833	136,265	88,079	39,893
Elementary	346	49,202.58	4,127,147,452	83,881	142,773	84,137	25,500
High	60	23,488.11	2,145,894,217	91,361	159,627	98,028	36,428
Unified	311	188,682.71	15,830,730,810	83,901	155,345	92,673	30,000
Common Admin.	5	2,846.77	241,076,021	84,684	114,050	77,911	41,772
OVERALL TOTALS	760	267,969.20	22,651,641,776				
TOTAL STATEWIDE AVERAGES				84,531	98,537	73,908	49,280

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT

Co	LEA	Total Salary Schedule FTE	Lowest Salary Offered	Lowest Salary Schedule Heading	Average Salary Paid	Highest Entry Level Step	Highest Salary Offered	Salary at BA+60 Step 10	No. of Service Days Req'd	2019-20 P-2 ADA	% Salary Chg Over 2018-19
49	FORT ROSS ELEMENTARY	2.00	43,656	BA	59,124	6	78,490	63,343	183	13.72	2.00
49	GEYSERVILLE UNIFIED	18.14	46,912	BA+30	63,762	10	79,348	64,582	183	132.10	3.50
49	GRAVENSTEIN UN ELEMENTARY	47.61	57,772	BA+30	79,031	30	100,620	75,260	183	735.93	4.00
49	GUERNEVILLE ELEMENTARY	15.80	50,044	BA	63,868	10	90,396	68,338	188	260.99	2.00
49	HARMONY UN ELEMENTARY	17.70	53,392	BA+30	77,912	7	96,246	75,545	185	213.95	4.00
49	HORICON ELEMENTARY	6.00	43,755	BA	64,198	8	88,247	66,581	186	56.38	3.26
49	KENWOOD ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51.00	N/A
49	LIBERTY ELEMENTARY	9.80	52,563	BA+30	82,293	6	92,662	71,151	190	203.35	3.00
49	MARK WEST UN ELEMENTARY	75.70	52,023	BA+30	81,112	6	97,134	75,537	186	1,360.18	3.26
49	MONTE RIO UN ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.84	N/A
49	MONTGOMERY ELEMENTARY	3.00	50,980	BA+40	68,883	6	81,662	60,729	184	20.54	4.00
49	OAK GROVE UN ELEMENTARY	43.78	52,600	CRED	77,961	11	106,612	69,016	185	82.69	5.00
49	OLD ADOBE UN ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	308.09	N/A
49	PINER-OLIVET UN ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	267.49	N/A
49	KASHIA ELEMENTARY	1.00	40,598	BA+30	49,879	10	56,651	50,507	184	10.19	4.00
49	RINCON VALLEY UN ELEMENTARY	200.60	51,010	BA+30	71,338	11	88,757	69,884	186	3,110.88	2.00
49	ROSELAND ELEMENTARY	140.73	51,944	BA+45	72,106	10	91,320	73,399	186	1,361.75	3.50
49	SEBASTOPOL UN ELEMENTARY	24.80	44,752	BA	67,995	11	88,645	71,923	186	430.99	4.00
49	SONOMA VALLEY UNIFIED	211.10	47,526	BA+30	70,066	25	85,122	68,084	187	3,707.78	2.50
49	TWIN HILLS UN ELEMENTARY	68.20	48,150	BA+CR	69,594	11	88,573	67,962	184	1,100.94	4.50

2019-20 P-2 ADA includes the charter school ADA if the salary schedule includes the charter school FTE.

COMPARATIVE ANALYSIS OF CERTIFICATED SALARIES AND BENEFITS, 2019-20

MAXIMUM SCHEDULED SALARY, WITH PER DIEM AMOUNTS and PLACEMENT STATISTICS

Table 6

DISTRICT NAME	RANK	MAXIMUM SCHEDULED SALARY	STEP REQUIREMENTS	PER DIEM RANK	PER DIEM AMOUNT	DEGREE REQUIREMENTS
OAK GROVE UNION ELEMENTARY	1	106,612	40	1	576.28	BA+72
STATEWIDE ELEMENTARY AVERAGE	2	104,997	26	2	568.49	Varies
BELLEVUE UNION ELEMENTARY	3	98,059	21	3	530.05	MA
MARK WEST UNION ELEMENTARY	4	97,134	26	4	522.23	BA+75
HARMONY UNION ELEMENTARY	5	96,246	22	5	520.25	BA+75
BENNETT VALLEY UNION ELEMENTARY	6	92,241	30	6	495.92	BA+75
COMPARATIVE GROUP AVERAGE	7	91,968	25	7	495.59	Varies
ROSELAND ELEMENTARY	8	91,320	23	8	490.97	BA+75
WAUGH ELEMENTARY	9	91,158	20	10	487.48	BA+90
FORESTVILLE UNION ELEMENTARY	10	90,255	30	9	490.52	BA+75
REGION 01 ELEMENTARY AVERAGE	11	89,833	25	11	484.95	Varies
WRIGHT ELEMENTARY	12	88,786	20	13	477.34	BA+90
RINCON VALLEY UNION ELEMENTARY	13	88,757	23	14	477.19	BA+75
SEBASTOPOL UNION ELEMENTARY	14	88,645	24	15	476.59	BA+75
TWIN HILLS UNION ELEMENTARY	15	88,573	31	12	481.38	BA+60 OR MA
HORICON ELEMENTARY	16	88,247	16	16	474.45	BA+95
WEST SIDE UNION ELEMENTARY	17	81,691	25	17	439.20	BA+75
TWO ROCK UNION ELEMENTARY	18	77,279	25	18	415.48	BA+75

The maximum scheduled salary is the highest salary on the certificated salary schedule exclusive of doctorate. The number of steps necessary in order to obtain the maximum scheduled salary is shown. Generally, the maximum salary contains longevity provisions.



Search home values: City/State/Zip/Neighborhood



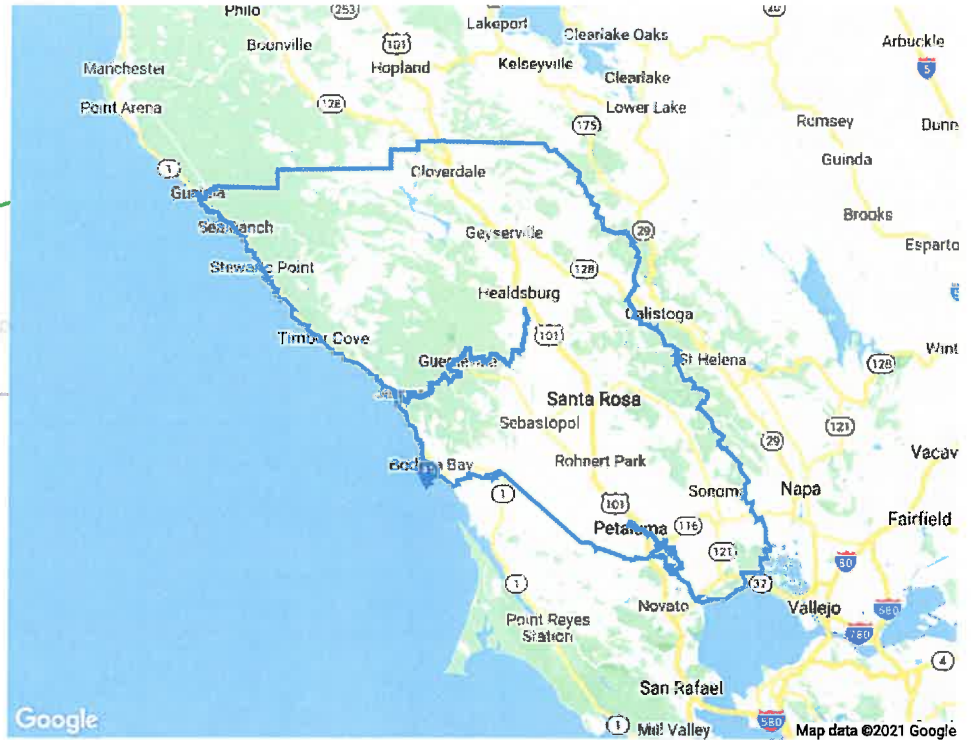
Sonoma County Home Values

ZILLOW HOME VALUE INDEX ⓘ

\$722,655

9.5% 1-year change

The typical home value of homes in Sonoma County is \$722,655. This value is seasonally adjusted and only includes the middle price tier of homes. Sonoma County home values have gone up 9.5% over the past year.



Sonoma County Market Overview

Data through Apr 30, 2021

\$722,655 ZHVI ⓘ**No data** 1-yr forecast

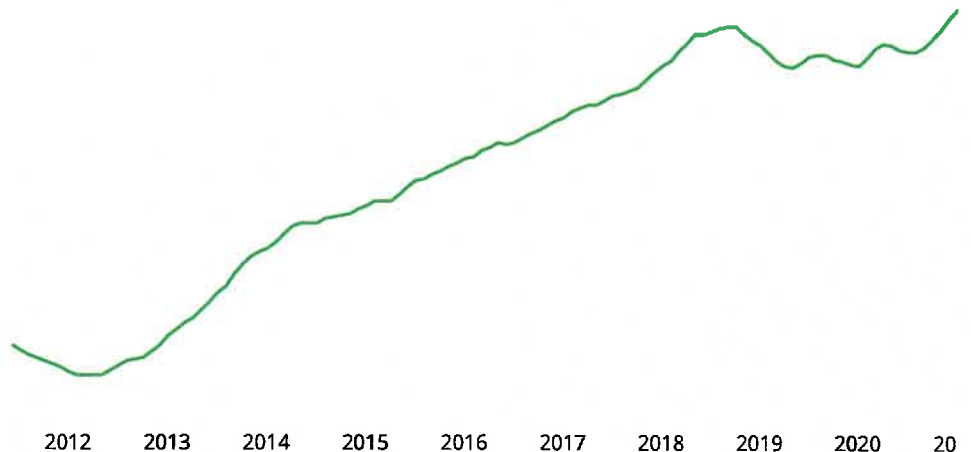
Zillow Home Value Index

All homes

1-yr 5-yr Max

Apr 2021

Sonoma County \$722K



Sonoma County

Compare

Submit



Search home values: City/State/Zip/Neighborhood



Imperial County Home Values

ZILLOW HOME VALUE INDEX

\$275,583

21.6% 1-year change

Mar 2020

The typical home value of homes in Imperial County is \$275,583. This value is seasonally adjusted and only includes the middle price tier of homes. Imperial County home values have gone up 21.6% over the past year.



Imperial County Market Overview

Data through Apr 30, 2021

\$275,583 ZHVI

No data 1-yr forecast

Zillow Home Value Index

All homes

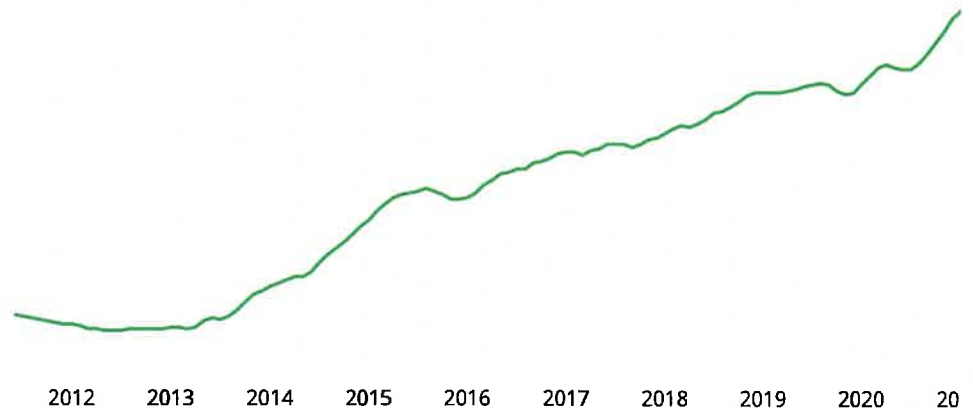
1-yr

5-yr

Max

Apr 2021

Imperial County \$275K



Imperial County

Compare

Submit



Californians & Education

Mark Baldassare Dean Bonner Rachel Lawler Deja Thomas

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PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

School Teachers

About six in ten Californians (61%) and public school parents (59%) say salaries for teachers in their communities are too low, while about three in ten (29% adults, 29% public school parents) say teacher salaries are just right, and far fewer say they are too high (7% adults, 11% public school parents). These shares were similar when we asked this question in 2019 and 2020. Today, Democrats (75%) are much more likely than independents (57%) and Republicans (44%) to say teacher salaries are too low. Across racial/ethnic groups, African Americans (76%) are most likely to say teacher salaries are too low, compared to fewer Latinos (62%), Asian Americans (61%), and whites (59%). Regionally, solid majorities of Californians in the San Francisco Bay Area (68%), Los Angeles (66%), and Orange/San Diego (62%) say teacher salaries are too low; smaller majorities in the Inland Empire (55%) and Central Valley (54%) hold this view.

“Do you think salaries for teachers in your community are too high, too low, or just about right?”

	All adults	Race/Ethnicity				Public school parents
		African Americans	Asian Americans	Latinos	Whites	
Too high	7%	6%	7%	7%	7%	11%
Too low	61	76	61	62	59	59
Just about right	29	15	30	29	30	29
Don't know	3	2	3	2	4	2

A strong majority of Californians (65%) and an overwhelming majority of public school parents (74%) say local schools in lower-income areas should pay higher salaries to attract and retain teachers, even if it costs the state more money. This compares to 33 percent of adults and 24 percent of public school parents who say lower-income schools should not pay higher salaries. An overwhelming majority of Democrats (81%) support paying higher salaries to teachers in low-income areas, followed by 65 percent of independents and 48 percent of Republicans. Majorities across demographic groups support this view.

About three in four Californians (74%) and eight in ten public school parents (81%) say that local schools in lower-income areas should provide additional training and professional development to teachers, even if it costs the state more money; 24 percent of adults and 18 percent of public school parents say local schools in lower-income areas should not provide additional training. Among partisan groups, 86 percent of Democrats, 73 percent of independents, and 58 percent of Republicans say lower-income schools should provide additional training and development to teachers. Strong majorities across regions and age groups say this. Among racial/ethnic groups, Asian Americans are most likely to support additional training and professional development (81%), compared to 77 percent of both African Americans and Latinos and 68 percent of whites.

“Should local schools in lower-income areas...?”

		All adults	Race/Ethnicity				Public school parents
			African Americans	Asian Americans	Latinos	Whites	
Pay higher salaries to attract and retain teachers	Yes	65%	74%	75%	66%	57%	74%
	No	33	23	23	32	41	24
	Don't know	2	3	2	1	3	1
Provide additional training and professional development to teachers	Yes	74	77	81	77	68	81
	No	24	20	18	21	29	18
	Don't know	2	3	1	1	3	1

Twin Hills Union Elementary

Information

Address 700 Watertrough Road Sebastopol CA 95472-3917

Phone (707) 823-0871

Superintendent Barbara Bickford

Related Websites

Twin Hills Union Elementary Website [↗](#)

Sonoma County Website [↗](#)

Key Attributes

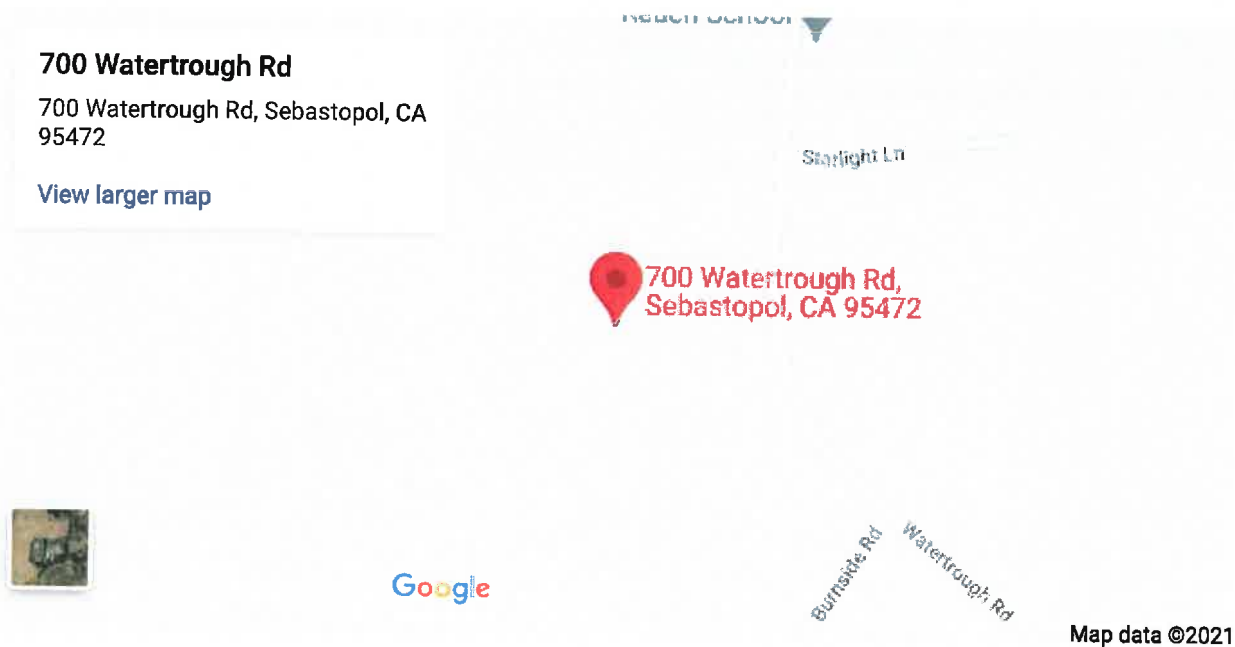
CDS Code 49-70961-0000000

District Type Elementary School District

Grade Span K-12

2019-20 Enrollment 1,157

List of Schools



General Fund Revenues by Object Code, 2019-20

Twin Hills Union Elementary

Data Table

Graphs

Object Codes	Type of Revenue	Revenues			Dollar/Student (ADA)			
		Unrestricted	Restricted	Total	This District (ADA 611)	% Avg Elementary School Districts	Statewide Avg Elementary School Districts	Statewide Avg All Districts
8010-8099 ▾	LCFF Sources ▾ ⓘ	\$6,403,276	\$835	\$6,404,111	\$10,479	99%	\$10,591	\$10,958
8100-8299 ▾	Federal Revenue ⓘ	\$18,125	\$185,499	\$203,624	\$333	52%	\$645	\$744
8300-8599 ▾	Other State Revenue ⓘ	\$199,596	\$451,616	\$651,212	\$1,066	84%	\$1,267	\$1,511
8600-8799 ▾	Other Local Revenue ⓘ	\$437,341	\$289,247	\$726,588	\$1,189	121%	\$986	\$800
Total Revenues		\$7,058,339	\$927,197	\$7,985,536	\$13,067	97%	\$13,489	\$14,013

This table summarizes the main sources of revenue for the district or county office. These are labeled as restricted or unrestricted. Those that are unrestricted may be used for general purposes. The items whose purpose is restricted by law or regulation must be accounted for or tracked separately. The General Fund (or the County School Service Fund for county offices of education) is the chief operating fund for school districts and county offices and most financial transactions flow through this fund. Click the range of object codes for more detail. Click on the arrow next to "LCFF Sources" to expand that section. The revenues per ADA figure may include money that is passed through to other agencies for a specific use, such as some Special Education funds. Detail may not add to totals due to rounding.

Source California Department of Education, School Fiscal Services Division: SACS Unaudited Actual Data.

Heber Elementary

Information

Address 1052 Heber Avenue Heber CA 92249-9759

Phone (760) 337-6530

Superintendent Juan Cruz

Related Websites

Heber Elementary Website [↗](#)

Imperial County Website [↗](#)

Key Attributes

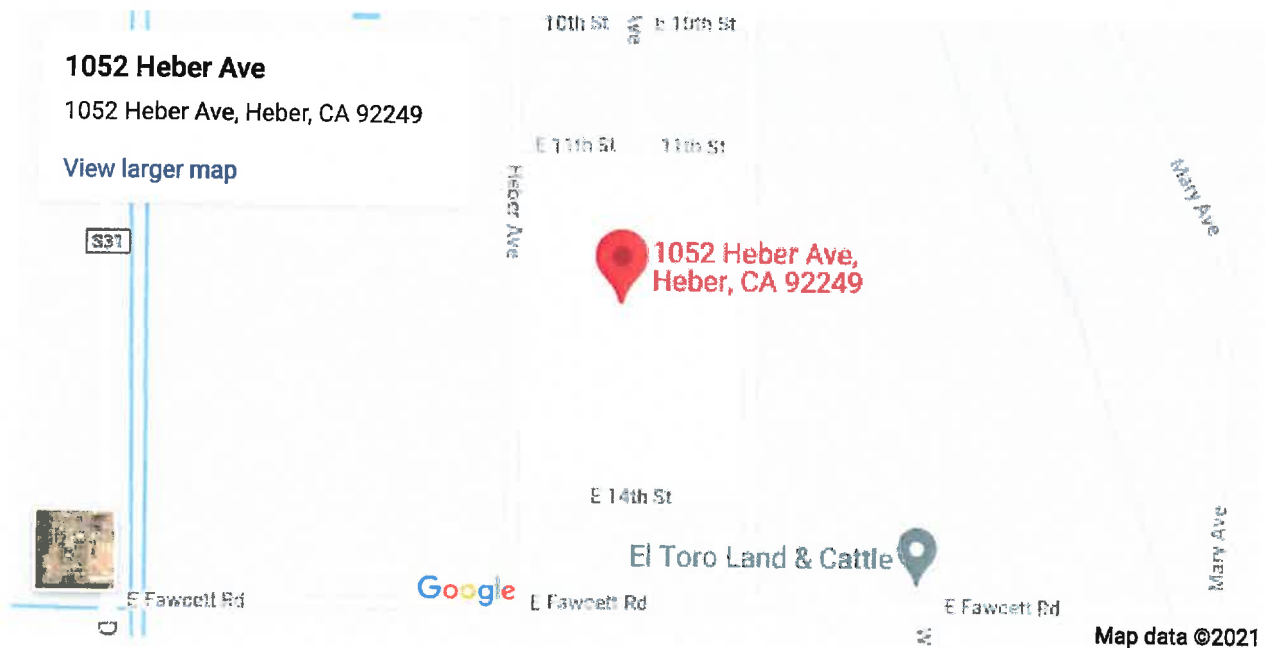
CDS Code 13-63131-0000000

District Type Elementary School District

Grade Span K-08

2019-20 Enrollment 1,268

List of Schools



General Fund Revenues by Object Code, 2019-20

Heber Elementary

Data Table Graphs

Object Codes	Type of Revenue	Revenues			Dollar/Student (ADA)			
		Unrestricted	Restricted	Total	This District (ADA 1,214)	% Avg Elementary School Districts	Statewide Avg Elementary School Districts	Statewide Avg All Districts
8010-8099 ▾	LCFF Sources ▾ ⓘ	\$13,565,270	\$0	\$13,565,270	\$11,172	106%	\$10,591	\$10,958
8100-8299 ▾	Federal Revenue ⓘ	\$0	\$804,335	\$804,335	\$662	103%	\$645	\$744
8300-8599 ▾	Other State Revenue ⓘ	\$305,613	\$1,162,624	\$1,468,237	\$1,209	96%	\$1,267	\$1,511
8600-8799 ▾	Other Local Revenue ⓘ	\$88,525	\$295,903	\$384,427	\$317	32%	\$986	\$800
Total Revenues		\$13,959,408	\$2,262,862	\$16,222,270	\$13,360	99%	\$13,489	\$14,013

This table summarizes the main sources of revenue for the district or county office. These are labeled as restricted or unrestricted. Those that are unrestricted may be used for general purposes. The items whose purpose is restricted by law or regulation must be accounted for or tracked separately. The General Fund (or the County School Service Fund for county offices of education) is the chief operating fund for school districts and county offices and most financial transactions flow through this fund. Click the range of object codes for more detail. Click on the arrow next to "LCFF Sources" to expand that section. The revenues per ADA figure may include money that is passed through to other agencies for a specific use, such as some Special Education funds. Detail may not add to totals due to rounding.

Source California Department of Education, School Fiscal Services Division: SACS Unaudited Actual Data.

'Beyond Tired and Stressed': Teachers With Kids Strained By Lack of Child Care

By Madeline Will

August 31, 2020

Working parents across professions were forced to balance the demands of their jobs and their children's remote education in the spring, and teachers were no exception. But this new school year has created even more logistical hurdles for teachers with kids at home.  [Back to Story](#)

In schools that have adopted a hybrid model of instruction where groups of students alternate days of in-person instruction, teachers are often expected to be in their classrooms full time. And in the schools that are beginning an entirely virtual fall semester, teachers will have to spend more time doing live instruction on video than they did in the spring. Yet in many cases, they will still be without child care.

Nearly half of teachers have children—from preschoolers to teenagers—at home, according to an analysis by researchers at the Brookings Institution. For many of these teachers, the spring semester was stressful: A recent survey of nearly 8,000 teachers in nine states found that 40 percent said caretaking responsibilities for children and/or other dependent adults **made it difficult to do their jobs**, and 16 percent said they were unable to balance their work with other responsibilities at home, according to an analysis by researchers including Brown University's Matthew Kraft.

"When you're [teaching] from home and you have four kids under the age of 10, if you don't have a spouse, babysitter, or someone to sit there with them, it's really difficult," said Sherri Dutton, a 2nd grade teacher in Las Vegas. "As a teacher, I have to be available online to facilitate the instruction. It makes it so tricky to go between my classroom online and my own kids' education."

In some cases last spring, districts even told teachers they could not work and watch their children at the same time.

Now, in hopes of making this school year more manageable, some districts are providing child care for teachers, while others are letting teachers' children get priority for full-time, in-person instruction. Other districts are allowing—or requiring—teachers to **work from their empty classrooms** and to bring their kids if they need to. That option has been praised by some teachers, who say it gives them access to more reliable internet and a sense of structure for school-aged children. Others have balked at that idea, saying it puts them and their kids at risk for COVID-19 and shakes up any routine for small children.

In Massachusetts, Jeffrey Riley, the state commissioner of elementary and secondary education, **wrote in an Aug. 21 memo** that the state education department expects teachers in districts that are providing remote instruction to teach from their empty classrooms. He wrote that this approach will provide more consistency for students, allow teachers access to more instructional supplies and reliable internet, and foster more collaboration among educators.

Teachers who are parents in need of child care should be able to bring their kids to school with them, Riley said. Districts should also prioritize children of teachers—in addition to students with disabilities, English-language learners, and other high-needs students—for full-time, in-person learning, he wrote. The department will release more detailed guidance for teachers with children at home soon, Riley added.

Still, teachers across the state are "furious" with this directive, said Merrie Najimy, the president of the Massachusetts Teachers Association. They find it "patronizing" to be told where and how to teach, she said, and it's added an extra burden on teachers who are parents.

She has heard from teachers who have said they don't know how their toddlers will be able to nap in a bright classroom while they're teaching virtual classes. One school counselor asked how she is supposed

to preserve her students' privacy if her own child is in the room with her during counseling sessions. Other teachers are worried about exposing their children to COVID-19.

"It's heartless and reckless," Najimy said. "Are their infant children supposed to crawl around on the classroom floor?"

Local unions are negotiating with districts about whether teachers will be required to come into classrooms to teach, she said.

Kristen Picard, an 8th grade English teacher in Northampton, Mass., is still waiting for her district and union to finalize an agreement on the details of remote instruction. But so far, her district superintendent has said it will be voluntary for teachers to work from empty school buildings.

That's a relief, Picard said, because she doesn't feel comfortable bringing her 4-month-old daughter into a school building with poor ventilation that's filled with other people. She was already uncomfortable sending her 4-year-old son to daycare this fall—but she felt like it was the only option, given her teaching schedule and her husband's 14-hour workdays.

"Ultimately, I said, if I kept both my kids home, I'd feel like I was failing my son and failing my students because there's just no way," she said.

It will still be a challenge with just the baby home: Picard is teaching four 83-minute classes a day. "Balancing all of that with breastfeeding and pumping—I just don't know what it looks like," she said. "I don't know how well it will work out."

And there hasn't been clear guidance from her state or district for teachers who are dealing with these child-care issues, she said.

About 80 percent of teachers are women, "and the ones who are making the decisions are not, and the feeling is just, 'They'll figure it out, they always do,'" Picard said. "And we do—but it comes with a lot of stress."

'Lighten the Load'

Some local teachers' unions are negotiating how their districts can support teachers with children. For instance, the Los Angeles' teachers' union secured child care for its teachers who are working on school campuses. The [agreement with the district](#) also states that teachers working remotely "shall not be subject to discipline if and when instruction is occasionally interrupted" by their children or other family circumstances.

And some districts are preemptively finding solutions for their staff. Grant Rivera, the superintendent of the Marietta City, Ga., school district, knew balancing work and child care had to have been a challenge for his teachers with kids in the spring and would continue to be one as the district starts the fall semester remotely.

"Teachers largely internalize the stress and just try to make it work," he said. "It was a conversation that originated in central office from basically a position of common sense: If they're trying to juggle their own child at the same time as they're trying to teach someone else's, what can we do to lighten the load?"

This fall, the district began offering child care for teachers' kids, aged 4 to 12. There are 92 children enrolled in the program, and they each have Chromebooks to participate in remote learning. (Only five children are allowed in a classroom at once to ensure social distancing, [the Atlanta Journal-Constitution reported](#).) The district reassigned school staff whose jobs are no longer needed during remote instruction—like bus drivers, cafeteria workers, and some substitute teachers—to oversee the program.

For the first month, teachers had to pay \$60 a week per child, which Rivera knew was a large, unanticipated expense. He asked community partners for help, and a local church has made a donation that will reduce the cost to \$30 a week.

Some teachers in the Marietta City district have chosen to work in their empty classrooms, and the district has made sure that those teachers' children are in the same building as they are so teachers can check in on their kids and eat lunch with them. Other teachers wanted to drop their kids off at the school building and then go back home to teach remotely.

Rivera said he doesn't have a preference on what teachers do, and if they want to teach remotely with their kids at home with them, that's OK, too.

"It's nothing more than a service. ... If this makes your life easier, we're here to help," he said. "We care about our staff as people first and educators second."

Making It Work

In the spring, the Madison, Wis., school district told teachers that they "cannot watch [their] children and work at the same time," and must secure child care either outside or inside the home. Teachers were outraged, [The Capital Times reported](#), and the district softened its policy, asking staff to "plan ahead as much as possible for child care in [their] home so that interruptions are minimized."

This fall, the district hasn't issued a similar requirement, said Andy Waity, the president of Madison Teachers Inc., the local union. (A district spokesperson didn't respond to Education Week's requests for comment.)

"The expectation is that folks are doing their work, and they're finding some way to arrange for support of their own children, and of course that presents a huge challenge for people," he said.

Waity said there's been an increase in teachers applying for leave. The federal Families First Coronavirus Response Act grants workers who need to care for a child whose school or child-care provider is closed or unavailable due to COVID-19 up to 12 weeks of leave at two-thirds pay.

Other teachers are just trying to make it all work. Greg, who asked for his last name to be withheld, and his wife both teach at the same private school in Florida where their three kids attend. In the spring, he and his wife would teach their Zoom classes in the mornings, and then deliver the provided curriculum for their then-kindergartner and 2nd grader in the afternoons. (Their other child, a middle schooler, was able to work more independently.)

It was chaotic but manageable, Greg said. But this fall, he and his wife are expected to teach until 3 pm. Their kids also have a full schedule of remote learning planned—and teaching their kids after teaching their students didn't seem feasible.

"We end at 3 o'clock, and all of a sudden, now we're going to start helping the little ones?" he said. "How long can the day be?"

Instead, he and his wife have hired a family friend to come for three hours a day to help the kids with their remote learning. At \$20 an hour, it's a large expense—especially since Greg's secondary income stream from tutoring has shriveled up since the start of the pandemic—but he felt like it was the only option.

Meanwhile, a middle school teacher in North Carolina, who asked that her name be withheld, said she's taking it day by day. She's working in her empty classroom alongside her two kids, because she has more reliable internet and access to more devices at school than she does at home.

Still, she said, teaching her classes while her kids are on their own video calls in the same room can be chaotic. And she has to take several breaks throughout the day from her own work to help her kids, one of whom has ADHD, do their lessons.

"It feels very scattered [and] piecemeal," she said. In an email, she added, "Right now, it's working, but I am beyond tired and stressed. I'm not sure how effective I am as a teacher and as a good mother."

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New Ideas in Teacher Compensation

Teachers are the most important influence on the academic and social-emotional growth of our students. The research behind this is undeniable. Yet across the nation, and in all the SREB states, there are teacher shortages in three or more subject areas from pre-K through high school. Most of the SREB states are also seeing alarming declines in the teacher candidate pool.

The top three reasons teachers say they leave the profession, according to national surveys, are: not enough support, poor teacher-parent relations, and a lack of proper preparation for the job.

Low pay makes it into the top five for current teachers, but high school students say it's the *number one* reason they are not considering going into teaching.

To help states retain their teachers and recruit the next generation into the profession, SREB is providing policymakers and education leaders this examination of teacher compensation policies in our states — and how some adjustments could help reverse teacher shortage trends. As public education continues to work to recover from the effects of the Great Recession and weathers another recession

due to the coronavirus pandemic, this brief should help policymakers prioritize funding to prevent more damage to the teacher workforce, since effective teachers yield the highest return on our investments in the education of our students.



Low pay is the No. 1 reason
high school students
don't consider teaching.

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This brief was prepared by Megan Boren, SREB program specialist for education human capital strategies. More at SREB.org/TeacherWorkforce.

States and districts pay a considerable amount toward teacher salaries and benefits. It is the highest line item in education budgets. “On a national basis in 2016–17,” according to the National Center for Education Statistics, “approximately 80 percent of current expenditures for public elementary and secondary schools were for salaries and benefits for staff, compared with 81 percent in 2000–01. As the proportion of current expenditures for staff salaries decreased from 64 percent in 2000–01 to 57 percent in 2016–17, the proportion of current expenditures for employee benefits increased from 17 to 23 percent.” According to the Census Bureau, the United States spent \$630,431,570 total on education in fiscal year 2018, of which \$504,001,785 was spent on instructional and support salaries and benefits.

Average Teacher Salary in Constant Dollars	
1989-90	\$59,944
1999-00	\$59,924
2009-10	\$61,804
2018-19	\$58,540

SREB conducted an updated analysis of these statistics using data from 2018-19. Based on eight nationally calculable government benefits, including food and housing assistance programs and health insurance assistance, 38 states have average teacher salaries low enough that mid-career teachers who are head of household for a family of four qualify for two or more government benefits. Four states — Florida, Mississippi, New Mexico and West Virginia — have average teacher salaries so low that a mid-career teacher as a head of household for a family of four qualifies for five or more government benefits. (See Appendix A for information by state.)



Bringing Compensation Up to Date

As a growing movement of educators demanded raises and increases in education funding over the last several years post-recession, states have begun to increase teacher salaries. From 2016-2020, 13 of the 16 SREB states approved teachers raises, ranging from \$1,000 (or 2%) in some states to 18% in others. In half of these states, though, the raises provide only a partial cost-of-living raise, inching teachers closer to pre-recession wages but still falling short against an average annual inflation rate of over 3%. (See Appendix B for an SREB-state-by-state look at teacher raises since 2016.)

For raises to be an effective tool in recruiting new teachers, states will need to consistently provide cost-of-living raises while also working to fund raises that increase teacher salaries to levels comparable to other professionals. The Society for Human Resource Management cites the average starting salary for recent college graduates with bachelor's degrees in the U.S. in 2019 as \$51,347. The average starting salary for teachers in the same year was \$40,139. Just one state, New Jersey, and the District of Columbia met or exceeded that average professional starting salary, and thirty-two states had a starting teacher salary below \$40,000. These states are not staying competitive with the market on recruiting the next generation of teachers, who cite pay as the number one factor for not entering the profession. (See Appendix A for the starting teacher salary in all states.)



The average starting salary in 2019 for teachers was 19% lower than the average starting salary for all recent college graduates.



Health Benefits

While only two-thirds of private sector employees receive health benefits, 99% of teachers do, and in SREB's assessment of the quality of that insurance, teacher plans are slightly above average compared to those typically offered in the private sector. Teachers are also more likely to have dental care, vision care and prescription drug coverage. Teacher health care plans cover the full calendar year, even for those on 10-month contracts. More teacher plans also cover full medical premiums than in the private sector (24% versus 15%), and even when these are not fully covered, state plans typically pay over \$900 more than private plans. Bureau of Labor Statistics data (Aldeman 2018) shows teachers on average pay about \$200 less in premiums.

For family plans, however, teachers pay an average of \$257 more in premiums than employees in the private sector, despite the fact that private sector plans cost more. This is due to school districts contributing about \$600 less than other employers.

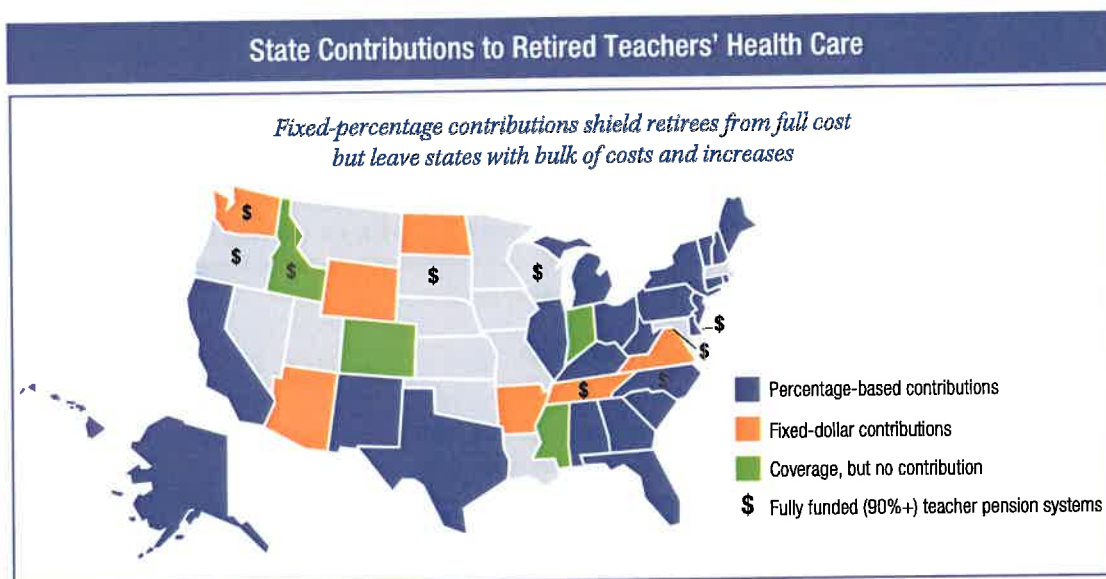
As health care costs rapidly rise — average family premiums have risen 54% since 2009 — districts are faced with a tough decision to allocate an increasingly larger share of their budget to rising health insurance costs or to provide better raises.

If health benefits are to remain an incentive for becoming or remaining an educator, states and districts will need to plan ahead to cover the rising costs of that insurance, perhaps paying more toward family plans to maintain better health benefits and lower contribution rates.

Retirement Benefits

Another bonus to a teaching career is its retirement benefits, but with better benefits come, again, higher costs to states. A 2010 analysis of U.S. Department of Labor statistics showed that employer contributions to retirement for public school teachers was 14.6%, compared to 10.4% for private professionals. As plan costs increase and the private sector reduces contributions, this gap only widens.

Retirement plans for teachers, largely in the form of pensions (or “defined benefits” in 35 states), pay out not what a teacher pays in but an amount determined by a formula that considers pay at retirement, age and years of service. States and districts contribute far more in this model than teachers. During hard economic times when investments suffer, or when the number of retirees is high in comparison to the number of current teachers, costs increase for governments. Retirement benefits vary by state, as does [eligibility](#) to enter full retirement status.



Note: Almost all “non-pension retirement benefits” are health-care benefits. Data shown only for states with data available and that cover teachers.
Sources: “Healthcare for Life,” Education Next 2018; “Doing the Math on Teacher Pensions,” NCTQ 2014.

Another way that states attract and retain teachers is by providing pension healthcare benefits. While only 24% of private businesses offered these in 2017, they were part of the benefits package for 69% of teachers. Thirty-five states offer post-employment health coverage to teachers using three different models. Many states are doing away with these benefits, however, or revising policies to require more stringent eligibility requirements, or simply severely underfunding them — setting up a budgetary crisis in the future. One of the 35 states, North Carolina, will no longer offer this benefit to teachers hired after January 2021.

Pension benefits, as Chad Aldeman notes in *Education Next*, may help retain late-career teachers but have little effect on the recruitment of new teachers — most likely because they pay little attention to such benefits, being far less likely than former generations to remain in one career for a lifetime.

For this reason, state lawmakers should consider shifting to contributions based on fixed dollar amounts, which caps the state’s future liability and shifts some costs to retirees (as in Arkansas, Arizona, North Dakota, Tennessee, Virginia, Washington and Wyoming), or phasing out investments in costly pension benefits to new hires (as in North Carolina). States could also cover health benefits to retirees until age 65, when Medicare kicks in, and divert those savings to increased salaries and support dollars to help recruit and invest in the growth of early career teachers.

Innovative Incentive Strategies

Because tax revenues are falling due to the health pandemic, and early predictions caution that recovery could take up to a decade, states and districts must look to incentives for the teaching profession that provide moderate-, low- and no-cost strategies.

Moderate-Cost Strategies

Funding Individualized Professional Growth

Teachers, like all professionals, need support and professional development to continue honing their craft. Many states and districts curate, buy or host professional development resources annually, and some have created helpful repositories for pedagogical and content development to allow teachers to select what they need. There are also many free online resources, but most quality, in-depth professional development comes at a cost. With low salaries (and many teachers purchasing classroom supplies out-of-pocket), few teachers at any level can pay for continued learning.

States and districts could consider providing professional development stipends for teachers — a small sum of money dedicated solely to purchasing professional development geared to each teacher's needs. District oversight would be required to be sure the funds were used for quality development, but a multitude of options should be allowed, such as books, courses, college credits, National Board Certification, seminars, micro-credentials or coaching. States could bolster this strategy further by curating a report of quality professional development for various needs.

Maintaining or Returning Planning Periods

One of the complaints of many teacher groups and protests the last few years is the disappearing planning period. This open period for teachers to plan ahead, consult colleagues for help, email parents and catch up on paperwork is either being reduced, taken away, or diverted by administrators for other meetings or requirements.

There is much debate about lowering class size as an alternative to increasing teacher salary and benefits. However, schools, districts and states could alternatively think about lessening the overall caseload for many teachers — reducing how many classes they teach per day — rather than focusing on class size. This strategy can help schools maintain or return the planning period.

District leaders, or even state policymakers, might consider funding a small number of additional positions to allow teachers to have a full planning period. Additionally, restrictions could be put in place on the amount of time per week that administrators can require teachers to complete other tasks or meetings during planning periods.

Bonuses for Teachers in Advanced Teaching Roles

While many states provide raises or bonuses for teachers based on factors such as time spent on continued education, earning a master's degree, National Board Certification, teaching tenure and so on, these strategies show little or no correlation with increasing instructional skills or student growth.

States and districts should consider a more effective strategy of rewarding teacher outputs and outcomes. To be clear, this is different from performance or differential pay, which has sometimes brought political friction and conflicting or negative results. Many states have



Many states have implemented tiered certification or licensing for advanced teaching roles, but none have offered financial incentives for these leadership roles statewide.

implemented tiered certification or licensing for advanced teaching roles, but none have offered financial incentives for these leadership roles statewide. By doing so while maintaining classroom instruction for a portion of the day — teaching more students, leading professional learning communities, leading staff meetings and pedagogical or content trainings, mentoring early-career teachers on improvement plans — states and districts can reward teachers for increased responsibility. Key to this strategy is assessing teachers' effectiveness in the classroom, their appropriate leadership and adult coaching skills and dispositions, to be sure that only the appropriate teachers assume these roles. North Carolina and Alabama education leaders are currently working on state plans to do just this.

Recognizing Teachers

Louisiana — Recognizing teachers for their hard work can take many forms, from a principal simply acknowledging stellar performance or professionalism, to small rewards, to statewide programs. The Louisiana Department of Education, for example, created the Teacher Leader Program in 2013. School districts nominate teachers, inviting them to apply to become Teacher Leader Advisors. These advisors support state and district efforts by developing instructional materials, leading professional learning opportunities and providing feedback on the state department's current and future strategies. The state department pays advisors for materials and activities, and a larger group of teacher leaders attend an annual summit in New Orleans. Over 5,000 teachers attended the last summit.

Tennessee — The Tennessee Department of Education and the State Collaborative on Reforming Education (SCORE) created the Tennessee Teacher Leader Collaborative in 2015. The statewide campaign invites teachers to “choose the teacher leader pathway most appealing to [them].” Teachers can access leadership opportunities in four areas: public advocacy, coaching, feedback gathering and public outreach.

Reducing Teachers' Role in Direct Student Support

From additional duties like hall-monitoring and lunch or bus duty to counseling and medical care, teachers are asked to do more than teach students and master content. Many districts have had to make cuts to non-instructional staff such as school counselors, school schedulers, nurses, librarians and teachers' assistants, increasing the burden of student support felt by teachers. Centers for Disease Control surveys in 2016 showed less than 35% of districts with a full-time school nurse, 22.5% with a school-based health center providing primary and mental health care, and only 12.3% with a policy requiring schools to screen students for mental health issues. Given the increasing social-emotional needs of students caused by the still-emerging effects of COVID-19, students need these physical and mental health supports in order to learn.

State and district leaders could look at reassessing school budgets to hire support staff. They might also partner with local medical and mental health providers to provide daily access for students to nurses and counselors. Such access might even be provided to students during virtual instruction time periods via tele-health programs.



From bus duty to counseling,
teachers are asked to do more
than teach students.

Low- or No-Cost Strategies

Partnering with Local Businesses

Districts can look to their private sector neighbors for support; many companies look on this as an opportunity to invest in their future workforce. By seeking partnerships with local businesses to donate their time, services or products, district leaders could offer one-time or even annual benefits to their teachers. Catering lunch for teacher workdays, donating classroom supplies or gift cards, assisting teachers in fields that connect with their curriculum, training in technology, donating equipment or software — many of these possibilities can lead to benefits for students as well.

Supporting Teacher Well-Being

Once schools are back to consistent in-person instruction, school leaders can work to create an atmosphere that values teachers' well-being and mental health. [Creating a positive culture](#) with open communication, teacher community building, support and collaboration can do wonders for morale, spirit and productivity, not to mention teacher retention. The following is a list of strategies that school and district leaders might use to support teacher and staff well-being:

- **Exercise** — create time and space for teachers to work out before or after school in a gymnasium, cafeteria, auditorium or common area
- **Mindfulness** — create time and space for teachers to practice mindfulness or meditation before, during or after school, either individually or collectively
- **Support Groups** — create time and space for teachers to form support groups to discuss the stress involved with teaching
- **Counseling** — seek partnerships with local or virtual therapists to provide counseling services to teachers, which may be needed even more given the increased social-emotional issues arising from the health pandemic
- **Professional Development** — seek out books, webinars or more formal professional development resources related to teacher well-being and provide these opportunities to teachers and staff

Providing space for teachers to come together to lower stress and restore mental health may lead to even more ideas. Leaders can listen and be open to suggestions from these group interactions to improve school culture and morale.

A love of children and a desire to invest in future generations have always been, for many, the first reasons to become a teacher. But teaching is a professional career, one that requires a bachelor's degree and encourages the master's (58% of teachers in the nation hold a master's or higher). Despite this, very few states compensate their teachers at a professional level. Insufficient salary, benefits and other financial incentives contribute to teachers leaving the profession, and they are a major factor in the decline of interest in joining the profession. Compensation is also a key factor in another important reason for the teacher shortage — a decline in respect for teachers.

Teaching is among the essential professions in any civilized society, arguably the one that makes all others possible. Education leaders and policymakers have an opportunity now to weigh both traditional and innovative teacher compensation strategies to alleviate teacher shortages and return the profession to a position of respect in our states commensurate with its importance to our world.



Teaching is a professional career, one that requires a bachelor's degree and encourages a master's.

Appendix A

Teacher Salary and Government Benefits

Comparative Federal Government Benefits, SREB Analysis

An x denotes mid-career teachers qualify for the benefit if they head a household of 4 or more

State	Salaries		Number of Benefits Qualified for (2019)						Total Number of Benefits
	2018-19 Starting Teacher Salary	2018-19 Average Teacher Salary	Medicaid Health Insurance Assistance	CHIP	WIC	EFNEP	SBP & NSLP	HUD Rental Assistance	
Alabama	39,479	50,810	x					x	2
Alaska	48,047	70,277	x						1
Arizona	36,400	49,892	x					x	2
Arkansas	34,724	51,019	x					x	2
California	48,207	82,282	x						1
Colorado	34,229	53,301	x					x	2
Connecticut	46,407	76,465	x						1
Delaware	42,412	62,308	x						1
District of Columbia	56,313	78,477	x						1
Florida	37,932	48,395	x		x	x	x	x	5
Georgia	35,656	57,137	x					x	2
Hawaii	48,428	59,757	x					x	2
Idaho	36,370	50,757	x					x	2
Illinois	39,817	66,600	x						1
Indiana	36,498	50,937	x					x	2
Iowa	37,406	58,140	x					x	2
Kansas	36,781	49,800	x					x	2
Kentucky	36,932	53,434	x					x	2
Louisiana	40,400	50,923	x					x	2
Maine	35,477	54,974	x					x	2
Maryland	45,685	70,463	x						1
Massachusetts	46,737	82,042	x						1
Michigan	37,111	61,825	x						1
Minnesota	39,554	58,221	x					x	2
Mississippi	35,067	45,574	x	x	x	x	x	x	6
Missouri	32,600	50,064	x					x	2
Montana	32,132	54,034	x					x	2
Nebraska	35,116	54,506	x					x	2
Nevada	40,190	54,280	x					x	2
New Hampshire	38,305	58,146	x					x	2
New Jersey	52,854	70,212	x						1
New Mexico	36,405	47,826	x		x	x	x	x	5
New York	46,426	85,889	x						1
North Carolina	37,739	53,975	x					x	2
North Dakota	39,748	53,434	x					x	2
Ohio	36,709	57,799	x					x	2
Oklahoma	37,014	52,412	x					x	2
Oregon	37,181	64,385	x					x	2
Pennsylvania	45,404	68,141	x						1
Rhode Island	43,092	67,040	x						1
South Carolina	34,471	50,395	x					x	2
South Dakota	36,819	48,786	x					x	2
Tennessee	37,951	51,714	x					x	2
Texas	42,418	54,155	x					x	2
Utah	40,569	50,342	x					x	2
Vermont	39,567	61,027	x					x	2
Virginia	41,077	52,466	x					x	2
Washington	47,416	72,965	x					x	2
West Virginia	35,767	47,681	x		x	x	x	x	5
Wisconsin	38,538	51,453	x					x	2
Wyoming	45,814	58,618	x					x	2
United States	40,154	58,540							

SREB states are highlighted in blue.

Eight comparable federal government benefits were included in this analysis. No state's salaries are low enough for teachers heading a household of 4+ to qualify for Medicaid or the Supplemental Nutrition Assistance Program (SNAP).

Acronym Key: CHIP Children's Health Insurance Program; WIC Women's, Infants, Children Program; EFNEP Expanded Food & Nutrition Education Program; SBP & NSLP School Breakfast Program & National School Lunch Program; HUD Housing and Urban Development.

Sources: Starting Teacher Salaries: <https://www.nea.org/sites/default/files/2020-09/2018-2019%20Teacher%20Salary%20Benchmark%20Report.pdf>
Average Teacher Salaries: https://nces.ed.gov/ipeds/data/ipeds_datacenter/ipeds_datacenter.asp?current=yes

Appendix B

Salary Increases in SREB States

Teacher pay increases enacted by SREB state legislatures in the past four years

2019-20

Alabama	4%
Arkansas	\$1,000
Delaware	2%
Florida	\$2,000 (Florida Education Finance Program funds provided sufficient for such an increase; actual salary amounts determined locally via collective bargaining)
Georgia	\$3,000 (for employees funded through state Quality Basic Education formula)
Louisiana	\$1,000
Mississippi	\$1,500
Oklahoma	\$1,220 (either across-the-board or average raise in a district)
South Carolina	4% to 10.6%
Tennessee	2.5% (Basic Education Program funds provided sufficient for such an increase; allocations determined locally, does not apply to non-BEP funded positions)
Virginia	5% (3% raise took effect 7/1/2020; additional 2% as of 9/1/2020)
West Virginia	5% average

2018-19

Alabama	2.5%
North Carolina	6.5% average
Oklahoma	15.8% to 18.3%
Tennessee	2% (BEP funds provided sufficient for such an increase; allocations determined locally, does not apply to non-BEP funded positions)
West Virginia	5% average

2017-18

Georgia	2% (for employees funded through state QBE formula)
North Carolina	10% average over the biennium (2017-19)
Tennessee	4% (BEP funds provided sufficient for such an increase; allocations determined locally, does not apply to non-BEP funded positions)

2016-17

Alabama	4% (for teachers who earn less than \$75,000 annually; 2% for teachers who earn more than \$75,000 annually)
North Carolina	4.7% average
Tennessee	4% (BEP funds provided sufficient for such an increase; allocations determined locally, does not apply to non-BEP funded positions)

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NEWS • News

Teachers contend with stress as distance learning endures

Pandemic continues to put emotional, financial demands on Southern California educators



LAUSD fourth grade teacher Lorraine Quiñones checks her students work in a corner of her room she teaches from as her dogs Snowball and Blanca visit her in her East Los Angeles home on Thursday, September 10, 2020. Quiñones says it is difficult balancing life and work during the coronavirus pandemic and feels her students are getting the best of her. (Photo by Sarah Reingewirtz, Los Angeles Daily News/SCNG)

By **RYAN GORCEY** |

PUBLISHED: September 16, 2020 at 9:54 a.m. | UPDATED: September 16, 2020 at 4:07 p.m.



After a two-week sprint to set up her online classroom, a weekend spent in 100-degree lines and coming home to yet another argument between her three children, Lorraine Quinones shut her bedroom door, threw herself onto her bed and sobbed into her pillow.



LAUSD fourth grade teacher Lorraine Quiñones checks her students work in her bedroom where she teaches from as one of her school aged children Melody, center, plays with her friends Desiree Ayala and Lea Guevara, all 9, after school at her East Los Angeles home on Thursday, September 10, 2020. Quiñones says it is difficult balancing life and work during the coronavirus pandemic and feels her students are getting the best of her. (Photo by Sarah Reingewirtz, Los Angeles Daily News/SCNG)

Five days before online-only school began in August, the fourth-grade teacher at Multnomah Elementary in El Sereno had just spent \$500 to turn her 1,300-square-foot home into a four-room schoolhouse, and she was overwhelmed.

“Everything just snowballed,” Quinones said.

Like thousands of Southern California teachers, Quinones is grappling with this new reality. Distance learning and the COVID-19 pandemic that necessitated it have stretched many educators’ finances and psychological well-being.

“We know people are stressed,” said Arlene Inouye, secretary of Unified Teachers of Los Angeles, the teachers’ union for the Los Angeles Unified School District. “We know that we don’t have enough resources to deal with all that we’re dealing with right now emotionally, as well as physically.”

The makeshift home office set-up and organizing supplies Quinones had to buy for her 17-year-old, 9-year-old and 6-year-old during that hot August weekend equaled her household’s monthly budget.



According to a 2018 study by the National Center for Education Statistics cited in the New York Times and CNN, 94% of public school teachers nationwide, which includes Los Angeles teachers, continue to spend hundreds of their own dollars, without reimbursement, to provide supplies for their students, a figure now ballooning due to mandatory distance learning.



Kimmie Hinkston, with her dogs A.J. and Winter on Wednesday, September 9, 2020, is running her Pre-K class out of her South Los Angeles home using supplies she has had to purchase for her and her students during the coronavirus pandemic. (Photo by Sarah Reingewirtz, Los Angeles Daily News/SCNG)

Kimmie Hinkston, a 32-year-old public preschool teacher at Kentwood Early Education Center in Westchester, makes less than her K-12 peers, but because her school serves low-income families year-round, she has bought supplies and put together learning kits with paper, writing implements and other sundry necessities for each of her students. She also bought a printer to produce weekly activity packets, which she has done since July. Already spending more on higher gas and electric bills, Hinkston bought high-speed internet for the first time for district-mandated Zoom classes. She won't be reimbursed.

Hinkston and her husband of two years rent a small one-bedroom house, and had been saving to buy one of their own. Then the pandemic cost him his job.

"We're being tested, alright," Hinkston said.

They were hoping to start a family before the pandemic hit. That's been postponed indefinitely.

"This was actually the year we were trying," said Hinkston.

In order to help manage the psychological stresses the pandemic brings, and to help educators transition to sustainable remote teaching, LAUSD began its spring and fall professional development series with free videos on social-emotional well-being from Vanderbilt instructor Dr. Sarah Amos.



“As we focus on teaching and learning in Los Angeles Unified, the social-emotional aspect is an integral part of academic development,” said Shannon Haber, an LAUSD spokesperson.

RELATED: [Alhambra second-grade teacher Krystal Tran a perfect fit for distance-learning](#)

The district also has a mental health hotline, a mental health crisis hotline and a COVID-19 hotline, as well as online tools and pamphlets for dealing with pandemic-related stresses felt by teachers, many of whom also have their own children’s education and emotional well-being to consider.

When the pandemic shut down day cares and preschools in March, Carmen and Bodin Adler — two advanced placement teachers — were left with two young sons at home. Without social interaction, Solomon, 4, and Samuel, 18 months, began to show signs of distress and depression.

For Carmen, 37, and Bodin, 41, teaching every day with both boys at home “was not humanly possible,” she said. “My children’s emotional and physical needs are not being met, if I’m required to do that, and what quality is that Zoom? My kids are here and it’s gonna be ‘Mommy, Mommy, Mommy, Mommy,’ every 30 seconds.”

After what Carmen tearfully described as the worst month of her life — working until 1 a.m. and taking care of two traumatized children — she and her husband decided to deplete the family’s savings to send Samuel to daycare and send Solomon to join three future Atwater Avenue Elementary classmates in a developmental kindergarten learning pod that meets daily from 8 a.m. to 3 p.m.

LAUSD is offering free child care at school sites this fall for school staff, staffed by special education assistants, teacher aides, and after-school workers, but it only serves K-8 students. The Adlers won’t receive a financial break. Said Carmen, in her 15th year with LAUSD: “I’m going to go into financial ruin to do my job.”

Though a return to the classroom would ease the pressure on teachers including Hinkston and the Adlers, it’s a risky proposition for such teachers as 65-year-old Ellen Pressman, who — like the 20% of LAUSD teachers over the age of 55 — is wary of returning to in-person instruction until the pandemic has abated.

Pressman has taught preschool at Temple Isaiah in Century City for the past 22 years, and isn’t ready to retire, but unlike public preschools — which are meeting online — many private preschools classified as childcare are opening up for in-person instruction, including Isaiah.

When asked to return this fall, Pressman declined, citing a host of autoimmune conditions, including Hashimoto’s Disease.

“It was too much of a risk to go back to work full time,” she said.

Pressman, a former kindergarten teacher with LAUSD, began teaching online-only learning pods over the summer, spread by word of mouth. Though Pressman is now starting to market her services through OneCallTutors.com, she wouldn’t be able to afford rent on her one-bedroom apartment without social security.

“I wouldn’t say that I can make ends meet,” she said.



Without public assistance, neither could the Quinones family — Lorraine, 39, and her husband, a 40-year-old forklift operator for LAUSD.

All three of the Quinones children can participate in distance learning thanks to LAUSD's distribution of free tablets and laptop computers. Each child also gets a Pandemic EBT card — food stamps for LAUSD families who would normally participate in free or reduced-cost lunch at school — which helps with the grocery bill, but not with the exhaustion.

As Quinones teaches online, with a printer-paper “Do Not Disturb” sign taped to her door, her oldest son Vincent does his work in his room. Six-year-old Luke works in the room he shares with 9-year-old Melody, who works at the kitchen table. She's in her mother's class this year, further blurring the line between the workplace and the safe, recharging space home used to be.

Quinones and her husband have been married 18 years, but because he starts work at 5 a.m., Quinones said, “I feel like a single mom at home during the day.” They argue and battle more frequently. There's additional stress from students' parents, who get a view into Quinones' bedroom from her makeshift picnic table desk in the corner.

Said USC Rossier School of Education clinical professor Dr. John Pascarella: “Teachers are now more exposed and vulnerable.”

When Quinones heard Luke and Melody arguing about breakfast during one of her final professional development Zoom meetings prior to the opening of school, she confided in a colleague: “Do I go help my kids? Or do I stay here in my teaching job? What comes first?”

Later that morning, she considered the parents on social media who she's seen say that teachers are getting one long vacation.

“What they see on the outside is not what the job entails,” she said. “It's a nonstop, 24-hour job. Being a teacher is a calling, a sacred duty. You will work yourself to death ... We work on our weekends, we will work during the summers, we're purchasing things for our students. We will give everything to our students, even sometimes at the expense of our own family.”

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Ryan Gorcey



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B

**District
Background**

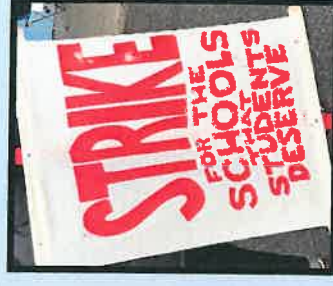
District Information:

Twin Hills School District is a district in western Sonoma County that has four different schools. It is made up of two traditional academic schools, [Apple Blossom](#) (K-5) and [Twin Hills](#) Charter Middle School (6-8), a non-traditional [Orchard View School](#) (K-12) that provides students and their families with curriculum support as well as supplemental academics and arts programs to draw upon per their individual needs, and [SunRidge Charter School](#) offers an integrated Waldorf methods program serving grade K-8.

C

**Union
Background**

Twin Hills Teachers Association



BACKGROUND:

The Twin Hills Teachers Association/CTA/NEA was chartered on August 20, 1976 and currently consists of 57 teachers.

Our Mission is:

“to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.”

Our Vision is:

CTA's Public Education All California Student's Deserve

“Public education is the foundation of our 21st-century democracy. Social justice for all begins with a quality, free public education. Our public schools are where our students come to be educated in the fullest sense of that word, including as citizens of this great country. As educators, we strive every day to make every public school and college a place where we prepare the nation's young people to contribute to our society, economy and citizenry.”



OUR MISSION

The California Teachers Association exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.

The Public Education All California Students Deserve

The Public Education All California Students Deserve is a research-based document by the California Teachers Association that outlines proven education strategies that improve and enhance student learning, are essential to providing a quality public education to all of California's 9 million students, build stronger local communities, and help maintain public education as the cornerstone of our democratic society. This document is based on education research and input from thousands of educators and community members.

A Well-Rounded Education

We must invest in learning over testing. Invest to ensure that all students and schools have access to art, music, theater, dance, physical education, and career-technical education classes. All students should have access to world languages, a variety of subject choices and advanced placement classes. Every school should have a library with librarians to staff them. The focus on standardized testing has narrowed expectations and learning. Teachers need the freedom to use a variety of teaching techniques that are culturally relevant to the diverse students they teach.



Class Size Matters

California has the largest class sizes in the country, which greatly inhibits the ability of our students to learn and thrive. Smaller class sizes give teachers more time to provide one-on-one instruction, significantly improve student learning – particularly for ethnic minority students and English learners – and allow for more communication between teachers and families.



Access to Preschool

Learning begins before students enter kindergarten. All California kids deserve access to high-quality early childhood education.

Safe Learning and Teaching Environments

Students need to be taught in facilities that are safe, well-maintained and show respect for those who go to school and work there.

Teaching All Students

The principles of social justice, equity and diversity integrally shape public education in California. The chances of a child's success should not depend on living in the right zip code. Parents and educators recognize the inequities within the system and continue to support additional resources to those students and schools that need additional support.

Leading the Profession

Education professionals are deeply committed to the success of every student, should be recognized for the experts they are and responsible for establishing the highest standards of quality for students and the profession. Teachers deserve teacher-directed professional development, time to plan lessons and collaborate with their colleagues and shared decision-making to determine the most effective teaching methods, curriculum, assessment and evaluation systems. Educators also need salaries comparable to others with the same education and experience to attract and retain quality educators for students.



Family and Community Engagement

Parents and family members are an integral part of a child's education. Educators should have time to communicate regularly with parents to develop a shared vision for student learning. Public schools should serve as centers of community and adult learning.

Health and Support Services

California ranks dead last in the number of counselors, nurses and social workers per student. Adequate health care, including eye and dental care, is essential to ensuring kids come to school ready to learn. Free and reduced meal programs and free transportation must be available to all students who need them. California schools need adequate counselors, nurses and other education support professionals to help meet the needs of all children.

Fully Fund Education

Public education continues to be the great equalizer and the cornerstone of our democracy. California is the eighth largest economy in the world, but continues to rank well-below the national average in per-student funding. Investing in public education is an investment in our future.



Access to Affordable College and Careers

All students deserve access to affordable college. Students should also have access to career and technical training programs, and other educational opportunities that will prepare them for the workforce.

D

Bargaining History

Bargaining History

Full Contract Negotiations

June 2020 – District Budget Adopted for 2020-21 (0% wage increase for teachers)
August 13, 2020 – Sunshine
September 17, 2020 – Bargaining Session
October 22, 2020 – Bargaining Session
November 5, 2020 – Bargaining Session
November 30, 2020 – Bargaining Session
January, 7, 2021 – Bargaining Session
January 28, 2021 – Bargaining Session
February 8, 2021 - Impasse Declaration Filed with PERB
March 8, 2021 – Impasse Mediation
April 12, 2021 – Impasse Mediation
May 24, 2021 – Fact Finding Hearing
June 2021 – District Budget Will Be Adopted for 2021-22



THTA Proposal for Negotiations 1/28/21

Article 7 Public Charges – Agree to delete 7.3 and leave the rest of the article as is.

Article 22.6 Miscellaneous provisions – The School Site Council and/or Advisory Board shall meet **not less than 3 times a year**.

Article 15 Compensation – 15.4 Agree to Increase of Master's Stipend to \$1,000, Appendix E-1 Detention increase to \$35 per hour, and will withdraw request to add Stipend for Overnight field trips.

See below for reasoning behind salary proposal. New salary proposal is after.

Our funding is 101% of the state average, yet our salaries are below.

*District funding per student is slightly above statewide average for elementary school districts.

General Fund Revenues by Object Code, **2018-19**

Twin Hills Union Elementary

Type of Revenue	Revenues			Dollar/Student (ADA)			
	Unrestricted	Restricted	Total	This District (ADA 651)	% Avg Elementary School Districts	Statewide Avg Elementary School Districts	Statewide Avg All Districts
LCFF Sources	\$6,625,947	\$25,226	\$6,651,173	\$10,224	100%	\$10,242	\$10,649
Federal Revenue	\$11,859	\$243,700	\$255,559	\$393	59%	\$669	\$760
Other State Revenue	\$245,951	\$777,471	\$1,023,422	\$1,573	110%	\$1,433	\$1,705
Other Local Revenue	\$388,357	\$446,726	\$835,083	\$1,284	133%	\$964	\$809
Total Revenues	\$7,272,114	\$1,493,123	\$8,765,237	\$13,474	101%	\$13,308	\$13,924

Salary Comparisons – based on 184 days

BA + 30 Step 1

Gravenstein	\$59,831
Forestville	\$55,468
Oak Grove	\$53,885
Twin Hills	\$49,487
Sebastopol	\$48,407

Maximum

Gravenstein	\$104,205
Oak Grove	\$98,167*
Forestville	\$93,471
Twin Hills	\$88,573
Sebastopol	\$87,692

BA + 60 Step 10

Gravenstein	\$77,942
Forestville	\$71,542
Sebastopol	\$71,150
Oak Grove	\$70,703
Twin Hills	\$67,962

Statewide Averages for Elementary School Medium Sized School Districts:

Beginning: \$50,574 (Ours is \$48,150)

Midrange: \$76,649 (Ours is \$67,962)

Highest: \$98,993 (Ours is \$88,573)

We need a competitive salary to be able to recruit and retain quality teachers for our students.

Where additional salary can come from:

- We have reduced staffing for this school year, but our funding is being “held harmless” this year.
- Unrestricted ending balance (We have \$3,993,256 in Funds 01/17 for 2019-20)
- Restructuring budget – this is part of why we want to negotiate salary and benefits before the budget is made.
- Looking at how non-teaching staff has increased over the years

According to School services of California (June 15, 2018, Employee Salaries and Benefits Consume the Lion’s Share of District Expenditures), “Most expenditures of school districts are for the payment of salaries and benefits for the employees and the retirees of the school district. It takes people to teach people, and in California, more than 85% of an average school district’s unrestricted General Fund expenditures are for the services of its employees.”

Twin Hills USD is at 70.92%

There is not a 2% step increase for everyone.

A unit member who is on Column V step 15 does not have the opportunity for column movement. Their salary is \$77,889. The following year their salary would increase \$668 to \$78,557. This amounts to a 0.86% increase from the previous year. The higher your step the smaller the percent increase.

According to our Tentative Agreement to change Article 3 THTA would present their contract reopeners at the January board meeting and the District would present theirs at the February board meeting. We were not finished with our current negotiations before the January board meeting so it makes sense to agree to a 2 year salary and benefits package so that we don't fall behind in our negotiations timeline.

Salary Proposal

2 year agreement:

5% on schedule for 2020/21.

7% on schedule for 2021/22 with medical benefit set to cover cost for Employee Only on Kaiser High.

Article 25

We would like to look at other healthcare providers to see if we can get better insurance rates/plans. This could be a cost savings for employees and the District. Some possibilities are CALPERS and CVT.

Olson, Erik

From: Barbara Bickford <bbickford@twinhillsusd.org>
Sent: Friday, April 16, 2021 11:57 AM
To: Leslie Konvalinka
Cc: Patty Nosecchi
Subject: Negotiations

Leslie,

I am authorized to formally offer the following: 2020-21 School Year 2% Off Schedule; 2021-22 2% On Schedule Raise.

Let me know what you and the teachers think.

Thank you,

Barbara

Dr. Barbara Bickford
Superintendent
Twin Hills Union School District
700 Watertrough Rd.
Sebastopol, CA 95472
707-823-0871

E

**Statement of the
Issues**

Statement of Issues



STATEMENT OF ISSUES:

1. Using the fact finding criteria laid out in the EERA, should the district pay the teachers more than is currently being offered? If so, by how much?
2. Using the fact finding criteria laid out in the EERA, should the district's contribution to teachers' healthcare be increased? If so, by how much?
3. Using the fact finding criteria laid out in the EERA, should the contract language regarding arbitration, in Article 4 – Arbitration/Grievance Procedures, be changed? If so, how?

F

**Union Arguments Based
on Statutory Criteria in
EERA Section 3548.2**

Union Arguments Based on Statutory Criteria in EERA



Union Arguments Based on Statutory Criteria in EERA Section 3548.2:

- (1) State and federal laws that are applicable to the employer.
- (2) Stipulations of the parties.
- (3) The interests and welfare of the public and the financial ability of the public school employer.
- (4) Comparison of the wages, hours, and conditions of employment of the employees involved in the factfinding proceeding with the wages, hours, and conditions of employment of other employees performing similar services and with other employees generally in public school employment in comparable communities.
- (5) The consumer price index for goods and services, commonly known as the cost of living.
- (6) The overall compensation presently received by the employees, including direct wage compensation, vacations, holidays, and other excused time, insurance and pensions, medical and hospitalization benefits; the continuity and stability of employment; and all other benefits received.
- (7) Any other facts, not confined to those specified in paragraphs (1) to (6), inclusive, which are normally or traditionally taken into consideration in making the findings and recommendations.

F1

**State and federal laws that are applicable
to the employer**

(1) State and federal laws that are applicable to the employer.



UNION ARGUMENTS BASED ON CRITERIA IN EERA:

Educational Employment Relations Act, Section 3543.7

“3543.7. Duty to meet and negotiate in good faith; time

The duty to meet and negotiate in good faith requires the parties to begin negotiations prior to the adoption of the final budget for the ensuing year sufficiently in advance of such adoption date so that there is adequate time for agreement to be reached, or for the resolution of an impasse.”

- Typically what happens is that the districts adopt a budget in June with 0% for the teachers and then months into the year the teachers are told there is nothing or little left for them and that the district cannot spend “one-time” funds. We are trying to change this.
- Teachers must be a priority in the budget, in the adoption of the budget, and in negotiations. This is why we are seeking a multi-year agreement that forces the district to prioritize the teachers in the budget process instead of literally making them last.

(1) State and federal laws that are applicable to the employer.



UNION ARGUMENTS BASED ON CRITERIA IN EERA:

Education Code 41372

- Requires a minimum classroom compensation percentage of 60% for elementary school districts.
- Twin Hills reported being at 61.15%. – Just barely above the minimum requirement.

Twin Hills Union Elementary Sonoma County	Unaudited Actuals FINANCIAL REPORTS 2019-20 Unaudited Actuals Summary of Unaudited Actual Data Submission	49 70961 0000000 Form CA
Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.		
Form CEA	Description Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 60% for unified, and 50% for high school districts. Future appropriations may be affected. (EC 41372)	Value 61.15%

3543.7. Duty to meet and negotiate in good faith; time

The duty to meet and negotiate in good faith requires the parties to begin negotiations prior to the adoption of the final budget for the ensuing year sufficiently in advance of such adoption date so that there is adequate time for agreement to be reached, or for the resolution of an impasse.

Unaudited Actuals
FINANCIAL REPORTS
2019-20 Unaudited Actuals
Summary of Unaudited Actual Data Submission

49 70961 0000000
Form CA

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	61.15%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	\$0.00
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2021-22 apportionment may be reduced by the lesser of the following two percentages: MOE Deficiency Percentage - Based on Total Expenditures MOE Deficiency Percentage - Based on Expenditures Per ADA	MOE Met
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	\$0.00
	Adjusted Appropriations Limit Appropriations Subject to Limit These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	\$6,632,218.38 \$6,632,218.38
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2021-22, subject to CDE approval.	8.25%

F2

Stipulations of the parties

(2) Stipulations of the parties.

UNION ARGUMENTS BASED ON CRITERIA IN EERA:

- (2) Stipulations of the parties.
 - *Not applicable.*



F3

**The interests and welfare of the public
and the financial ability of the public
school employer**

(3) The Union's Proposals are in the Interests and Welfare of the Public



The Union's Proposals are in the Interests and Welfare of the Public

- It is not in the interest and welfare of the public to have teachers who are financially overwhelmed and underappreciated in our classrooms.
- It is in the interest and welfare of the public to be able to recruit and retain the best educators for our students.

(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

- Our position is that it is much easier to predict the future by looking at real numbers from the past – “Unaudited Actuals.” The district will likely focus on Budgets and Interim Reports, which are only management’s projections.
- However, for example, as School Services of CA recently said, “The Second Interim budget report...a snapshot in time of a local [district’s]...revenue and expenditure forecasts for the current year, as well as a projection of the two subsequent fiscal years.” It is inherently based on assumptions and projections.

School Services of CA, Feb. 8, 2019

Ask SSC...Why Does the Ending Balance Increase at Closing?

- Question: We just began negotiations with our unions for next year and they say they don’t believe the districts budget numbers because every year we close the books with more money in the ending balance. How can we respond to this?
- Answer: “...we recommend that you conduct an analysis of the major revenue and expenditure line items in your...budget going back a few years, comparing your Second Interim Report to your Unaudited Actuals, in order to determine where the significant variances occur...since personnel costs comprise 85% to 90% of expenditures, you should determine why and take steps to minimize those variances.”

(3) The District has the Financial Ability to Pay for the Union's Proposals



District has the Financial Ability to Pay for the Union's Proposals

School Services of CA, June 15, 2018, *Employee Salaries and Benefits Consume the Lion's Share of District Expenditures*:

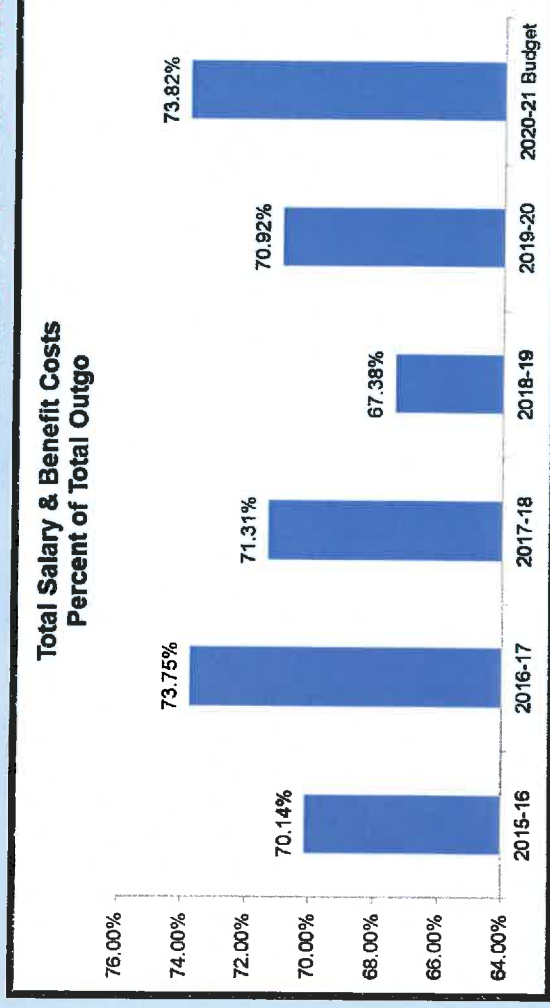
- “Most expenditures of school districts are for the payment of salaries and benefits for the employees and the retirees of the school district. *It takes people to teach people, and in California, more than 85% of an average school district's unrestricted General Fund expenditures are for the services of its employees.*”
- Is Twin Hills at 85+%? No. 70.92% SunRidge is at: 74.27%

(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

- School Services of CA - 85-90%; Twin Hills 70.92% & it has never been close to 85+%.



*SunRidge is at: 74.27%

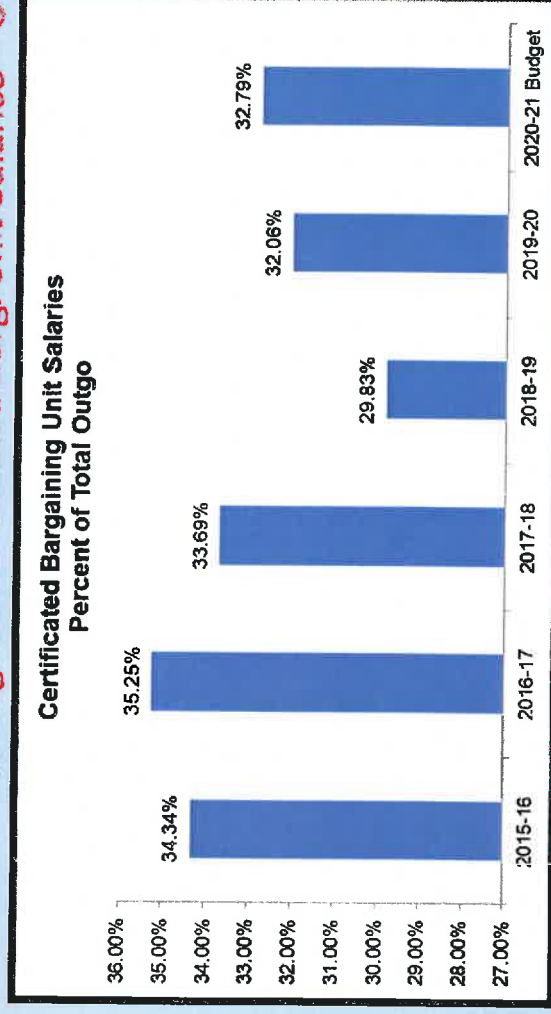
(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

■ District has a history of lack of investment in its teachers.

■ School Services of CA Statewide Avg. for Certificated Barg. Unit Salaries - 37.05%; Twin Hills 32.06%.

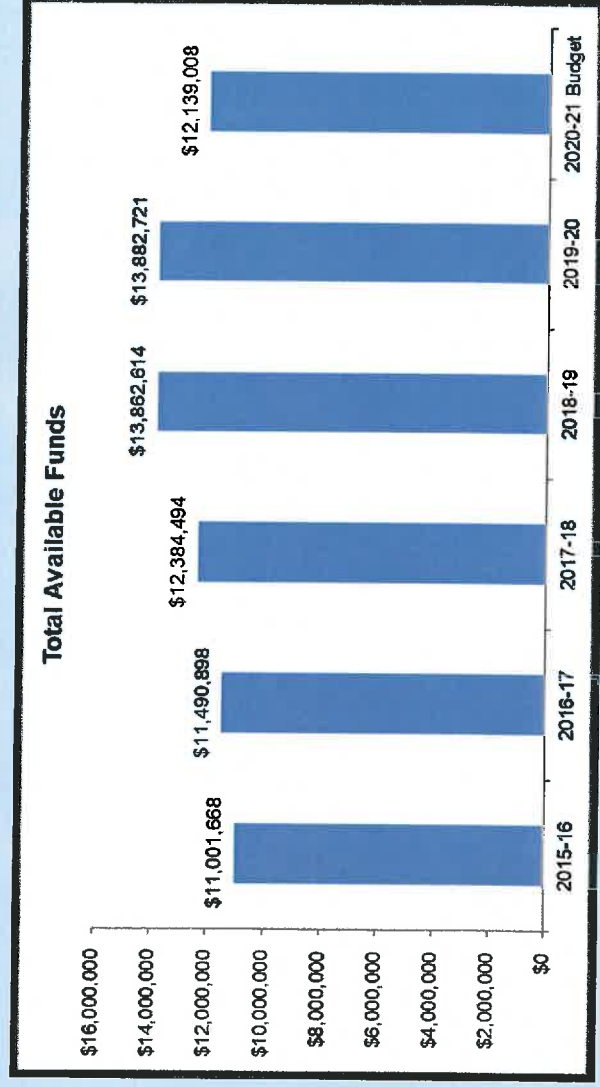


*SunRidge is at 31.60%.

(3) The District has the Financial Ability to Pay for the Union's Proposals

The District has the Financial Ability to Pay for the Union's Proposals

- Total Available Funds have increased each year in the last five years and will almost certainly go up again with the Governor's proposed "all-time high" education budget for next year and federal stimulus funds.



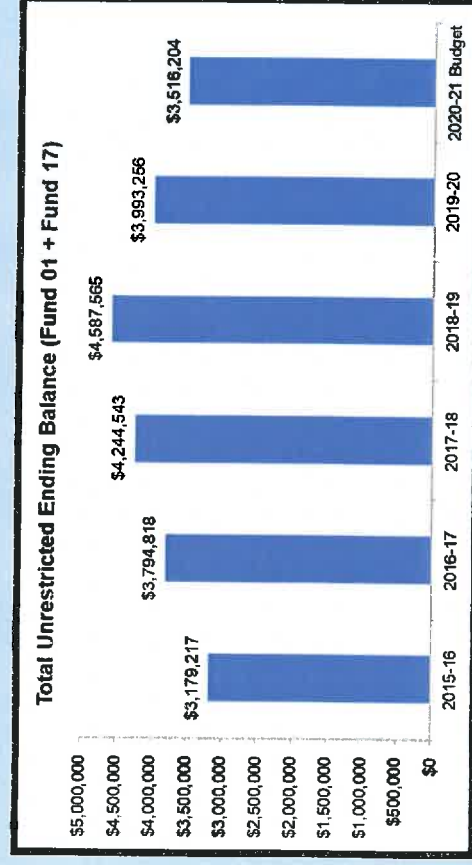
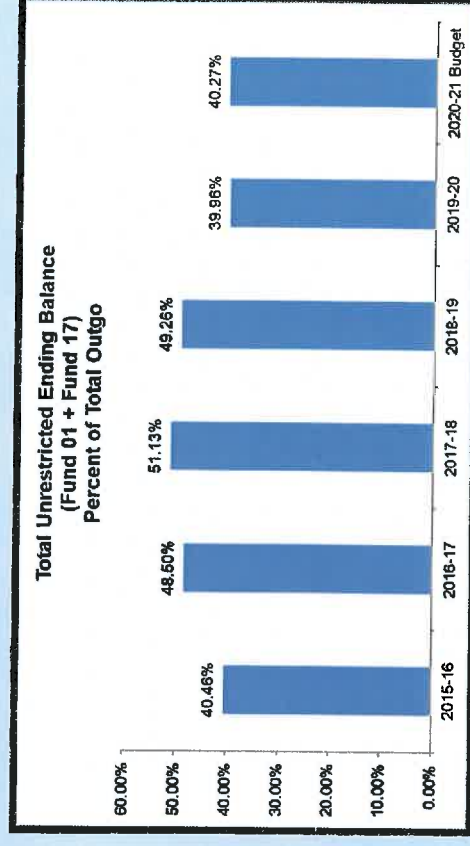
*SunRidge has another \$3,616,024 in Total Available Funds.

(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

- State minimum reserve is 4%; Unaudited Actuals show district holding onto 39.96% or \$3,993,256 in Total Unrestricted monies at the end of the year when teachers are experiencing a cost of living crisis and the cost of the entire teachers' salaries for the whole 2019-20 school year were \$3,203,380.
- School Services of CA, on Nov. 16, 2018 in their "Ask SSC...What is a Reasonable Reserve?" piece, wrote "For comparison, the total average net ending balance for all unified school districts was 16.64%, a number we think is reasonable given current economic circumstances."



*SunRidge has \$528,906 in Total Unrestricted Reserves (Funds 01 & 17) -- 17.72%.

(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

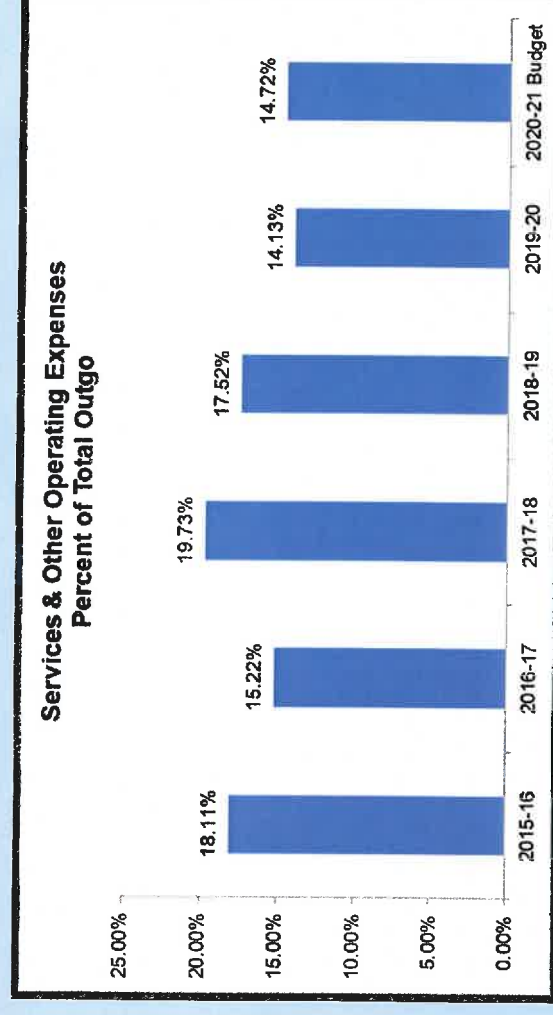
- Contrary to School Services of CA motto of “spending today’s dollars on today’s children,” the District budgeted for \$3,516,204 in its Total Unrestricted Ending Balance (Fund 01 & Fund 17), which is more than what the district pays for all of its teachers for the entire year, \$3,203,380 and then has the audacity to say it cannot give teachers an adequate raise.
- **COST OF 1%: \$3,203,380 = All teachers salaries for the whole year at Twin Hills. $\$32,033 = 1\% (x 1.2$ for statutory costs = \$38,439). $\$943,253 =$ Teachers salaries at SunRidge for the whole year. $\$9,432 = 1\% (x 1.2$ for statutory costs = \$11,318). Total Cost of 1% with statutory costs = \$49,757.**

(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

- Statewide Avg. for the Services & Other Operating Expenses budget category is 10.4%. At Twin Hills it is 14.13%. Neighboring Gravenstein is at 8.96%.



***SunRidge spends 22.19% for Services & Other Operating Expenses.**

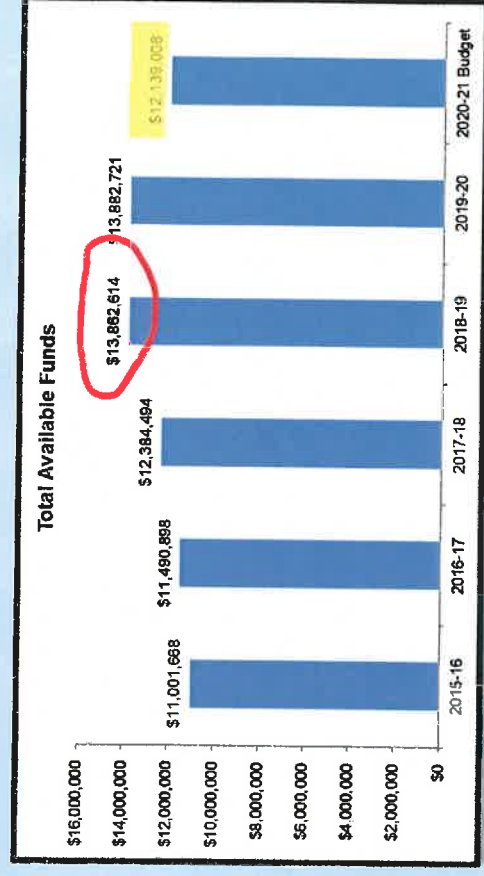
(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

- Unaudited Actuals versus Projections – District Severely Under-projects Reality
- For Example, the 2017-18 Unaudited Actuals show that the district's Adopted Budget for 2018-19 projected the Total Available Funds to be \$12,314,968. Yet, when the year was over, it was actually \$13,862,614. This is nearly a \$1.55M difference when \$50K is a 1% wage increase. Now, imagine if the district also prioritized teachers over other items in their budget. Same dynamic happens with Total Revenues (\$7,356,756 projected in Adopted Budget versus \$8,765,237 in the Unaudited Actuals).

Twin Hills Union Elementary (C)		Unaudited Actuals Sep 15		Budget Sep 15	
Sonoma Elem		2017-18		2018-19	
2018-19 Analysis		Reg P-2 ADA:		Proj'd Reg K-12 ADA:	
REVENUES		Prior Year (Col C)		Current Year (Col F)	
2018-19 Analysis	LCFF Sources	\$6,125,366		\$5,898,437	
	Federal Revenue	\$287,588		\$217,325	
	Other State Revenue	\$589,318		\$716,199	
Other Local Revenue		\$863,806		\$524,615	
TOTAL REVENUES		\$7,865,908		\$7,356,576	
ADJ/STD BEGIN BAL		\$3,666,042		\$4,082,392	
Interfund Transfers In		\$852,544		\$876,000	
Other Sources/Contrib's		\$12,384,494		\$12,314,968	
TOTAL AVAIL FUNDS		\$12,384,494		\$12,314,968	



(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals

- District's Unrestricted Ending Balance in the Unaudited Actuals (Committed, Assigned & Unassigned/Unappropriated funds) should be used to prioritize the teachers. School board can and should decide to uncommit and redirect Committed funds to teachers.

- We are advocating for the effective use of public funds that make teachers, those closest to the students, a priority.

District Ending Balances

a) Nonspendable	Not available for expenditure as it is not in spendable form or is legally or contractually required to remain intact.
a) Restricted	Subject to externally imposed or legally enforceable constraints by external resource providers.
a) Committed	Constrained by limitations imposed by the LEA through formal action of the Board.
a) Assigned	Intended to be used for specific purposes, usually by administration – constraints do not meet the criteria to be reported as restricted or committed.
a) Unassigned/Unappropriated	Not classified in the other four areas, but includes the reserve for economic uncertainties.

FINANCIAL RESERVES	
1. Beginning Fund Balance	\$779
2. Add of July 1 Unaudited	\$753
3. Audit Adjustments	\$749
4. Add of July 1 Audited (\$73 + \$16)	
5. Other Reallocations	
6. Adjusted Beginning Balance (\$74 + \$16)	
7. Ending Balance June 30 (\$74 + \$16)	
Components of Ending Fund Balance	
a. Nonspendable	
b. Restricted	
c. Committed	
d. Assigned	
e. Unassigned/Unappropriated	
Reserve for Economic Uncertainties	
Unassigned/Unappropriated after 6/30/17	

(3) The District has the Financial Ability to Pay for the Union's Proposals

- Handout – 2019-20 Unaudited Actuals (latest available)



Harris County		Unaudited Actuals		2019-20 Budget		2019-20	
General Fund		Unaudited Actuals		2019-20 Budget		2019-20	
Expenditures		Unaudited Actuals		2019-20 Budget		2019-20	
A. REVENUES		Unaudited Actuals		2019-20 Budget		2019-20	
1. Local Revenues		Unaudited Actuals		2019-20 Budget		2019-20	
2. Federal Revenues		Unaudited Actuals		2019-20 Budget		2019-20	
3. State Revenues		Unaudited Actuals		2019-20 Budget		2019-20	
4. Other State Revenues		Unaudited Actuals		2019-20 Budget		2019-20	
5. Other Local Revenues		Unaudited Actuals		2019-20 Budget		2019-20	
6. TOTAL REVENUES		Unaudited Actuals		2019-20 Budget		2019-20	
B. EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
1. Current Fund		Unaudited Actuals		2019-20 Budget		2019-20	
2. Capital Fund		Unaudited Actuals		2019-20 Budget		2019-20	
3. Debt Fund		Unaudited Actuals		2019-20 Budget		2019-20	
4. Other Fund		Unaudited Actuals		2019-20 Budget		2019-20	
5. TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
D. OTHER FINANCIAL SOURCES		Unaudited Actuals		2019-20 Budget		2019-20	
1. Federal Transfers		Unaudited Actuals		2019-20 Budget		2019-20	
2. State Transfers		Unaudited Actuals		2019-20 Budget		2019-20	
3. Local Transfers		Unaudited Actuals		2019-20 Budget		2019-20	
4. Other Transfers		Unaudited Actuals		2019-20 Budget		2019-20	
5. TOTAL OTHER FINANCIAL SOURCES		Unaudited Actuals		2019-20 Budget		2019-20	
E. TOTAL FINANCIAL SOURCES		Unaudited Actuals		2019-20 Budget		2019-20	
F. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
G. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
H. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
I. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
J. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
K. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
L. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
M. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
N. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
O. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
P. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
Q. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
R. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
S. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
T. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
U. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
V. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
W. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
X. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
Y. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	
Z. TOTAL FINANCIAL SOURCES LESS TOTAL EXPENDITURES		Unaudited Actuals		2019-20 Budget		2019-20	

(3) The District has the Financial Ability to Pay for the Union's Proposals

The District has the Financial Ability to Pay for the Union's Proposals

Total Unrestricted Reserves (Fund 01): \$3,684,978

- Nonspendable Revolving Cash (9711) - \$5,000
- Committed (9750 & 9760) - \$0
- Assigned (9780) - \$1,794,411.43
 - West County JPA: Special Ed. & Transportation - \$70,000
 - Fund Balance Support for Charters - \$324,250
 - Technology Hardware Replacement - \$500,000
 - Facilities: Repair/Replace *Assign Adj - \$600,000
 - Pension & Salary Increase Support - \$300,000
 - Lottery Res 1100 - \$161.43
- Unassigned/Unappropriated (9789, 9790)
 - Reserve for Economic Uncertainties (9789): \$1,700,000
 - Unassigned/Unappropriated Amount (9790): \$185,566.50

Total Unrestricted Reserves (Fund 17): \$308,278

- Assigned (9780): \$308,277.71
 - Volatile State revenue/funding for schools: \$308,277.71

Total Unrestricted Reserves 01 & Fund 17: \$3,993,256

- Cost of Attorneys and Consultants? At Forestville, fact finding costs for School Services of CA alone were over \$16k.



(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposals LAST PROPOSALS:

- District: 0% on schedule wage increase & 2% off schedule (bonus) for 2020/21 and 2% on schedule for 2021/22. Prior to impasse it was 0% for both years.
- Union: 5% on schedule for 2020/21 and 7% on schedule for 2021/22.
 - Sebastopol – Neighbor district just agreed to two year of 6% for 2020/21 and 5% for 2021/22 and healthcare up to the statewide average.
 - Bellevue – Neighbor district just agreed to a 3 year contract of 5% for 20-21, 4% for 21-22, and COLA or 2% whichever is greater for 22-23; \$2000 on medical as of 7-1-21 & \$1000 more on medical as of 7-1-22

District's Numbers Reported in Unaudited Actuals (Money Actually Spent) for 2019-20:

■ Unrestricted Total Reserves (Fund 01/17): Twin Hills - \$3,993,256 (39.96%); SunRidge - \$528,906 (17.72%) * State Minimum 4%. **TOTAL: \$4,522,162.**

■ **Cost of 1% Wage Increase = \$49,757**

2020-21

■ Cost of 5% Wage Increase (1st Year of Union's Compensation Proposal): \$49,757 x 5 = \$248,785. This would leave \$4,273,377 in Total Unrestricted Reserves (Funds 01/17).

2021-22

■ Cost of 7% Wage Increase (2nd Year of Union's Compensation Proposal): Twin Hills \$3,203,380 + SunRidge \$943,253 + 5% Increase of \$248,785 = \$4,395,418 (1% = \$43,954 x .20 Statutory Costs = \$52,745 Total Cost of 1% Wage Increase)

- \$52,745 x 7 = \$369,215

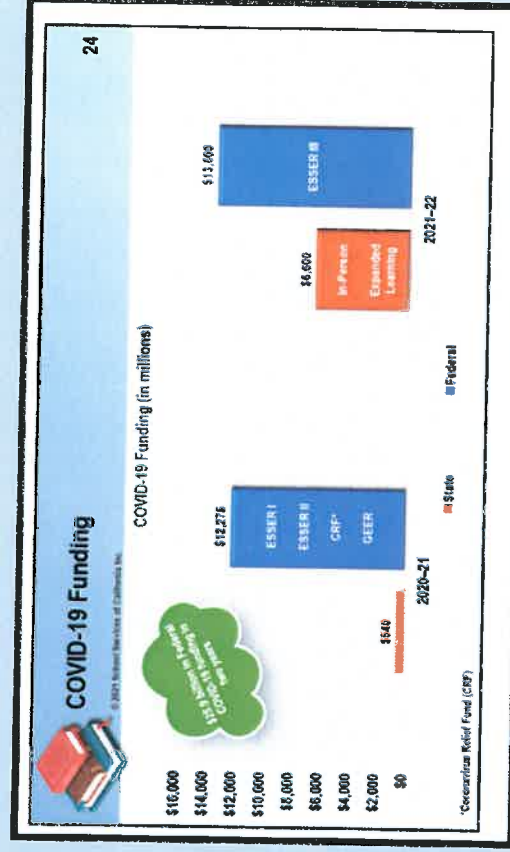
- \$4,273,377 - \$369,215 = \$3,904,162 in Total Unrestricted Reserves (Fund 01/17)

(3) The District has the Financial Ability to Pay for the Union's Proposals



The District has the Financial Ability to Pay for the Union's Proposal

- Dire District Predictions – Doom & Gloom, Declining Enrollment, One-time funds? Ground Hog Day Experience. Governor's proposed January budget was an all time high at \$85.8 Billion. May Revise was even higher at \$93.7 Billion. COVID funds are also coming in significant amounts.



(3) The District has the Financial Ability to Pay for the Union's Proposals

The District has the Financial Ability to Pay for the Union's Proposal

- This year's budget enacted in June 2020 for the 2020-21 school year was not all just bad news.



California's education budget: What's in, what's out

After months of negotiations between the governor and state legislators, here is how the state's education budget played out.

- ☒ **Learning loss money**
Schools will receive \$5.3 billion in federal funding meant to address students' learning loss during campus closures.
- ☒ **Boost to special education**
A new funding item from January's proposal. Schools will get \$640 million for students with special needs.
- ☒ **Pension payment relief**
\$2.3 billion will go toward reducing schools' payment rates for employee pension obligations.
- ☒ **Funding stability**
Schools will be funded based on their prior year enrollment, stabilizing funding but negatively affecting growing districts and charters.
- ☐ **Cuts to LCFF**
The budget includes \$11 billion in deferred, or delayed payments, in lieu of the 10% cut to the Local Control Funding Formula enacted in May.
- ☐ **Reductions to categorical**
Popular after-school and career tech programs will remain unaffected. The state will protect existing funding for the programs by half.
- ☐ **Coronavirus liability protections**
A repeated concern from legislators, the budget does not brood the limited liability protections schools want as a deterrent for litigation when schools reopen.

Source: California 2020-21 state budget

CAL MATTERS

(3) The District has the Financial Ability to Pay for the Union's Proposals

The District has the Financial Ability to Pay for the Union's Proposal

School Services of California – Hold Harmless Will Not Translate to Flat Funding July 29, 2020

"In 2021-22, absent the addition of EC § 43502, a school district experiencing a decline in ADA would rely on the ADA from 2020-21. However, because ADA for the purpose of apportionment is not being reported to the CDE, the prior-year data will look back to 2019-20—providing school districts with declining ADA a one-year reprieve in 2021-22. There is one other consideration for those school districts that availed themselves of the prior-year protection in 2019-20. These districts utilized 2018-19 ADA for 2019-20 apportionment purposes. Therefore, they will see a reduction in their current-year apportionment since the 2020-21 State Budget provision compels the CDE to use 2019-20 ADA for 2020-21 apportionment purposes. The table below illustrates the impact of the 2020-21 ADA funding provision on a district experiencing declining ADA."

Conclusion: Declining enrollment districts should have better multi-year projections than they budgeted for.

	2018-19	2019-20	2020-21	2021-22
Actual ADA				
	10,000	9,500	9,000*	8,500
Funded ADA				
(School districts are funded on higher of prior-year and current-year ADA)				
Without 2020-21 ADA Provisions		10,000	9,500	9,000
With 2020-21 ADA Provisions		10,000	9,500	9,500
**This number is for illustrative purposes only as no ADA will be collected for apportionment purposes				



(3) The District has the Financial Ability to Pay for the Union's Proposals

The District has the Financial Ability to Pay for the Union's Proposal

- COVID funds are also coming in significant amounts.



County	Sonoma	
LEA	Twin Hills Union Elementary	
Sonoma County		
Funding Type	Resource Code	Amount
ESSER I	2210	\$32,820
ESSER II	2212	\$159,376
ESSER III (SSC Estimate)	160	\$391,813
ELOT	7427, 7426	\$252,474
IP*	7422	\$110,865
LUM CR	5270	\$159,341
LUM GEER I	2215	\$16,100
LUM P98	7420	\$31,516

*ESSER funding is subject to the Department of Education's (DOE) final determination of the amount of funding available for each activity. The amount of funding available for each activity is subject to the DOE's final determination of the amount of funding available for each activity.

County	Sonoma	
LEA	Twin Hills Charter Middle	
Funding Type	Resource Code	Amount
EL01	7422, 7420	\$135,580
IP*	7422	\$54,368
LUM CR	5270	\$75,894
LUM GEER I	2215	\$11,040
LUM P98	7420	\$16,682

*ESSER funding is subject to the Department of Education's (DOE) final determination of the amount of funding available for each activity. The amount of funding available for each activity is subject to the DOE's final determination of the amount of funding available for each activity.

County	Sonoma	
LEA	Orchard View	
Funding Type	Resource Code	Amount
IP*	7422	\$0
LUM CR	5270	\$14,336
LUM GEER I	3215	\$0
LUM P98	7420	\$17,589

*ESSER funding is subject to the Department of Education's (DOE) final determination of the amount of funding available for each activity. The amount of funding available for each activity is subject to the DOE's final determination of the amount of funding available for each activity.

County	Sonoma	
LEA	Sunridge Charter	
Sunridge Charter		
Sonoma County		
Funding Type	Resource Code	Amount
ELOI	7422 7426	\$159,625
IP*	5272	\$75,794
LUM CR	2210	\$75,801
LUM GEER I	2215	\$7,850
LUM P98	7420	\$19,510

*ESSER funding is subject to the Department of Education's (DOE) final determination of the amount of funding available for each activity. The amount of funding available for each activity is subject to the DOE's final determination of the amount of funding available for each activity.

5. What are the allowable uses of ESSER I funds?

LEAs can use ESSER I funds for any activities authorized by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2000 (ESSA), Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act. Additional information about the allowable uses of funds can be found on the [ESSER I Funding web page](#).

In addition to these, LEAs can use funds for the following activities:

- Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff

The FISCAL REPORT an informative financial update

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Volume 39

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No. 3

Ask SSC . . . Why Does the Ending Balance Increase at Closing?

Q. We just began negotiations with our unions for next year and they say they don't believe the District's budget numbers because every year we close the books with more money in the ending balance. How can we respond to this? Do you have any ideas for better managing the ending balance?

A. First of all, a budget reflects the latest estimates of revenues and expenditures based upon the most current information available. There are so many moving parts in a local educational agency's (LEA) budget—think of all of the individual line items that make up revenues and expenditures. Each line item can move either up or down when you are making budget revisions based upon the latest assumptions. An increase in any given item can be masked by a decrease in another item, or many items could move in the same direction.

To start, we recommend that you conduct an analysis of the major revenue and expenditure line items in your LEA's budget going back a few years, comparing your Second Interim Report to your Unaudited Actuals, in order to determine where the significant variances occur. For example, if you have a good position control system there should not be significant variances in the salaries and benefits line items. But if there are, and since personnel costs comprise 85% to 90% of expenditures, you should determine why and take steps to minimize those variances. One potential cause is vacancy savings—most LEAs begin each fiscal year with unfilled positions and employees come and go during the year. Despite best efforts, those positions remain unfilled while applicants are screened and interviewed. These unfilled positions result in vacancy savings, reducing personnel costs. If your LEA plans for the full cost of salaries and benefits in the budget—assuming that every position is filled all year long—you should consider reviewing your vacancy savings based on historical trends and including an estimated amount of savings anticipated for the year. This can be reviewed and adjusted at each budget revision so that the savings are amortized through the year as vacancies occur.

Another area to look at is the expenditure of supplemental and concentration grant funds. While your Local Control and Accountability Plan identifies how these funds will be used, there are always start-up delays, personnel vacancies, and other reasons why a certain amount of these funds are not spent during the year. Any unspent funds from this source should be separately identified in the ending balance.

Expenditures for books, supplies, and services are typically the areas where, upon closing the books, significant amounts are not spent. This is because department, program, and school site budgets across your LEA are managed by many different people and, despite the best laid plans, funds are not fully expended. We recommend that, when preparing the Second Interim report each year, you conduct an analysis of these expenditure budgets and determine an amount for each major object code that is not expected to be spent. These amounts can be set up as negative line items in the budget and will allow the LEA to more closely estimate its General Fund ending balance for the year. On the other hand, positive variances, reflecting unbudgeted costs, indicate that some department, program, or school site expenditure budgets are not updated or that expenditures are allowed to exceed budgets. If this is the case, we recommend that you determine why this has occurred and put in place procedures to prevent this in the future.

Remember that a budget reflects the latest estimates of revenues and expenditures based upon the most current information or assumptions available. It is always helpful to your stakeholders to clearly identify the assumptions that are being used in a given version of the budget and how they may have changed from the last version of the budget.

Lastly, because a budget is an estimate, it will never be "accurate"—in fact, it will be exactly wrong but should be approximately right, given some thoughtful analysis and adjustments to better estimate the ending balance. And, if the budget is appropriately conservative, then any significant "surprises" will most likely be positive ones.

—Sheila G. Vickers

posted 02/08/2019

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No. 12

Employee Salaries and Benefits Consume the Lion's Share of District Expenditures

Most expenditures of school districts are for the payment of salaries and benefits for the employees and the retirees of the school district. It takes people to teach people, and in California, more than 85% of an average school district's unrestricted General Fund expenditures are for the services of its employees.

Employee salaries are divided into three separate line items—certificated nonmanagement employees, classified nonmanagement employees, and management employees. The certificated nonmanagement employees include teachers, nurses, librarians, psychologists, and others who provide services that require credentials from the state of California. Management employees include principals, vice principals, instructional leaders, classified supervisors and directors, and superintendents. Classified nonmanagement employees include all of the support personnel in the school district, including secretaries, accountants, bus drivers, mechanics, painters, and custodial personnel. In addition to salaries, benefits provided to district employees include expenses for federal and state retirement systems, medical, dental, life insurance plans, and Workers' Compensation coverage. Also, most school districts provide some form of health insurance coverage to retired employees.

Prior to 2013-14 and the inception of the Local Control Funding Formula (LCFF), the bulk of the unrestricted revenues came in the form of the revenue limit. During this time, it was common for personnel costs to exceed 90% of a school district's unrestricted expenditures. However, with the implementation of the LCFF and the incorporation of most categorical program dollars into the LCFF, the personnel-related expenditures as a percentage of unrestricted expenditures decreased by 4%-6%, depending on school district type.

School District Type	Unrestricted Salary and Benefit Expense as a Percent of Total Unrestricted Expense		Difference
	2007-08	2016-17	
Unified	91.76%	86.14%	(5.62%)
Elementary	90.51%	85.21%	(5.30%)
High	89.21%	85.43%	(3.78%)

During the Great Recession school districts made cuts in every part of the budget, including personnel. As the LCFF was implemented starting in 2013-14, many expenditures that in the past were reflected in the restricted General Fund—because they were categorically funded—were shifted to the unrestricted General Fund. Also, several years of one-time discretionary funds were appropriately used for one-time expenditures rather than personnel. For example, textbook purchases, professional development, technology devices for students, and other nonpersonnel expenditures have been made from the unrestricted General Fund.

Based on the latest California Department of Education (CDE) certified school district financial data, which is for the 2016-17 fiscal year, the percentage of an average school district's unrestricted General Fund budget allocated to employees changes slightly from 2015-16. Note the following:

Salary and Benefit Expenses (Unrestricted General Fund Average)	Percent of Total Expense	Percent of Total Expense, Transfers, and Other Uses
Unified Average 2015-16	85.95%	83.86%
Unified Average 2016-17	86.14%	84.63%
Change in Percentage of Budget	0.19%	0.51%
Elementary Average 2015-16	85.27%	82.40%

Elementary Average 2016-17	<u>85.21%</u>	<u>83.32%</u>
Change in Percentage of Budget	(0.06%)	0.92%
High School Average 2015-16	84.83%	82.64%
High School Average 2016-17	<u>85.43%</u>	<u>83.69%</u>
Change in Percentage of Budget	0.60%	1.05%
Source: CDE-certified Standardized Account Code Structure (SACS) data		

For the total General Fund, including restricted funding, the percentage of an average school district's budget allocated to employees continues to rise. Note the following:

Salary and Benefit Expenses (Total General Fund Average)	Percent of Total Expense	Percent of Total Expense, Transfers, and Other Uses
Unified Average 2015-16	81.99%	80.44%
Unified Average 2016-17	<u>82.14%</u>	<u>80.99%</u>
Change in Percentage of Budget	0.15%	0.55%
Elementary Average 2015-16	80.98%	78.80%
Elementary Average 2016-17	<u>81.19%</u>	<u>79.74%</u>
Change in Percentage of Budget	0.21%	0.94%
High School Average 2015-16	81.04%	79.19%
High School Average 2016-17	<u>81.32%</u>	<u>80.01%</u>
Change in Percentage of Budget	0.28%	0.82%
Source: CDE-certified SACS data		

Overall, this trend reinforces how critical it is for a school district to manage its expenditures for personnel-related budget items in order to remain fiscally solvent—and why school districts that have to make expenditure reductions, as many school districts are having to do in the current environment, find it difficult to avoid affecting personnel.

—Dave Heckler and Sheila G. Vickers

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Volume 38

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No. 23

Ask SSC . . . What Is a Reasonable Reserve?

Q. Our Board wants to maintain a reserve of 10%. Is the Board's goal reasonable? Do you have any advice on how to respond to some of our stakeholders when they question the need for a reserve beyond the 3% minimum required by the state?

A. Setting a specific reserve level is always tough. Your goal is to have the resources to meet both planned and unplanned financial challenges, while at the same time spending as much as possible of this year's money on this year's students.

Here are some of the factors we encourage districts to consider:

- Assembly Bill (AB) 1200 (Chapter 1213/1991) requires multiyear projections, and in the current environment of cost-of-living adjustment only, even a 10% reserve in year one will not cover cost increases for three years (California State Teachers' Retirement System rate increase, California Public Employees' Retirement System rate increase, step and column, Special Education contributions, health benefits, etc.)
- The 3% reserve is a required minimum, and it represents little over a week's worth of payroll cost
- The reserve is one-time money; but if you spend it, replacement is essential and often difficult
- Most financial problems occur over multiple years; it takes a lot of one-time reserve dollars to solve a multiyear problem even temporarily
- Unless a district has bond money, it may need additional reserves for school repairs or to provide state matching funds
- Most districts do not carry reserves specially set aside for post-retirement health benefits; that means the general fund reserve is the only source of payment for this growing liability
- For comparison, the total average net ending balance for all unified school districts was 16.64%, a number we think is reasonable given current economic circumstances

In conclusion, as more districts find themselves in financial straits as district revenues flatten, the 2018 Budget Trailer Bill (AB 1840 [Chapter 426/2018]) calls for more fiscal oversight of schools to prevent financial disasters. In this environment, a 9% or 10% reserve is certainly not out of line.

—John Gray

Statewide Average Reserve Levels

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2017-18 Average Unrestricted General Fund, Plus Fund 17;
Net Ending Balance as a Percentage of Total General Fund
Expenditures, Transfers, and Other Uses

Change from
Prior Year

Unified School Districts

16.98%

-0.27%

Elementary School Districts

20.20%

-0.88%

High School Districts

15.63%

-1.01%

The Government Finance Officers Association recommends a minimum of two months' expenditures in reserve – equates to a minimum of 17%

Analysis of School District Reserves



MAC TAYLOR • LEGISLATIVE ANALYST • JANUARY 2015

difficult to predict precisely. Districts sometimes use reserves to address these cost increases rather than immediately reduce spending in other parts of their budgets.

Address Unexpected Costs. Whereas districts can anticipate some measure of volatility in their revenues and expenditures, other costs can arise unexpectedly. Examples include (1) special education costs for students with highly specialized needs; (2) an emergency facility repair related to a leaking roof, malfunctioning fire system, or gas leak; (3) a natural disaster, such as a drought or wildfire, that reduces student attendance and associated state funding; and (4) a lawsuit that results in a costly settlement or judgment against the district. Districts facing these unanticipated costs often draw down their reserves to address them. (This is, in part, because districts have few options for reducing expenditures during the course of the year. State law prohibits districts from laying off teachers and other certificated staff unless the district provided notice by March 15 of the prior fiscal year, and reductions in other staff take several months to implement. Midyear reductions also can be disruptive to student programs.)

Save for Large Purchases. Districts often build up reserves in order to make large one-time purchases. This approach avoids the need to borrow money. For example, districts commonly save for the upcoming replacement of (1) textbooks and related curricula; (2) computers; (3) school buses; and (4) equipment and facility components that

have reached the end of their useful lives, such as worn out flooring or heating and cooling systems.

Reduce Costs of Borrowing Money. To finance the construction of school buildings and other capital projects, districts usually borrow money from investors. Before borrowing, most districts obtain a rating from one of three major credit rating agencies (Moody's Investors Service, Standard & Poor's Ratings Services, and Fitch Ratings). These ratings indicate the likelihood that districts will be able to repay their loans. Districts with the strongest ratings tend to pay the lowest interest rates because they represent a lower risk of defaulting on their loans. All three rating agencies consider reserves a significant factor in determining a district's rating, noting that reserves provide additional flexibility in times of stress. Moody's, for example, indicates that measures of General Fund reserves (in combination with cash on hand) are responsible for about 30 percent of its overall rating.

Many Districts Attempt To Keep Reserves Above State Minimums. Given the various reasons for districts to keep General Fund reserves, most districts attempt to maintain reserve levels that exceed the state minimums. A few of these districts have adopted explicit local policies defining the level of reserves they will attempt to maintain. While details vary, districts with such policies tend to seek unassigned reserves in the range of 5 to 17 percent of their expenditures. (A 17 percent reserve equals about 2 months of expenditures and is a common standard for local public agencies.)

ANALYSIS OF GENERAL FUND RESERVES

Statewide, School District General Fund Reserve Levels Have Fluctuated Over Time.

Figure 4 shows how General Fund reserves (as a percent of General Fund expenditures) have changed since 1987-88. Reserves reached their

lowest levels in 1991-92, when they were 8.3 percent of statewide expenditures. Reserves reached their highest levels in 2010-11, at 21.2 percent of expenditures. The two major declines in reserves (in the early 1990s and early 2000s) were both

School District Budgets 2020–21

Criteria and Standards for reviewing school district 2020–21 budgets.

Criteria Information: Budgets

Deviations from the standards must be explained, and may affect the approval of the budget.

Criterion	Standard
1. Average Daily Attendance	<p>Funded average daily attendance (ADA) has not been overestimated in the first prior fiscal year or in two or more of the previous three fiscal years by more than the following percentage levels:</p> <ul style="list-style-type: none"> ■ 3.0% for districts with 0 to 300 ADA ■ 2.0% for districts with 301 to 1,000 ADA ■ 1.0% for districts with 1,001 and over ADA
2. Enrollment	<p>Projected enrollment has not been overestimated in the first prior fiscal year or in two or more of the previous three fiscal years by more than the following percentage levels:</p> <ul style="list-style-type: none"> ■ 3.0% for districts with 0 to 300 ADA ■ 2.0% for districts with 301 to 1,000 ADA ■ 1.0% for districts with 1,001 and over ADA
3. ADA to Enrollment	<p>Projected second period (P-2) ADA to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).</p>

<p>4. Local Control Funding Formula (LCFF) Revenue</p>	<p>Projected LCFF revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA) and its economic recovery target payment, plus or minus one percent.</p> <p>For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.</p> <p>For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA and its economic recovery target payment, plus or minus one percent.</p>
<p>5. Salaries and Benefits</p>	<p>Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.</p>
<p>6. Other Revenues and Expenditures</p>	<p>Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded COLA plus or minus ten percent.</p> <p>For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.</p>
<p>7. Facilities Maintenance</p>	<p>Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to <i>Education Code</i> Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with <i>Education Code</i> sections 52060(d)(1) and 17002(d)(1).</p>

8. Deficit Spending	Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves ¹ as a percentage of total expenditures and other financing uses ² in two out of three prior fiscal years.
9. Fund Balance	<p>Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels³:</p> <ul style="list-style-type: none"> ■ 1.7% for districts with 0 to 300 ADA ■ 1.3% for districts with 301 to 1,000 ADA ■ 1.0% for districts with 1,001 to 30,000 ADA ■ 0.7% for districts with 30,001 to 400,000 ADA ■ 0.3% for districts with 400,001 and over ADA
10. Reserves	<p>Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:</p> <ul style="list-style-type: none"> ■ the greater of 5% or \$71,000 for districts with 0 to 300 ADA ■ the greater of 4% or \$71,000 for districts with 301 to 1,000 ADA ■ 3% for districts with 1,001 to 30,000 ADA ■ 2% for districts with 30,001 to 400,000 ADA ■ 1% for districts with 400,001 and over ADA

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

³ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

Supplemental Information: Budgets

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Provide information on additional indicators as requested.

Supplemental Information	Provide supplemental information as follows:
S1. Contingent Liabilities	Identify any known or contingent liabilities from financial or program audits, state compliance reviews, litigation, etc., that may impact the budget.
S2. Use of One-Time Revenues for Ongoing Expenditures	Identify any ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources in the budget year, and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years.
S3. Use of Ongoing Revenues for One-time Expenditures	Identify any large non-recurring general fund expenditures that are funded with ongoing general fund revenues.
S4. Contingent Revenues	Identify projected revenues for the budget year and two subsequent fiscal years that are contingent on reauthorization by the local government, special legislation, or other definitive act (e.g. parcel taxes, forest reserves). If any of these revenues are dedicated for ongoing expenses, explain how the revenues will be replaced or the expenditures reduced.
S5. Contributions	<p>Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.</p> <p>Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.</p> <p>Estimate the impact of any capital projects on the general fund operational budget.</p>

**S6. Long-term
Commitments**

Identify all existing and new multiyear commitments¹ and their annual required payment for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

**S7. Unfunded
Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S8. Status of Labor
Agreements**

Analyze the status of all employee labor agreements.

Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting.

Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

- The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.
- The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S9. Local Control
and Accountability
Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

S10. LCAP
Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

Questions: Financial Accountability and Information Services | sacsinfo@cde.ca.gov | 916-322-1770

Last Reviewed: Tuesday, May 12, 2020

2019-20 Unaudited Actuals

2020-21 Budget

Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources									
2) Federal Revenue		8010-8099	6,403,276.37	835.00	6,404,111.37	5,903,457.00	0.00	5,903,457.00	-7.8%
3) Other State Revenue		8100-8299	18,125.05	185,499.00	203,624.05	0.00	183,800.00	183,800.00	-9.7%
4) Other Local Revenue		8300-8599	199,595.91	451,616.35	651,212.26	106,633.00	342,545.00	449,178.00	-31.0%
5) TOTAL, REVENUES		8600-8799	437,341.36	289,246.53	726,587.89	303,160.00	279,000.00	582,160.00	-19.9%
B. EXPENDITURES									
1) Certificated Salaries									
2) Classified Salaries		1000-1999	3,293,780.52	401,427.15	3,695,207.67	3,002,066.00	341,503.00	3,343,569.00	-9.5%
3) Employee Benefits		2000-2999	1,028,133.52	324,980.34	1,353,113.86	1,004,807.00	275,791.00	1,280,598.00	-5.4%
4) Books and Supplies		3000-3999	1,407,082.84	631,860.26	2,038,943.10	1,314,371.00	507,221.00	1,821,592.00	-10.7%
5) Services and Other Operating Expenditures		4000-4999	155,283.13	65,990.77	221,273.90	66,969.00	63,430.00	130,399.00	-41.1%
6) Capital Outlay		5000-5999	683,006.86	728,690.90	1,411,697.76	587,960.00	697,400.00	1,285,360.00	-8.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7100-7299							
		7400-7499	73,600.00	0.00	73,600.00	50,000.00	0.00	50,000.00	-32.1%
9) TOTAL, EXPENDITURES		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In									
b) Transfers Out		8900-8929	1,348,475.00	0.00	1,348,475.00	1,130,871.00	0.00	1,130,871.00	-16.1%
2) Other Sources/Uses		7600-7629	1,199,342.00	0.00	1,199,342.00	820,000.00	0.00	820,000.00	-31.6%
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,166,975.36)	1,166,975.36	0.00	(1,080,000.00)	1,080,000.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,017,842.36)	1,166,975.36	149,133.00	(769,129.00)	1,080,000.00	310,871.00	108.5%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals		2020-21 Budget		% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)							
F. FUND BALANCE, RESERVES							
1) Beginning Fund Balance							
a) As of July 1 - Unaudited		9791	4,285,368.47	263,341.50	4,548,709.97	3,684,977.93	204,564.32
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00
c) As of July 1 - Audited (F1a + F1b)			4,285,368.47	263,341.50	4,548,709.97	3,684,977.93	204,564.32
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00
e) Adjusted Beginning Balance (F1c + F1d)			4,285,368.47	263,341.50	4,548,709.97	3,684,977.93	204,564.32
2) Ending Balance, June 30 (E + F1e)			3,684,977.93	204,564.32	3,889,542.25	3,202,925.93	204,564.32
Components of Ending Fund Balance							
a) Nonspendable		9711	5,000.00	0.00	5,000.00	5,000.00	0.00
Revolving Cash		9712	0.00	0.00	0.00	0.00	0.00
Stores		9713	0.00	0.00	0.00	0.00	0.00
Prepaid Items		9719	0.00	0.00	0.00	0.00	0.00
All Others		9740	0.00	204,564.32	204,564.32	0.00	204,564.32
b) Restricted							
c) Committed		9750	0.00	0.00	0.00	0.00	0.00
Stabilization Arrangements		9760	0.00	0.00	0.00	0.00	0.00
Other Commitments							
d) Assigned		9780	1,794,411.43	0.00	1,794,411.43	1,761,925.93	0.00
Other Assignments							
West County JPAs: Special Ed & Transl	0000	9780	70,000.00		70,000.00		
Fund Balance Support for Charters	0000	9780	324,250.00		324,250.00		
Technology Hardware Replacement	0000	9780	500,000.00		500,000.00		
Facilities: Repair/Replace-*Assign Adj	0000	9780	600,000.00		600,000.00		
Pension & Salary Increase Support	0000	9780	300,000.00		300,000.00		
Lottery Res 1100	1100	9780	161.43		161.43		
West County JPAs: Special Ed & Transl	0000	9780					
Fund Balance Support: Charters	0000	9780					
Technology Hardware Replacement	0000	9780					
Facilities: Repair/Replace-*Assign Adj	0000	9780					
Pension CY & Salary PY Increase Supp	0000	9780					
*Assign Adjustments	0000	9780					
45 Day Revise: *Assign Adj	0000	9780					
45 Day Revise: FB Support: Charters	0000	9780					
							</

Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Lottery Res 1100	1100	9780				161.43		161.43	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,700,000.00	0.00	1,700,000.00	1,436,000.00	0.00	1,436,000.00	-15.5%
Unassigned/Unappropriated Amount		9790	185,566.50	0.00	185,566.50	0.00	0.00	0.00	-100.0%

2020-21 Budget

Total Fund
col. D + E
(F)
% Diff
Column
C & F

2019-20 Unaudited Actuals

Total Fund
col. A + B
(C)

Object
Codes

Resource Codes

Description

G. ASSETS

1) Cash	9110		3,152,936.57	63,798.47	3,216,735.04	
a) in County Treasury	9111		0.00	0.00	0.00	
1) Fair Value Adjustment to Cash in County Treasury	9120		0.00	0.00	0.00	
b) in Banks	9130		5,000.00	0.00	5,000.00	
c) in Revolving Cash Account	9135		0.00	0.00	0.00	
d) with Fiscal Agent/Trustee	9140		0.00	0.00	0.00	
e) Collections Awaiting Deposit	9150		0.00	0.00	0.00	
2) Investments	9200		338,156.14	126,736.84	464,892.98	
3) Accounts Receivable	9290		882,631.86	192,002.97	1,074,634.83	
4) Due from Grantor Government	9310		343,416.55	126,000.00	469,416.55	
5) Due from Other Funds	9320		0.00	0.00	0.00	
6) Stores	9330		0.00	0.00	0.00	
7) Prepaid Expenditures	9340		0.00	0.00	0.00	
8) Other Current Assets						
9) TOTAL, ASSETS			4,722,141.12	508,538.28	5,230,679.40	

H. DEFERRED OUTFLOWS OF RESOURCES

1) Deferred Outflows of Resources	9490		0.00	0.00	0.00	
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00	

I. LIABILITIES

1) Accounts Payable	9500		344,318.19	268,575.26	612,893.45	
2) Due to Grantor Governments	9590		420,680.00	23,510.00	444,190.00	
3) Due to Other Funds	9610		272,165.00	11,888.70	284,053.70	
4) Current Loans	9640		0.00	0.00	0.00	
5) Unearned Revenue	9650		0.00	0.00	0.00	
6) TOTAL, LIABILITIES			1,037,163.19	303,973.96	1,341,137.15	

J. DEFERRED INFLOWS OF RESOURCES

1) Deferred Inflows of Resources	9690		0.00	0.00	0.00	
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00	

K. FUND EQUITY

Ending Fund Balance, June 30

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,081.01	5,000.00	-17.8%
5) TOTAL, REVENUES			6,081.01	5,000.00	-17.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,081.01	5,000.00	-17.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Unaudited Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,081.01	5,000.00	-17.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	302,196.70	308,277.71	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			302,196.70	308,277.71	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			302,196.70	308,277.71	2.0%
2) Ending Balance, June 30 (E + F1e)			308,277.71	313,277.71	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	308,277.71	313,277.71	1.6%
Volatile State revenue/funding for schools	0000	9780	308,277.71		
Volatile State revenue/funding for schools	0000	9780		313,277.71	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

**NEW REMIT ADDRESS**

P.O. BOX 516613
LOS ANGELES, CA 90051-0589
(818) 446-7517

T.I.N. 94-2447992

INVOICE

INVOICE DATE: 06/30/19

INVOICE NUMBER: 0121635-IN

PAGE: 1

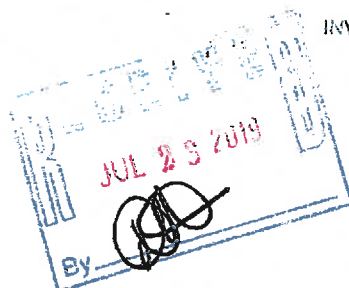
P.O. #: PER CONTRACT

CLIENT CODE: 0008235 S45

FORESTVILLE UNION SD
PHYLLIS PARISI, SUPT
6321 HIGHWAY 116
FORESTVILLE, CA 95436

RA-00348 (final)

RE: FACTFINDING



DESCRIPTION

CHARGES

		UNITS/HRS	TOTAL
05/16/19	KATHLEEN SPENCER	1.25	387.50
	FACTFINDING CLIENT SERVICE		
05/21/19	KATHLEEN SPENCER	2.00	620.00
	FACTFINDING CLIENT SERVICE		
5/29/19	KATHLEEN SPENCER	.50	155.00
	FACTFINDING CLIENT SERVICE		
06/05/19	KATHLEEN SPENCER	1.00	310.00
	FACTFINDING CLIENT SERVICE		
06/06/19	CARMEN THOMPSON	.50	82.50
	FACTFINDING CLIENT SERVICE		
06/06/19	KATHLEEN SPENCER	2.00	620.00
	FACTFINDING CLIENT SERVICE		
06/07/19	KATHLEEN SPENCER	3.00	930.00
	FACTFINDING CLIENT SERVICE		
06/07/19	MELANEE SPENDLOVE	4.25	701.25
	FACTFINDING CLIENT SERVICE		
06/10/19	KATHLEEN SPENCER	1.00	310.00
	FACTFINDING CLIENT SERVICE		
06/11/19	KATHLEEN SPENCER	5.00	1550.00
	FACTFINDING CLIENT SERVICE		
06/12/19	KATHLEEN SPENCER	3.00	930.00
	FACTFINDING CLIENT SERVICE		
06/14/19	CARMEN THOMPSON	2.00	330.00
	FACTFINDING CLIENT SERVICE		
06/15/19	KATHLEEN SPENCER	1.00	310.00
	FACTFINDING CLIENT SERVICE		

APPROVED:

**NEW REMIT ADDRESS**

P.O. BOX 516613
LOS ANGELES, CA 90051-0609
(818) 446-7517

T.I.N. 94-2447992

INVOICE

INVOICE DATE: 06/30/19

INVOICE NUMBER: 0121635-IN

PAGE: 2

P.O. #: PER CONTRACT

CLIENT CODE: 0008235 S45

FORESTVILLE UNION SD
PHYLLIS PARISI, SUPT
6321 HIGHWAY 116
FORESTVILLE, CA 95436

RE: FACTFINDING

DESCRIPTION		QUANTITY	UNIT PRICE
06/16/19	KATHLEEN SPENCER	1.00	310.00
06/17/19	FACTFINDING CLIENT SERVICE	.50	155.00
06/17/19	DAVE HECKLER	4.00	1240.00
06/17/19	FACTFINDING CLIENT SERVICE	1.50	247.50
06/18/19	KATHLEEN SPENCER	5.00	1550.00
06/20/19	FACTFINDING CLIENT SERVICE	1.75	288.75
06/21/19	MELANEE SPENDLOVE	2.00	620.00
06/23/19	FACTFINDING CLIENT SERVICE	9.00	2790.00
06/24/19	JOHN GRAY	5.00	1550.00
06/30/19	FACTFINDING CLIENT SERVICE		
TOTAL FEES:			15987.50
06/11/19	MEAL - K. SPENCER		27.84
06/24/19	MEAL - J. GRAY		31.58
06/24/19	MEAL - J. GRAY		8.18
06/24/19	LODGING - J. GRAY		222.70
06/25/19	RENTAL CAR - J. GRAY		198.20
06/25/19	PARKING - PRORATED - J. GRAY		54.00
TOTAL EXPENSES:			542.50



NEW REMIT ADDRESS

P.O. BOX 516313
LOS ANGELES, CA 90051-0589
(913) 426-7517

T.L.N. 94-2447892

INVOICE

INVOICE DATE: 06/30/19

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FORESTVILLE UNION SD
PHYLLIS PARISI, SUPT
6321 HIGHWAY 116
FORESTVILLE, CA 95436

RE: FACTFINDING

AMOUNT DUE: 16530.00

ESSER I Fund Frequently Asked Questions

Elementary and Secondary School Relief (ESSER I) fund frequently asked questions and responses.

1. Do LEAs need to apply for ESSER I funds? (Updated 27-Apr-2021)

Yes. The ESSER I funding includes formula funds (90% of the state's full allocation) allocated to local educational agencies (LEAs) based on Title I shares. Eligible LEAs applied for their allocation of ESSER I funds and the application closed on April 7, 2021.

2. Will CDE post preliminary allocations? (Updated 27-Apr-2021)

Yes, the California Department of Education (CDE) has posted LEAs' revised allocations on the [ESSER I Funding Results](#) web page.

3. Are LEAs that did not receive Title I funds in the most recent fiscal year eligible for ESSER I funds?

With one exception, as described below, no, LEAs that did not receive Title I funds are not eligible to receive ESSER I funds. LEAs receive ESSER I funds based on their relative share of Title I funds. If an LEA did not receive Title I funds in the most recent fiscal year—either because it was not eligible or because it declined funding—then it would not generate a share of ESSER I funds.

The exception is charter schools that are new in the 2020–21 school year (and thus did not receive a Title I allocation for 2019–20), then federal law requires that CDE hold back a reasonable portion of its ESSER I funds in order to provide those charter schools with allocations once their Title I enrollments are known.

4. Do any supplement not supplant requirements apply to ESSER I funds? (Updated 27-Apr-2021)

No. The ESSER I Fund does not include a local supplement, not supplant requirement. Thus, there is no prohibition on an LEA using ESSER I funds to pay expenses formerly funded by another source.

5. What are the allowable uses of ESSER I funds?

LEAs can use ESSER I funds for any activities authorized by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act of 2000 (ESSA), Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the

Perkins CTE Act, or the McKinney-Vento Homeless Assistance Act. Additional information about the allowable uses of funds can be found on the [ESSER I Funding web page](#).

In addition to these, LEAs can use funds for the following activities:

- Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
- Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students)
- Staff training and professional development on sanitation and minimizing the spread of infectious disease
- Purchasing supplies to sanitize and clean the facilities of LEA, including buildings operated by the LEA
- Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive or adaptive technology
- Mental health services and supports
- Summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
- Discretionary funds for school principals to address the needs of their individual schools
- Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff

6. How long do LEAs have to use ESSER I funds?

ESSER I funds are available for obligation by LEAs through September 30, 2022.

7. Must LEAs pay existing contracts in order to receive ESSER I funds?

Section 18006 of the CARES Act requires entities that receive ESSER I funds to continue to pay employees and contractors “to the greatest extent practicable.”

8. Can LEAs use funds to reimburse expenses that were incurred during the 2019–20 fiscal year, such as devices for distance learning? (Updated 27-Apr-2021)

Yes. The U.S. Department of Education (ED) has stated that LEAs may use the funds for expenses incurred beginning March 13, the date on which the President declared a national emergency.

9. Which funds from the CARES Act are subject to the equitable services requirement? (Added 22-Jul-2020)

The CARES Act specifies that LEAs that receive funding from ESSER I and GEER I funds, must provide related equitable services. (Section 18005(a) of the CARES Act).

The state budget for 2020–21 that was approved by the Governor and the Legislature at the end of June provided all of the \$355 million California received for GEER to LEAs as part of the larger \$5.3 billion effort to support student academic achievement and mitigate learning loss related to COVID-19 school closures. The budget also directed most of funding from the ESSER I state reserve to LEAs through \$112.2 million to support nutrition services and \$45 million for a competitive grant program to support and expand existing community schools. These funds are all subject to the equitable services in addition to the \$1.4 billion funding formula driven funding to schools based on their Title I counts.

10. Does the requirement to provide equitable services to students and teachers in non-public (private) schools apply to activities supported by ESSER I or GEER I funds? (Updated 02-Feb-2021)

Yes. An LEA that receives ESSER I or GEER I funds must, for any activities supported by ESSER I or GEER I funds, provide related equitable services to students and teachers in non-public (private) schools “in the same manner” as provided under section 1117 (Title I, Part A) of the Elementary and Secondary Education Act of 1965 (ESEA). (Section 18005(a) of the CARES Act).

On June 25, 2020, Secretary DeVos and ED promulgated an Interim Final Rule (Rule), seeking to mandate how LEAs must calculate CARES Act funding for equitable services. On August 26, 2020, Judge James Donato of the United States District Court for the Northern District of California issued a preliminary injunction prohibiting ED and Secretary DeVos from applying and enforcing the Rule or ED’s prior guidance. On September 4, 2020, the United States District Court for the District of Columbia entered a final judgment invalidating the rule nationwide. Therefore, the Rule (and ED’s guidance issued prior to that date) must be treated as void.

On September 8, 2020, ED announced it would not appeal the various court decisions invalidating or enjoining the Rule regarding equitable services to private school students and teachers under the CARES Act. In a follow-up letter on September 25, 2020, ED said that it will not take any enforcement action against states or school districts that followed the guidance or the Rule while it was in effect. However, ED stated that moving forward, districts must calculate the proportional share for private schools according to the formula laid out in Section 1117 of the ESEA, as cited in Section 18005 of the CARES Act. ED’s letter notes that it will focus enforcement on ensuring that consultation requirements are met, alongside basic equitable services requirements. The agency urges districts to complete these new calculations and “provide equitable services to private schools as soon as possible.”

Thus, LEAs should calculate funding for equitable services in the same manner as provided under Section 1117 of ESEA as discussed above, i.e., based solely on the number of students from low-income families attending private schools. (See next paragraph.) Districts should recalculate the allocation of funds for equitable services according to the statutory Title I formula and redirect to public school services any amount previously allocated in excess thereof.

Under guidance issued by ED on October 9, 2020, in calculating the proportional share of ESSER I and GEER I funds, an LEA may use the proportional share calculated for Title I purposes from either school year 2019–20 or 2020–21. ED also now affirms that, unlike Title I funds, the “supplement not supplant” requirement does **not** apply to ESSER and GEER funds. Further, ED’s guidance provides that while the proportional share for private schools should be calculated according to Title I of ESEA, the allowable use of funds is broader, and services may benefit all private school students and teachers at any private school, rather than just low-achieving students and their teachers. ED’s guidance is at [Providing Equitable Services to Students and Teachers in Non-Public Schools Under the CARES Act Program](#) (PDF) .

ED’s September 25 letter said that the agency would not consider funds expended under the Rule prior to the court decision as being misallocated. This likely means that any expenditures obligated consistent with the Rule prior to September 8, 2020, are allowable. Districts are also encouraged to consult with their own legal counsel regarding any such decisions.

Additional information on determining the proportional share for equitable services under ESEA Section 1117 can be found by visiting the [CDE’s Equitable Services Frequently Asked Questions web page](#).

11. How are disputes with private schools regarding the amount allocated to provide equitable services to be resolved? (Updated 02-Feb-2021)

Consistent with sections 8501 and 8503 of ESEA, a private school may file a complaint directly with the CDE alleging a violation of the equitable services requirements. The CDE believes that the ESEA complaint procedures apply to the CARES Act and the ESSER I Fund. The CDE has 45 days from receipt of the complaint to render a decision. A party dissatisfied with the CDE’s decision may appeal to the Secretary of ED within 30 days. The Secretary has 90 days from receipt of the appeal to investigate and resolve the appeal. Given the dynamic legal situation surrounding the equitable service requirements for CARES Act funds, LEAs are strongly encouraged to seek their own legal counsel before making any decisions in this regard.

12. Why is the CDE not apportioning an LEA’s full allocation? How will payments be calculated? (Added 22-Jul-2020)

As with most other federal funds apportioned to LEAs, ESSER I funds are subject to federal cash management requirements. As such, CDE is required to implement cash management practices that minimize the time elapsing between the receipt and disbursement of funds by recipients of formula based federal grants awarded by the CDE. By agreement with the federal government, CDE meets this requirement, in part, by apportioning LEAs 25% of their total allocation less remaining cash balance from prior apportionments.

13. Are ESSER I funds subject to the excess interest calculation? (Added 22-Jul-2020)

Yes. For more information about interest calculation, see [Calculating Interest Earned on Federal Funds](#).

14. How often will LEAs receive payment? (Added 22-Jul-2020)

LEAs will receive payment approximately six to eight weeks after the quarterly reporting window closes.

15. Will LEAs be required to report to CDE on these funds? (Added 26-Oct-2020)

Yes, the CDE requires LEAs to report on the use of funds. Please refer to the [Federal Stimulus Reporting Requirements](#) for the reporting application, help page, and reporting window information.

Questions: CDE Federal Stimulus Team | EDReliefFunds@cde.ca.gov

Last Reviewed: Monday, May 3, 2021

[Click Here for COVID-19 Related Resources](#)

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Hold Harmless Does Not Translate to Flat Funding

✉ BY BRIANNA GARCÍA

✉ BY MATT PHILLIPS, CPA

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posted July 29, 2020

The Budget Summary of the Enacted State Budget called for a “hold harmless for the purpose of calculating apportionment in the 2020–21 fiscal year,” which many people read as flat funding for all local educational agencies (LEAs) from 2019–20 to 2020–21. However, the devil is always in the details, and this reference in the Budget Summary may not mean what many think it means.

Amidst the pandemic, and paradigm shift from in-person to distance learning, the Legislature amended the attendance reporting windows in 2019–20 to head-off any unwarranted decreases in attendance due to the pandemic. As part of the Enacted State Budget, the newly created Education Code Section (EC §) 43502 was introduced. Subsection (b) requires the California Department of Education (CDE) to use actual attendance reported at the 2019–20 Second Principal Apportionment and Annual Apportionment reporting periods as the basis for funding in 2020–21. This has different implications for districts that are growing versus those that are declining.

Growing LEAs

This is not at all a hold harmless, but instead, a maintenance of status quo in the face of increased expenditures. LEAs that will be experiencing a growth in enrollment and average daily attendance (ADA) will likely need to increase expenditures for additional staff, instructional materials, and capacity in facilities. With no additional revenues to offset these expenditures, growing LEAs will need to look to their reserves to fund these costs for 2020–21.

Declining LEAs

Prior to the 2020–21 Enacted State Budget, a provision in the Education Code allowed school districts with declining ADA to use the higher of prior-year or current-year attendance as the basis of funding for the current year. While the ADA funding provision in the 2020–21 State Budget provides a protection for charter schools that do not have the ability to access this existing statutory protection, the addition of EC § 43502 does not offer school districts greater protection in 2020–21 than that to which they were already entitled. However, it does provide an added layer of protection in the 2021–22 fiscal year.

In 2021–22, absent the addition of EC § 43502, a school district experiencing a decline in ADA would rely on the ADA from 2020–21. However, because ADA for the purpose of apportionment is not being reported to the CDE, the prior-year data will look back to 2019–20—providing school districts with declining ADA a one-year reprieve in 2021–22. There is one other consideration for those school districts that availed themselves of the prior-year protection in 2019–20. These districts utilized 2018–19 ADA for 2019–20 apportionment purposes. Therefore, they will see a reduction in their

current-year apportionment since the 2020–21 State Budget provision compels the CDE to use 2019–20 ADA for 2020–21 apportionment purposes. The table below illustrates the impact of the 2020–21 ADA funding provision on a district experiencing declining ADA.

	2018–19	2019–20	2020–21	2021–22
Actual ADA				
	10,000	9,500	9,000*	8,500
Funded ADA (School districts are funded on higher of prior-year and current-year ADA)				
Without 2020–21 ADA Provisions		10,000	9,500	9,000
With 2020–21 ADA Provisions		10,000	9,500	9,500
*This number is for illustrative purposes only as no ADA will be collected for apportionment purposes				

Unduplicated Pupil Percentage

Of consequence to all state-funded LEAs is the calculation of the unduplicated pupil percentage (UPP). Current law requires all LEAs to submit pupil demographic data as part of the Census Day count in October. A subset of this data is used to calculate the single-year UPP, which is part of the rolling three-year average that is used to determine the effective UPP for the current year, as well as the amount of supplemental and concentration grant funding. In the recently released Principal Apportionment letter, the CDE noted that LEAs must still submit student records in 2020–21 as there is not a similar one-year abeyance to the UPP calculation as is found with ADA. Given the uncertainty around physical presence of students at schools in 2020–21, this could have a significant detrimental impact on the UPP for the current and two subsequent years, as LEAs may struggle to collect applications for free or reduced-price meals from families in 2020–21.

Conclusion

Both of these factors—declining ADA and changes to the UPP—in conjunction with other factors used to calculate the Local Control Funding Formula, will impact an LEA’s state funding for 2020–21, which, for many, will not represent “flat funding” from 2019–20.

Why special education funding will be more equitable under new state law

State to spend an additional \$650 million on special education under new law

AUGUST 7, 2020 | CAROLYN JONES



CREDIT: ANDREW REED / EDSOURCE

California's method of funding special education will become streamlined and a little more equitable, thanks to a provision in the recently passed state budget.

The 2020-21 budget fixes a decades-old quirk in the funding formula that had left vast differences between school districts in how much money schools received to educate special education students.

The old formula, created in the late 1970s and last updated in the early 2000s, based funding on how many students a district had overall, not just its number of students in special education. The result was that some districts received up to \$800 extra per student per year to educate students in special education, while others received as little as \$500.

The new formula adjusts some of those criteria, and brings districts at the lower end up to the state average of \$625 per student per year. Districts that previously were receiving more will still get that same amount annually, so they won't be penalized. To make up the difference, the state will be spending an additional \$550 million on special education, plus an additional \$100 million set aside for students with costly disabilities, such as genetic disorders that require specialized services.

"This is a very significant increase in special education funding. It's the culmination of many years' work," said David Toston, associate superintendent of the El Dorado County Office of Education and chair of the California Advisory Commission on Special Education. "Considering the economy, we were bracing for the worst. I was very surprised and appreciative the (Newsom) administration was able to follow through on its commitment."

The budget also includes funding to fix other wrinkles in California's special education policy. It creates several workgroups to address key areas, such as alternative diploma pathways for students with disabilities. It also will address the sometimes-rocky transitions children make when they move to schools from regional disability centers, which provide programs for infants and toddlers, as well as from school to the California Department of Rehabilitation, which provides independent living and employment services for adults with disabilities.

It also sets aside \$15 million to recruit and train special education teachers.

The new funding is part of a broader, multi-year state effort to tackle some long-standing hurdles to how schools provide special education, said Jason Willis, area director of strategic resource planning and implementation at WestEd, a research and technical assistance firm.

"California is trying to think about this holistically," he said. "But right now, for administrators, this will offer a little relief, especially in an environment where the economy is struggling."

Gov. Gavin Newsom, who has dyslexia, has long championed special education. In his May speech about his proposed budget revisions, he said the additional special education funding will be renewed annually.

"I care deeply about special education, and I could not in good conscience be part of dismantling of a commitment we had made well over a year ago to substantially improve special education in the state of California," he said. "Nothing breaks my heart more than seeing people with physical and emotional disabilities, people so often left behind and forgotten, falling even further behind."

He also acknowledged that the state has more work to do.

"We are not even close to where we need to be in terms of protecting those folks," he said.

Carolynne Beno, a former director for the Yolo County Special Education Local Plan Area and an education lecturer at UC Davis, agreed that the additional funding is a good start, but not nearly enough to address schools' growing needs.

She pointed out that while overall enrollment is declining in California, the number of children in special education is growing. In 2018-19, almost 800,000 California students — about 13% of overall K-12 enrollment — were enrolled in special education, receiving services for dyslexia, autism, emotional disorders, cerebral palsy and other conditions.

Schools are also seeing an increase in students with disabilities that are costly to address, such as severe autism, she said. And staffing shortages are forcing districts to hire outside workers, such as speech therapists and psychologists, which also adds to expenses.

“Consequently, despite the increased funding in the budget, students with disabilities and their families probably won’t see significant differences in the services they receive,” she said. “We need to remain committed to (making funding more equitable), funding for preschoolers with disabilities and additional funding for students with the most needs.”

She also noted that most families might not notice a difference in services because districts try to provide a full range of services regardless of how much money they receive from the state.

Special education funding in California has been a challenge for decades. When the Individuals with Disabilities Education Act passed in 1975, mandating that schools provide a free, appropriate education to all children, the federal government agreed to fund 40% of states' special education costs. But federal spending has never reached that level, and in recent years has provided only about 15% of California's costs. The remainder is covered by the state and local districts.

As the state navigates economic uncertainties caused by the pandemic, advocates for special education say they're heartened that so far, programs for students with disabilities have been spared.

“It's clear that this administration is making special education finance reforms a priority,” Willis, from WestEd, said. “That's significant, especially as we're walking into a recession.”

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K-12 EDUCATION

California provides instruction and support services to roughly 5.9 million students in grades kindergarten through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, 1,000 local school districts, and more than 1,200 charter schools provides instruction in English, mathematics, history, science, and other core competencies.

The May Revision includes total funding of \$121.7 billion (\$70 billion General Fund and \$51.7 billion other funds) for all K-12 education programs, the highest level of funding in California's history. Per-pupil funding is also at the highest levels ever, totaling \$13,977 per pupil in Proposition 98 General Fund and \$21,152 per pupil when accounting for all funding sources.

CALIFORNIA FOR ALL KIDS

Public schools hold the promise of serving as the hubs for California communities, a source of shared local pride and engagement, and the foundation for providing all children with opportunity. The potential of public schools to drive positive change and reduce societal inequities is immense. It is time to re-envision the K-12 public educational experience by directing historic levels of funding to schools, improving outcomes for all young Californians and ensuring the future prosperity of the state. The May Revision utilizes this opportunity by proposing the California for All Kids Plan, a five-year strategy for public school investment that offers every child in California the comprehensive support necessary to reach their full potential.

The California for All Kids Plan invests aggressively in equity. Nearly two out of every three of the state's school-age children have a family income that qualifies them for free and reduced-price school meals (less than or equal to 185 percent of the federal poverty level). These children are less likely to have access to enrichment opportunities and comprehensive services like many of their peers, including stable health care and mental health services, access to technology, consistent opportunities for a variety of engaging and enriching extracurricular activities, and educators that are well-prepared to meet their needs. Public schools serve a central role in closing these historic and structural opportunity gaps. The California for All Kids Plan provides a roadmap to equip schools to do this work, specifically by achieving all of the following by 2025-26:

- Universal access to transitional kindergarten so all children enter the school system prepared to succeed
- Year-round access to enrichment activities and before/after-school supplemental education programs for children in low-income communities
- Well-prepared and well-supported teachers
- Deeper connections and relationships between students and adults on campus, with training in tiered systems of student supports, including more school counselors, social workers, and nurses
- Increased access to school-wide nutrition programs
- An improved and more integrated relationship between schools and health care plans, county health, and social services to provide school-based services to children
- Greater student access to broadband internet and computer technology, both in the classroom and at home

Additionally, to strengthen the existing public education fiscal infrastructure, which has been significantly impacted by the COVID-19 Pandemic and multi-year enrollment declines, the May Revision includes additional investments in general purpose K-12 funding to ensure a strong base that facilitates the success of the proposed new investments.

PROPOSITION 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for K-12 schools and community colleges (collectively referred to as K-14 schools). The Guarantee, which went into effect in the 1988-89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986-87, General Fund revenues, per capita personal income, and school attendance growth or decline. The Local Control Funding Formula is the primary mechanism for distributing these funds to support all students attending K-12 public schools in California.

The Guarantee continues to be in a Test 1 for all years 2019-20 through 2021-22. This means that the funding level of the Guarantee is equal to approximately 38 percent of General Fund revenues, plus local property tax revenues. The significant increase in revenues projected for 2020-21 and 2021-22 results in a corresponding increase in resources for K-14 schools. Proposition 98 is estimated to be \$79.3 billion in 2019-20, \$92.8 billion in 2020-21, and \$93.7 billion in 2021-22, representing a three-year increase in the minimum Guarantee of \$17.7 billion over the level estimated in the Governor's Budget. These funding levels include property tax decreases of \$283 million in 2019-20, \$298 million in 2020-21, and \$315.9 million in 2020-21, related to recent State Controller's Office guidance on counties' calculation of local excess Educational Revenue Augmentation Fund.

Additionally, excess revenues above the State Appropriations Limit in 2020-21 and 2021-22 creates a Constitutional obligation for the state to make a one-time payment to K-14 schools, supplemental to the Proposition 98 Guarantee funding level, and allocated based on K-12 average daily attendance and full-time equivalent community college students. While this payment amount will not be finalized until the adoption of the 2023-24 budget, the Administration currently anticipates that it will total approximately \$8.1 billion, and will be provided to K-14 schools in the 2022-23 fiscal year.

PROPOSITION 98 SUPPLEMENTAL PAYMENT

The 2020 Budget Act created a multi-year obligation to increase Proposition 98 funding by \$12.4 billion, after estimates showed the Proposition 98 funding levels in 2019-20 and 2020-21 would drop below the target funding level (Test 2), by this amount. The Governor's Budget included the first of these supplemental payments (\$2.3 billion), even though estimates at that time showed 2019-20 and 2020-21 declines below Test 2 of only \$511 million. The Administration now estimates that the Proposition 98 funding levels in 2019-20 and 2020-21 will be \$9.3 billion greater than the Test 2 amount. Given

this significant increase in funding, the May Revision proposes eliminating the supplemental payment proposed in the Governor's Budget.

PROPOSITION 98 RAINY DAY FUND

The Governor's Budget projected a total of \$3 billion in payments to the Public School System Stabilization Account would be necessary between 2020-21 and 2021-22. Increases in capital gains revenues at May Revision have increased these required payments to a total of \$4.6 billion. Under current law, there is a cap of 10 percent on school district reserves in fiscal years immediately succeeding those in which the balance in the Account is equal to or greater than 3 percent of the total K-12 share of the Proposition 98 Guarantee. The balance of \$4.6 billion in 2021-22 triggers school district reserve caps beginning in 2022-23.

LOCAL CONTROL FUNDING FORMULA (LCFF)

The Governor's Budget included a compounded LCFF cost-of-living adjustment of 3.84 percent, representing a 2020-21 cost-of-living adjustment of 2.31 percent and a 2021-22 cost-of-living adjustment of 1.5 percent. At May Revision, the 2021-22 cost-of-living adjustment is updated to 1.7 percent, for a new compounded LCFF cost-of-living adjustment of 4.05 percent. Additionally, to help local educational agencies address ongoing fiscal pressures, the May Revision includes \$520 million Proposition 98 General Fund to provide a 1 percent increase in LCFF base funding. This discretionary increase, when combined with the compounded cost-of-living adjustment, results in growth in the LCFF of 5.07 percent over 2020-21 levels.

DEFERRALS

Recession-driven revenue reductions anticipated at the 2020 Budget Act drove the need to defer LCFF apportionments, in the amounts of \$1.9 billion in 2019-20, growing to more than \$11 billion in 2020-21. The Governor's Budget proposed paying off the full K-12 deferral in 2019-20 and \$7.3 billion of the K-12 deferral in 2020-21, leaving an ongoing K-12 deferral balance of \$3.7 billion in 2021-22. The May Revision further reduces this by \$1.1 billion, for a proposed 2021-22 K-12 deferral balance of \$2.6 billion.

REOPENING SCHOOLS

The pandemic posed an unprecedented crisis for California's schools. As the science emerged and frequently evolved, school communities grappled with two monumental challenges: creating and scaling high-quality models of distance learning, and managing the public health precautions necessary for safe re-openings for in-person instruction. The safe re-openings were further complicated by a surge of COVID-19 cases late in 2020 that caused heightened concerns. With recent scientific consensus regarding the safety of in-person instruction and continued success in expanding vaccinations to drive down COVID-19 transmission, school communities can and must prioritize the in-person connections that best serve the mental health, social-emotional well-being, and academic needs of students, families, and staff.

The May Revision assumes a return to full-time in-person instruction for the 2021-22 school year. Consistent with all school years prior to 2020-21, this mode of instruction will be the default for all students and schools, and generally one of only two ways in which local educational agencies can earn state apportionment funding in 2021-22. To ensure safety and build trust, the May Revision proposes \$2 billion one-time Proposition 98 General Fund to fund health and safety activities, including testing and vaccine initiatives, enhanced cleaning, personal protective equipment, and improved ventilation. These funds will supplement the \$2 billion appropriated by Chapter 10, Statutes of 2021 (AB 86) to schools that were open for in-person instruction by April 2021.

Notwithstanding these measures, some parents may still be hesitant to send their children back to school for in-person instruction. To give families a high-quality option for non-classroom based instruction, and to provide local educational agencies with an option to generate state funding by serving students outside the classroom in response to parent requests, the May Revision proposes a series of improvements to the state's existing independent study programs. Specifically, local educational agencies will provide non-classroom based instruction using the existing traditional and course-based independent study models, but will have additional requirements to: (1) provide access to technology, internet connectivity, and a dedicated and rigorous curriculum; (2) develop and implement a framework of tiered re-engagement strategies for students not meaningfully participating in instruction; and (3) track and record daily student participation and interaction with teachers.

EXPANDED LEARNING TIME

A substantial body of research demonstrates the benefits of both expanded learning time and summer/intersessional enrichment in addressing and preventing sub-standard academic outcomes for students. In short, more time, used well, can accelerate student learning. While some families are able to access expanded learning outside of school, through summer camps, music lessons, sports teams, tutoring, etc., not all students are able to access the benefits that come from these opportunities.

The May Revision reflects a five-year plan to implement expanded-day, full-year instruction and enrichment for all elementary school students in local educational agencies with the highest concentrations of low-income students, English language learners, and youth in foster care (representing approximately 2.1 million children). By 2025-26, these students would have access to no-cost after school and summer programs. When combined with regular instructional time, this will provide students with nine hours of developmentally appropriate academics and enrichment per instructional day and for six weeks each summer.

Similar to the existing After School Education and Safety Program, these programs would offer developmentally appropriate enrichment to students, including:

- An educational element in which tutoring or homework assistance is provided, and
- A supplemental element including, but not limited to, STEM, fine arts, career technical education, recreation, and physical fitness.

Additionally, these programs would be required to maintain adult-to-student ratios of 1:10 for transitional kindergarten and kindergarten students and 1:20 for students in first through sixth grades.

The Administration estimates that the Proposition 98 General Fund costs to implement this proposal is approximately \$1 billion in 2021-22, growing to \$5 billion in 2025-26. Over the implementation period, services would be phased in, with the local educational agencies with the highest proportion of students from low-income families, English language learners, and youth in foster care being provided the ability to access extended day/year programming first. Once fully implemented, the Administration proposes incorporating these funds into the LCFF concentration grant calculation.

UNIVERSAL TRANSITIONAL KINDERGARTEN

Evidence is plentiful that children who attend preschool are better prepared to begin kindergarten than children who do not. While the state has made significant investments in subsidized, high-quality preschool in recent years, many low-income four-year-olds in the state cannot access low-cost or free preschool programs. The May Revision proposes to address this lack of access and ensure all students are able to benefit from high-quality preschool.

To provide access to free, high-quality, inclusive pre-kindergarten education for all children, the May Revision proposes a series of investments beginning in 2022-23 to incrementally establish universal transitional kindergarten, creating a "14th grade" of public education by 2024-25. Universal transitional kindergarten would be phased-in over four years, with local educational agencies able to use 2021-22 for planning and infrastructure development, and additional access for four-year-olds, increased in increments of three months of age per year from 2022-23 through 2024-25, when all four-year-olds would be eligible. The costs of this plan are anticipated to be approximately \$900 million General Fund in 2022-23, growing to \$2.7 billion in 2024-25 (the Proposition 98 Guarantee would be "rebenched" to draw down General Fund for the costs of new enrollment in each year of increased investment). Additionally, the May Revision repurposes \$250 million one-time Proposition 98 General Fund proposed in the Governor's Budget to incentivize transitional kindergarten expansion to instead be used for planning and implementation grants for all local educational agencies.

To build on and enhance the quality of the existing transitional kindergarten program, the May Revision also proposes \$380 million Proposition 98 General Fund in 2022-23, growing to \$740 million in 2024-25, to provide one additional certificated or classified staff person in each transitional kindergarten classroom. For many classrooms, this will reduce adult-to-child ratios from 1:24 to 1:12. Additionally, the May Revision includes \$10 million one-time General Fund for the Department of Education to update the Preschool Learning Foundations, the recommended learning standards for preschool and transitional kindergarten, to reflect the most recent research on early childhood development and provide comprehensive resources for pre-kindergarten teachers.

Finally, the budget maintains the level of funding available for the State Preschool Program. The Administration will develop a comprehensive plan for implementation in 2022-23 to support existing State Preschool Program providers to maintain their contracts while transitioning to serve younger children, in alignment with the Master

Plan for Early Learning and Care, to ensure all eligible three-year-olds have access to a high quality early learning.

COMPREHENSIVE STUDENT SUPPORTS

Disruptive life events, like the Pandemic, have a negative impact on student learning. The effects of these types of events, however, can be mitigated by a safe school centered on deep connections and relationships. Children learn and thrive when they feel that they have many adults who care about them, when they are secure, and when their basic needs are met consistently and in a regular, structured manner.

To build up the capacity of schools to become stable hubs for a wider spectrum of basic student needs, the May Revision builds upon the \$264.9 million Proposition 98 General Fund proposed in the Governor's Budget to provide \$3 billion one-time Proposition 98 General Fund, available over several years, to further expand the implementation and use of the community school model. Community schools blend various funding sources to provide integrated health, mental health, and social services alongside high-quality, supportive instruction. In addition to these integrated student supports, community schools offer expanded learning time, active family and community engagement, and collaborative leadership and practices, which are also funded in other proposals in the May Revision. This level of proposed funding would support grants for up to 1,400 local educational agencies (more than 60 percent of local educational agencies statewide) to convert school campuses into full-service community schools.

To increase the number of adults providing direct services to students on school campuses, the May Revision includes an ongoing increase to the LCFF concentration grant of \$1.1 billion Proposition 98 General Fund. Local educational agencies that are recipients of these funds will be required to demonstrate in their local control and accountability plans how these funds are used to increase the number of certificated and classified staff on their campuses, including school counselors, nurses, teachers, paraprofessionals, and other student support providers. Also, in recognition of the disproportionate impact of the Pandemic on youth in foster care, county offices of education will receive an additional \$30 million one-time Proposition 98 General Fund to work with local partners to coordinate and provide direct services to these students.

Further, the May Revision proposes \$2 billion one-time federal funds and \$623 million one-time Proposition 98 General Fund to schools to provide research-tested interventions for students, including intensive tutoring. Although almost \$30 billion in

combined state and federal funds have been provided to schools since April 2020 to mitigate the impacts of school closures and challenges around distance learning and other COVID-19 related impacts to education, schools are experiencing significant demands related to closing learning gaps and providing enhanced services related to compensatory education. These funds will supplement \$4.6 billion appropriated by Chapter 10, Statutes of 2021 (AB 86) to schools for targeted student academic supports.

Finally, as noted in the Health and Human Services Chapter, funding for the Administration's Children and Youth Behavioral Health Initiative is increased from \$400 million one-time General Fund in the Governor's Budget to \$1 billion at May Revision. This Initiative is designed to comprehensively re-envision the child behavioral health system, by better connecting children and youth to behavioral health care, investing in schools' ability to both deliver care directly and partner with Medi-Cal plans, and significantly expanding the infrastructure for providing behavioral health care for all Californians under the age of 26.

EDUCATOR PREPARATION, RETENTION, AND TRAINING

The transformative changes proposed in the May Revision require a well-prepared, well-trained, and expansive educator workforce. Preparing, training, and recruiting a diverse workforce of administrative, credentialed, and classified staff to work in public K-12 schools is critical to the success of the entire system. To this end, the May Revision builds upon more than a half billion in investments proposed in the Governor's Budget to further expand the state's educator preparation and training infrastructure by providing a grand total of approximately \$3.3 billion to support educator initiatives. These proposals include:

WORKFORCE PREPARATION

- An additional \$450 million one-time Proposition 98 General Fund over five years (for a total of \$550 million) to support approximately 22,000 teacher candidates in teacher residencies and other grow-your-own teacher credentialing programs.
- An additional \$400 million one-time General Fund over five years (for a total of \$500 million) for the Golden State Teacher grants, which would support a combined total of at least 25,000 grants for teacher credential candidates who commit to teach at a priority school, in a high-need subject matter area, for four years.
- An additional \$100 million one-time Proposition 98 General Fund over five years (for a total of \$125 million) for the Classified School Employee Teacher Credentialing

Program, to support more than 5,000 classified school staff in becoming credentialed teachers.

- \$65.5 million one-time Proposition 98 General Fund and \$45.6 million one-time General Fund to establish the Roadmap to Pre-K through 12 Educational Employment Program, a long-term, comprehensive statewide recruitment and communications strategy that focuses on recruiting and developing a diverse and talented educational workforce, highlighting the value of working in the education sector, and assisting individuals in moving into the pre-K-12 educator workforce by identifying and sharing resources, such as financial aid programs and pathways to teaching.
- \$20 million one-time General Fund to provide a credential fee waiver in 2021-22 for individuals entering the K-12 educator workforce.
- \$15 million one-time Proposition 98 General Fund over three years to support 6,000 teachers in completing the coursework necessary to receive state certification to teach computer science.

RETENTION AND TRAINING

- An additional \$1.3 billion one-time Proposition 98 General Fund over three years (for a total of \$1.5 billion) for the Educator Effectiveness Block Grant, to provide local educational agencies with training resources for classified, certificated, and administrative school staff in specified high-need topics, including accelerated learning, re-engaging students, restorative practices, and implicit bias training.
- \$250 million one-time Proposition 98 General Fund over five years for incentives for 2,500 highly-qualified National Board Certified teachers that teach in high poverty schools to attract and retain them as mentors for other instructional staff.
- \$60 million one-time Proposition 98 General Fund for the Classified School Employee Summer Assistance Program, which provides matching funds for intersessional pay for classified employees that work less than 12 months per year.
- \$25 million one-time Proposition 98 General Fund over five years for the 21st Century School Leadership Academy, to provide high-quality professional learning for administrators and other school leaders.
- Additional one-time funds are also provided to increase educator training and resources in early math, reading, science instruction, computer science, dyslexia, and LGBTQ+ cultural competency.

Finally, the budget proposes aligning teacher preparation programs with new teacher expectations for the instruction of students with exceptional needs, including dyslexia.

NUTRITION

Nutrition programs are a key component in achieving an effective education program. Research shows that child nutrition programs increase student attendance and improve their well being. To expand access to subsidized school meals, the May Revision includes \$150 million ongoing Proposition 98 General Fund to encourage local educational agencies to participate in one of the federal universal meal provisions. Participation in a universal meal provision allows schools to serve breakfast and lunch at no charge to all students and greatly reduces the administrative burden associated with collecting school meal applications. Students eligible for free and reduced price meals are also more likely to participate in universal school meal programs. Finally, local educational agencies participating in a federal universal meal provision generally receive increased federal meal reimbursement.

Additionally, the May Revision invests in the workers and infrastructure that support school meal programs by including \$100 million one-time Proposition 98 General Fund to provide school kitchen infrastructure upgrades and training for school cafeteria staff. As noted in the Sustainable Agriculture Chapter, the May Revision also provides \$30 million one-time General Fund (up from \$10 million in the Governor's Budget) to the Department of Food and Agriculture to support the Farm to School initiative.

SPECIAL EDUCATION

The May Revision reflects the Administration's ongoing commitment to invest in and improve instruction and services for students with exceptional needs in the state. Specifically, the May Revision includes the following for special education programs:

- \$277.7 million one-time federal Individuals with Disabilities Education Act (IDEA) funds to local educational agencies to increase general statewide special education resources.
- \$117.7 million Proposition 98 General Fund to increase the cost-of-living adjustment for state special education funding from 1.5 percent to 4.05 percent, reflecting both an increase in the 2021-22 cost-of-living adjustment as well as application of the

2.31 percent cost-of-living adjustment from 2020-21, which was suspended in the 2020 Budget Act.

- \$15 million one-time federal IDEA funds to provide technical assistance and support to local educational agencies in developing and administering comprehensive individualized education programs and to develop tools and resources to assess and address academic impacts of the Pandemic on students with disabilities.
- \$2.3 million federal IDEA funds (of which \$965,000 is available on a one-time basis) and 6 positions for the Department of Education to address special education complaints, perform court-ordered special education monitoring of local educational agencies, and to purchase special education monitoring software.
- \$1.2 million federal IDEA funds (of which \$1.1 million is available on a one-time basis) and 1 position to improve coordination between the California Department of Education, the California Department of Developmental Services, and local educational agencies to support the transition from IDEA Part C to Part B programs, and convene stakeholder workgroups to address data sharing and disseminate best practices to increase access to more inclusive settings for three-, four-, and five-year-olds.

OTHER K-12 BUDGET ADJUSTMENTS

Other significant adjustments include:

- **Local Property Tax Adjustments**—An increase of \$53 million ongoing Proposition 98 General Fund for school districts, charter schools, and county offices of education in 2020-21 as a result of decreased offsetting property tax revenues, and a decrease of \$153.6 million ongoing Proposition 98 General Fund for school districts and county offices of education in 2021-22 as a result of increased offsetting property taxes.
- **Career Technical Education ROCs**—\$86.4 million one-time Proposition 98 General Fund for career technical education regional occupational centers or programs (ROCs) operated by a joint powers authority to address costs associated with the COVID-19 Pandemic.
- **County Offices of Education**—An increase of \$29.7 million ongoing Proposition 98 General Fund to reflect a 2.7-percent cost-of-living adjustment and average daily attendance changes applicable to the LCFF.

- **Cost-of-Living Adjustments**—An increase of \$2.4 million ongoing Proposition 98 General Fund to reflect a 1.7-percent cost-of-living adjustment for categorical programs that remain outside of the LCFF and Special Education, including Child Nutrition, State Preschool, Youth in Foster Care, Mandates Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.

F4

Comparison of the wages, hours, and conditions of employment of the employees involved in the fact-finding proceeding with the wages, hours, and conditions of employment of other employees performing similar services and with other employees generally in public school employment in comparable communities

(4) Analysis Shows Union Proposals are Necessary for Teacher Salaries to Be More Comparable (Fair).



Twin Hills Teachers' Wages Do Not Compare Favorably Statewide, in the Region or in the County

- Statewide Average Teacher Pay: \$82,746 (2018-2019) J-90 Forms; California Dept. of Education
- Twin Hills Average Teacher Pay According to Most Recent Apple Blossom SARC: \$65,380 (2018-2019) J-90 Form
 - State: \$80,565?
- Is It Fair to Use this Statewide Average Comparison?
 - School Accountability Report Card (SARC) required by state law each year by February 1st. If the "state average teacher salary" is good enough for the SARC, it is hard to argue it is not a good standard for us to use in bargaining/fact finding.
 - SARC asks for "Average Teacher Salary"

APPLE BLOSSOM SARC

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Note: Cells with N/A values do not require data.

Last updated: 1/14/2021

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8784.00	\$1178.00	\$7606.00	\$65601.00
District	N/A	N/A	\$7437.00	\$65380.00
Percent Difference - School Site and District	N/A	N/A	-	-
State	N/A	N/A	\$7750.12	\$80565.00
Percent Difference - School Site and State	N/A	N/A	-	-

(4) Analysis Shows Union Proposals are Necessary for Teacher Salaries to Be More Comparable (Fair).



Twin Hills Teachers' Wages Do Not Compare Favorably Statewide, in the Region or in the County

- Statewide Average Teacher Pay: \$82,746; Elem. \$82,090 (2018-2019) J-90 Forms; California Dept. of Education - <https://www.cde.ca.gov/ds/fd/cs/documents/j90summary1819.pdf>.

Table II

2018-19 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT, BY TYPE

12/9/2019

GRAND TOTALS

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Scheduled Salary Offered	Mid Point Salary Amount	Lowest Salary Schedule Offered
County Office	40	3,781.68	300,875,046	79,582	119,908	78,880	38,012
Elementary	391	53,845.99	4,420,213,993	\$2,090	137,687	\$5,394	33,120
High	68	23,924.30	2,136,377,294	\$9,295	159,627	\$8,028	36,428
Unified	324	192,125.10	15,786,506,492	92,168	149,370	\$9,885	30,000
Common Admin.	5	2,917.91	243,200,919	83,348	114,080	77,205	40,356
OVERALL TOTALS	828	276,595.56	22,887,173,736				
TOTAL STATEWIDE AVERAGES				82,746	99,049	72,115	48,180

(4) Analysis Shows Union Proposals are Necessary for Teacher Salaries to Be More Comparable (Fair).

Twin Hills Teachers' Wages Do Not Compare Favorably Statewide, in the Region or in the County

- Is It Fair to Use this Statewide Average Comparison?
 - Even School Services of CA is now sharing the statewide average teacher salary and healthcare contribution. (December 2020 Training)



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How Does Your District Compare?
(Statewide Average: 2018-19)

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	Elementary	High	Unified
1. Average years of district service for nonadministrator certificated employees	9.58	11.14	10.68
2. SAL Step 10	\$78,393	\$85,566	\$77,967
3. Maximum teacher salary	\$102,653	\$110,658	\$101,865
4. Average teacher salary	\$82,090	\$89,295	\$82,165
5. Average health and welfare benefits contribution	\$13,473	\$15,551	\$14,195
6. California Basic Educational Data System enrollment per sponsored/instructor certificated employee	16.27	19.52	16.00
7. Certificated nonadministrator salary expense per ADA	\$4,870.31	\$5,227.64	\$5,137.99
8. Total district General Fund expenses per ADA	\$13,143.96	\$14,534.69	\$13,516.01
9. Certificated nonadministrator salary expense as a percent of total expense	37.09%	35.87%	37.18%



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(4) Analysis Shows Union Proposals are Necessary for Twin Hills Teacher Salaries to Be More Comparable (Fair).



Twin Hills Teachers' Wages Do Not Compare Favorably in the State

Press Democrat Headline, Sept. 2016

"For teachers, Sonoma County houses 4th least-affordable in state"

- Situation has only gotten worse since with the 2017 Tubbs Fire.

Press Democrat Headline, June 2019

"Santa Rosa ranks among the five least affordable cities for teachers to live in US"

- 2019-20 Statewide Average Teacher Pay \$84,531 (J-90 Forms – California Dept. of Education)
 - Statewide Average Elementary Teacher Pay \$83,881
 - No LA Unified, San Diego Unified, Long Beach Unified, etc. included
- 2019-20 Twin Hills Average Teacher Pay \$69,594

(4) Analysis Shows Union Proposals are Necessary for Twin Hills Teacher Salaries to Be More Comparable (Fair).



Twin Hills Teachers' Wages Do Not Compare Favorably in the Region

- How Does Sonoma County Compare with Neighboring Counties?

Area	2019-20 Average Salary Paid
Statewide	\$84,531
Sonoma County	\$72,678
Marin County	\$90,297
Napa County	\$92,181

- Twin Hills Average Teacher Pay: \$69,594.
- Additionally, teachers coming to Twin Hills are capped at 9 or 11 years of experience. There is conflicting info as J-90 says 11 is the highest entry level step and the salary schedule says district will grant up to 9 years and start at step 10. Meanwhile, teachers at SCOE, Santa Rosa, Gravenstein, Dunham, Healdsburg, Sonoma Valley, Wilmar, & Windsor are not capped at all and given their full years of credit on the salary schedule. Research shows that experienced teachers are critical to student success.

(4) Analysis Shows Union Proposals are Necessary for Twin Hills Teacher Salaries to Be More Comparable (Fair).



TWIN HILLS UNION SCHOOL DISTRICT

CERTIFICATED SALARY SCHEDULE

2020-2021

STEP	A.B. & CRED.	A.B. & 45 UNITS	A.B. & 30 UNITS	A.B. & 45 UNITS	A.B. & 60 UNITS	W.A.C.E.
1	48,150	48,150	48,150	48,150	48,150	48,150
2	48,150	48,150	48,150	48,150	48,150	48,150
3	48,150	48,150	48,150	48,150	48,150	48,150
4	48,150	48,150	48,150	48,150	48,150	48,150
5	48,150	48,150	48,150	48,150	48,150	48,150
6	48,150	48,150	48,150	48,150	48,150	48,150
7	48,150	48,150	48,150	48,150	48,150	48,150
8	48,150	48,150	48,150	48,150	48,150	48,150
9	48,150	48,150	48,150	48,150	48,150	48,150
10	48,150	48,150	48,150	48,150	48,150	48,150
11	48,150	48,150	48,150	48,150	48,150	48,150
12	48,150	48,150	48,150	48,150	48,150	48,150
13	48,150	48,150	48,150	48,150	48,150	48,150
14	48,150	48,150	48,150	48,150	48,150	48,150
15	48,150	48,150	48,150	48,150	48,150	48,150
16	48,150	48,150	48,150	48,150	48,150	48,150
17	48,150	48,150	48,150	48,150	48,150	48,150
18	48,150	48,150	48,150	48,150	48,150	48,150
19	48,150	48,150	48,150	48,150	48,150	48,150
20	48,150	48,150	48,150	48,150	48,150	48,150
21	48,150	48,150	48,150	48,150	48,150	48,150
22	48,150	48,150	48,150	48,150	48,150	48,150
23	48,150	48,150	48,150	48,150	48,150	48,150
24	48,150	48,150	48,150	48,150	48,150	48,150
25	48,150	48,150	48,150	48,150	48,150	48,150
26	48,150	48,150	48,150	48,150	48,150	48,150
27	48,150	48,150	48,150	48,150	48,150	48,150
28	48,150	48,150	48,150	48,150	48,150	48,150
29	48,150	48,150	48,150	48,150	48,150	48,150
30	48,150	48,150	48,150	48,150	48,150	48,150
31	48,150	48,150	48,150	48,150	48,150	48,150

Teacher with class for 1.0 FTE = 184 days
District will grant 10th/11th/12th (5) years (last five of) for full-time equivalent service for
teachers new to the district.
Salary to be paid in 12th (10) equal payments, September through June annually.
Tentative agreement 8/6/10
School Board approved, 9/12/2010

Twin Hills Teachers' Wages Do Not Compare Favorably Statewide, in the Region, or in the County

- Districts use salary schedule arguments (i.e. BA+60, Step 10 Comparison) to say they pay well, but it is usually only a matter of **appearing to pay well "on paper"** due to various issues that create problems with comparisons that do not actually take cost of living serious:
 - Duplicate steps (same dollar amount the following year); None at Twin Hills
 - Too many steps; 31 steps at Twin Hills: Mgmt. usually has around 8 steps.
 - Too many columns that cost the teachers more money (i.e. BA+75 or BA+90 units). BA+60 is highest paid column at Twin Hills
- We believe the average salary is a better metric. It tells us what teachers are actually making and the dollars from which they have to pay rent, student loans, childcare, healthcare expenses, etc.
- Consider that Twin Hills's salary schedule requires teachers to be at Twin Hills for 25 years under the BA+60 column just to be at the statewide average pay when the cost of living is way above the average in the state and nation here in Sonoma County. Statewide average teaching experience is 12 years.

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Dr. Alan Vann Gardner, Principal

- Principal, Apple Blossom



About Our School

Apple Blossom School is one of four schools in the Twin Hills Union School District. We serve approximately 350 students from Transitional Kindergarten through Fifth grade. Apple Blossom School is nestled in the beautiful rolling hills of western Sonoma County. The school environment is friendly, supportive, and safe for our students. Families are welcome at school as parents are valuable partners in the education of our students. Our school staff includes a total of nineteen credentialed classroom teachers, plus two education specialists, an intervention teacher, assistant principal, a speech and language therapist, a part time counselor, a library technician, music teacher, art teachers, a psychologist, a nurse, an English language assistant and additional support staff such as classroom assistants, yard-duty aides, and wonderful office personnel.

The rigorous and engaging academic program is enhanced by an abundance of enrichment programs including, music, art, storytelling, gardening, program coding, primary grade Chorus and intermediate instrumental band. Students at all grade levels take field trips that are integrated into classroom instruction which provides them opportunities to venture out into the larger community. We have implemented social-emotional learning programs (i.e.: Toolbox, Zones of Regulation, student-led assemblies, Peacemakers) to support students in solving conflicts and building relationships.

We use a balanced approach to technology as a tool for learning. Students can access our reading program LexiaCore5 (reading) at school and home as well as our math program is Dreambox and IXL. Third through fifth grade classes have one-to-one Chromebooks for students and kindergarten through third grade have Chromebooks or iPads available for their use.

The mission of Apple Blossom School is to nurture our students' creative and critical thinking, academic proficiency, global awareness, appreciation for diversity and respect for themselves and others in a continually changing technological world. Our programs support our vision of students as: critical thinkers, resilient learners, confident individuals, global citizens and best (respectful, responsible, mindful and kind) selves. By experiencing an engaging curriculum, Apple Blossom students prosper from the integration of art, music, gardening, science, technology, and physical education into the fabric of a rich and rigorous program founded on high academic standards in all subject areas.

Contact

Apple Blossom
700 Watertrough Rd.
Sebastopol, CA 95472-3917

Phone: 707-823-1041

Email: avanngardner@twinhillsusd.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Barbara Bickford
Email Address	bbickford@twinhillsusd.org
Website	www.twinhillsusd.org

School Contact Information (School Year 2020–2021)	
School Name	Apple Blossom
Street	700 Watertrough Rd.
City, State, Zip	Sebastopol, Ca, 95472-3917
Phone Number	707-823-1041
Principal	Dr. Alan Vann Gardner, Principal
Email Address	avanngardner@twinhillsusd.org
County-District-School (CDS) Code	49709616093140

Last updated: 1/8/2021

School Description and Mission Statement (School Year 2020–2021)

The mission of Apple Blossom School is to nurture our students' creative and critical thinking, academic proficiency, global awareness, appreciation for diversity and respect for themselves and others in a continually changing technological world.

We envision students as being:

- critical thinkers who solve problems creatively,
- resilient learners who are curious and persevere,
- global citizens who contribute and collaborate,

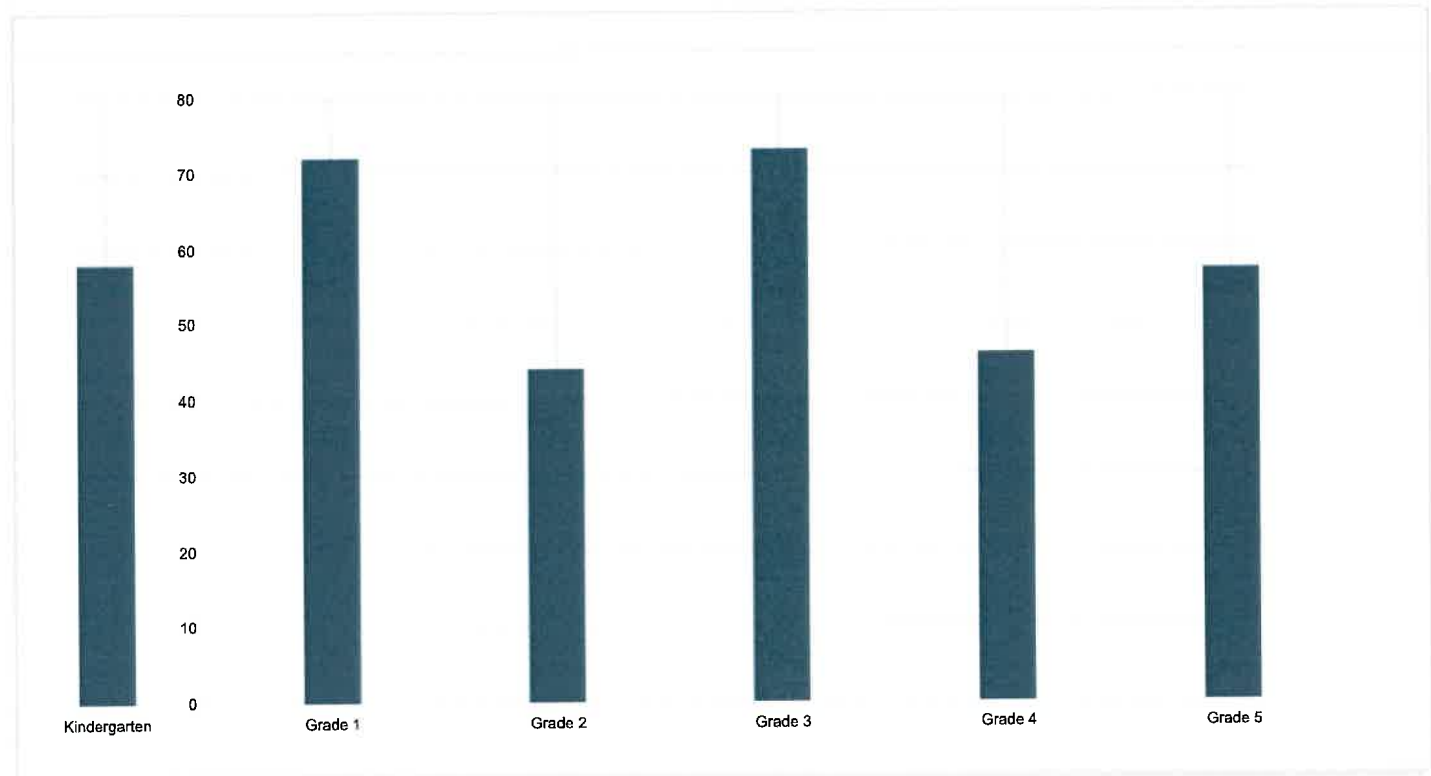
- confident individuals who make wise and healthy choices, and
- best selves who are respectful and kind.

Apple Blossom students prosper from experiencing an engaging curriculum, the integration of art, music, gardening, science, technology, and physical education into the fabric of a rich and rigorous program founded on high academic standards in all subject areas. A commitment to and variety of social emotional learning programs also provide a safe environment for learning and the skills to be successful as engaged and collaborative citizens of their community.

Last updated: 1/8/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	58
Grade 1	72
Grade 2	44
Grade 3	73
Grade 4	46
Grade 5	57
Total Enrollment	350



Last updated: 1/11/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.50 %
Asian	0.50 %
Filipino	0.80 %
Hispanic or Latino	20.80 %
Native Hawaiian or Pacific Islander	%
White	70.00 %
Two or More Races	7.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.50 %
English Learners	3.80 %
Students with Disabilities	8.30 %
Foster Youth	0.30 %
Homeless	%

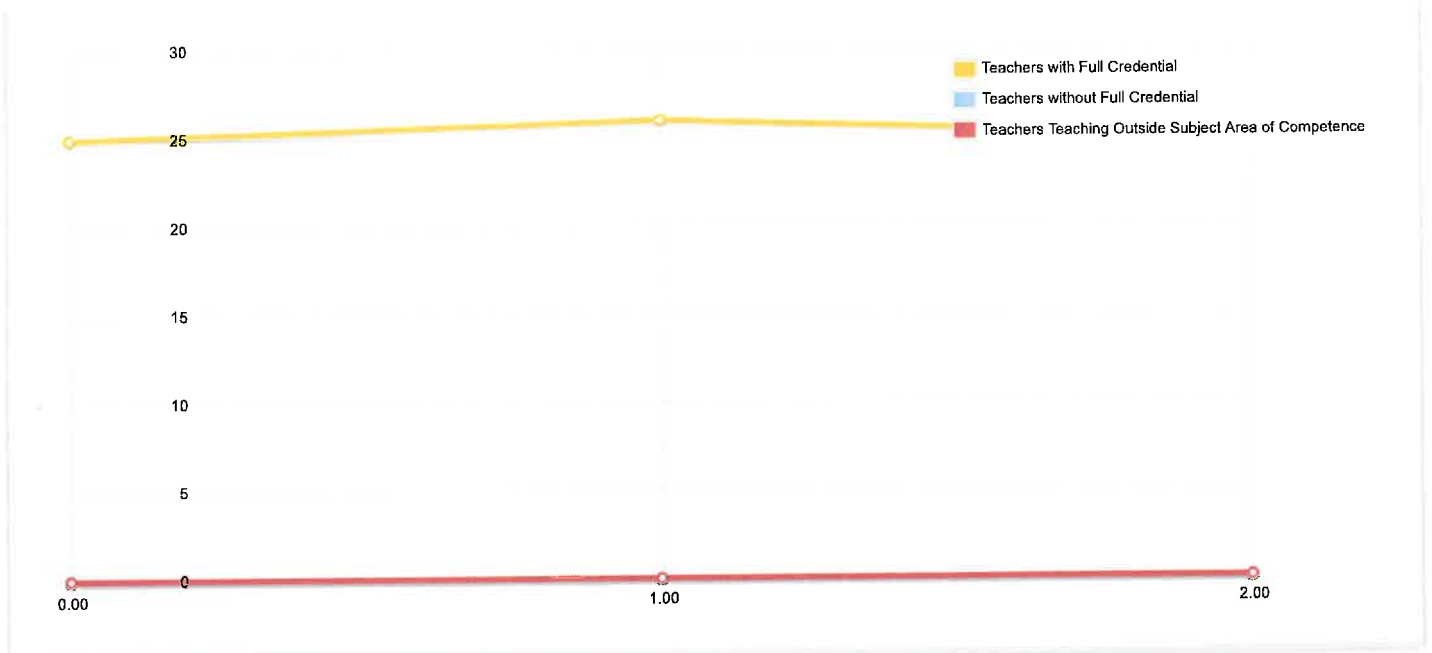
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

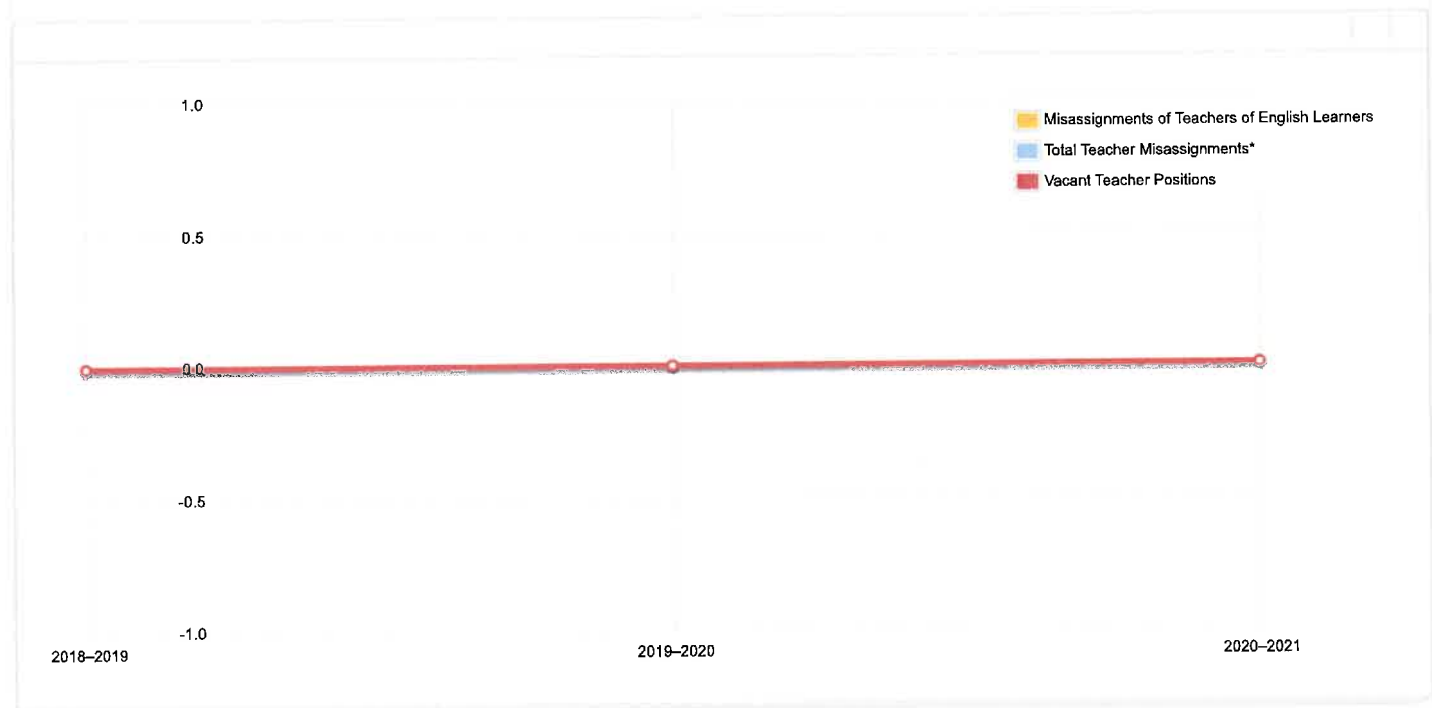
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	25	26	25	73
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/14/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Center for the Collaborative Classroom's Literacy Suite adopted for 2018-19 Includes three programs, plus the intervention program, SIPPS: <ul style="list-style-type: none"> • Being a Writer (Adopted for 2016-17) • Being a Reader (Adopted for 2018-19) • Making Meaning (Adopted for 2018-19) <ul style="list-style-type: none"> • SIPPS (Systematic Instruction in phonemics awareness, phonics and sight words -- Adopted for intervention) • We also use Lexia Core 5 in K-2 and as an intervention curriculum in grades 4-5 (Using since 2012-13) 	Yes	0.00 %
Mathematics	Pearson Investigations 3 Common Core -- Investigations in Number, Data and Space Adopted for the 2016-17 School year	Yes	0.00 %
Science	FOSS (Full Option Science System) Next Generation, developed by the Lawrence Hall of Science, UC Berkeley (Adopted for 2015-16)	Yes	0.00 %
	Mystery Science		
History-Social Science	Scholastic News		0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpm (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/11/2021

School Facility Conditions and Planned Improvements

Apple Blossom Elementary School's current facility evaluation shows all areas including classrooms, bathrooms and playgrounds were evaluated and all are rated as Good or Exemplary. This district takes great pride in maintaining the grounds and facilities. The Safety of our students, parents and staff members is a district priority.

Last updated: 1/14/2021

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2019

Overall Rating	Exemplary
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Last updated: 1/8/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	N/A	65.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	42.0%	N/A	47.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/8/2021

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	31	N/A	46	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/14/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/6/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parents can become involved in Apple Blossom School in a number of ways:

- Twin Hills Apple Blossom Educational Foundation
- Parent Council
- ELAC
- Volunteer in the classroom, chaperone field trips, share special talents
- Attend Teacher/Student conferences
- Attend Back to School Nights and Open House

Other opportunities in volunteering with the Twin Hills Apple Blossom Educational Foundation are for specific programs throughout the year such as Halloween Carnival which supports enrichment programs including, but not limited to, art and gardening. The annual Walkathon/Jogathon involves the whole student body and volunteers for this project are always welcomed and encouraged. Please visit our website for more information: <https://ab-thusd-ca.schoolloop.com>. Please contact the school office at 707-823-1041 for additional information.

Note: Volunteering in classrooms and school-wide events have not been possible during Distance Learning. However, during this time, we have hosted virtual Back-to-School Night, Open House, Principal and classroom teacher meetings, and other parent forums.

Last updated: 1/30/2021

State Priority: Pupil Engagement

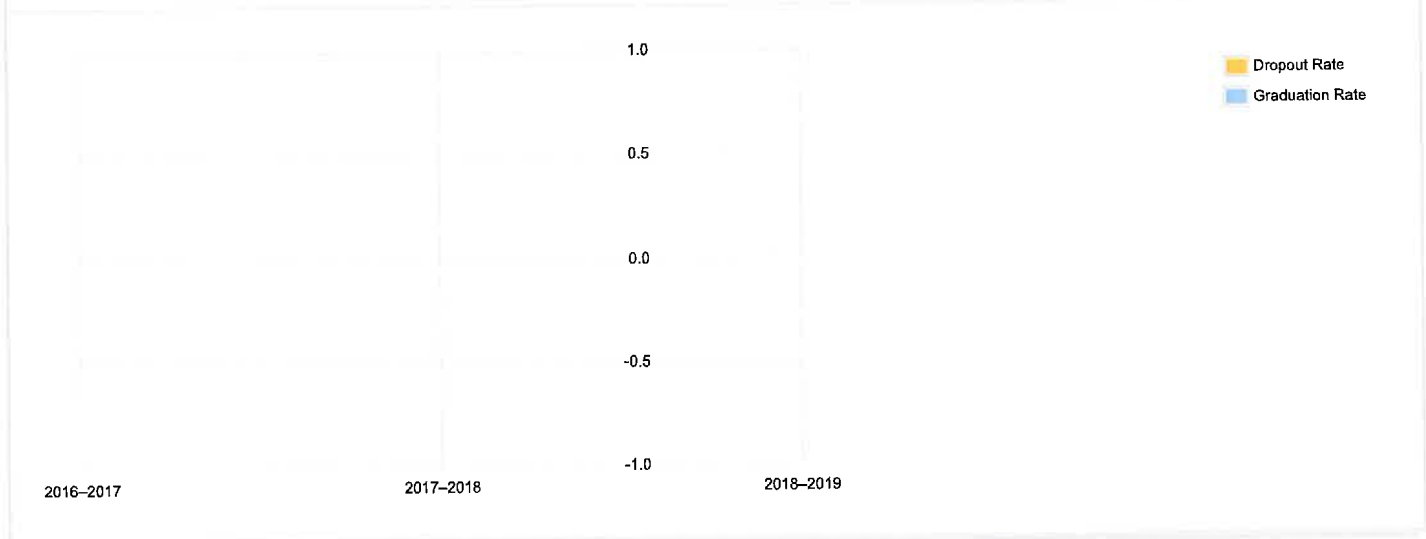
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	—	—	—	2.70%	0.00%	0.00%	9.10%	9.60%	9.00%
Graduation Rate	—	—	—	91.90%	100.00%	94.30%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/14/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	1.00%	0.90%	0.60%	1.40%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.75%	0.60%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/14/2021

School Safety Plan (School Year 2020–2021)

Please refer to our Twin Hills USD district website for our comprehensive EOP safety plan by using this link:
<https://www.thusd.k12.ca.us/>
 Use District drop down, then click on Safety Plan

Last updated: 1/14/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	3	2	
1	19.00	2		
2	22.00		3	
3	21.00	2	1	
4	24.00		3	
5	23.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	3	1	
1	20.00	4		
2	23.00		2	
3	22.00		3	
4	22.00		3	

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
5	25.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	5		
1	23.00		2	
2	23.00		2	
3	20.00	2	0	
4	21.00	0	3	
5	25.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/14/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.40
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	

Number of FTE* Assigned to School

Other	1.90
-------	------

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/14/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8784.00	\$1178.00	\$7606.00	\$65601.00
District	N/A	N/A	\$7437.00	\$65380.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$80565.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/14/2021

Types of Services Funded (Fiscal Year 2019–2020)

Apple Blossom provides a number of supplemental programs to support students who are in academic need. These programs include small group targeted reading and math intervention, Lexia Reading, Dreambox, IXL, behavior plans, homework support and Solution Team.

Apple Blossom provides a multi-tiered system of support which aligns academic, behavioral and social-emotional learning in a fully integrated system of support for the benefit of all students. It includes Response to Intervention (RtI) which focuses on academics and Positive Behavior Intervention and Support (PBIS) which focuses on social and emotional learning. We integrate these programs so that both the academic side and the social-emotional learning side are aligned to serve the whole child.

Apple Blossom's Multi-Tiered System of Support provides many ways to support our students. Some of the ways are support students include:

- Differentiated Instruction
- Classroom Aides
- Lunch time and after school Homework/Academic support Learning Center
- Designed ELD
- Educational Specialists
- Speech, Occupational Therapy per IEP
- Executive Function Counseling
- WIN (What I Need)
- PIP (Primary Intervention Program)
- Student Study Team
- Counseling Services
- Integrated Service Team

Most of these programs continue to be offered during this period of distance learning.

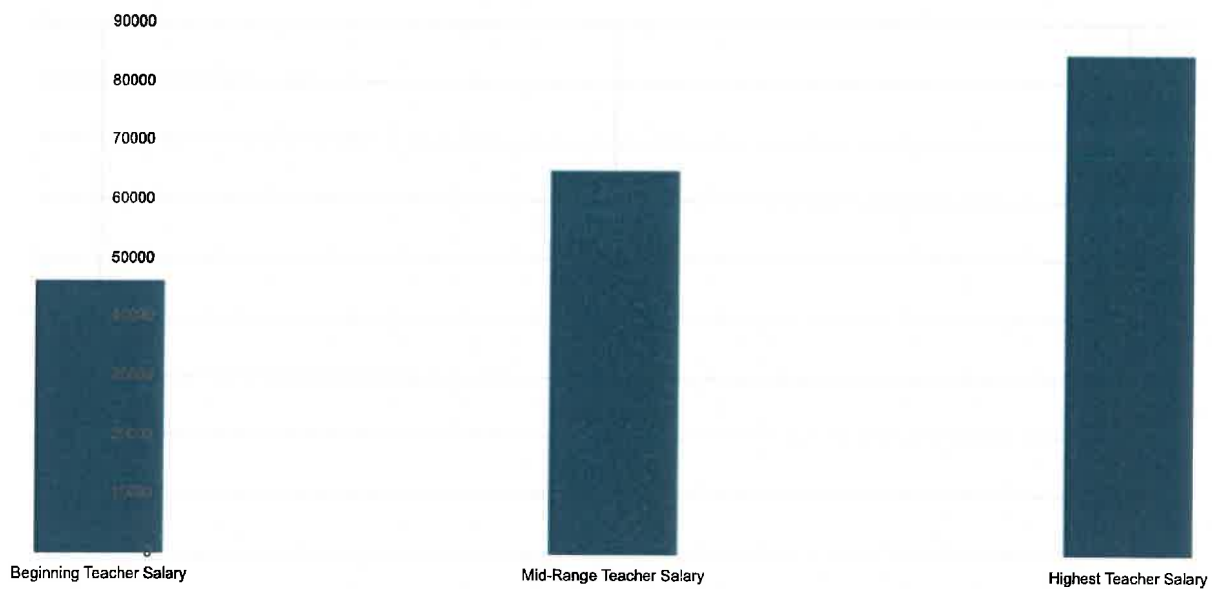
Last updated: 1/11/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

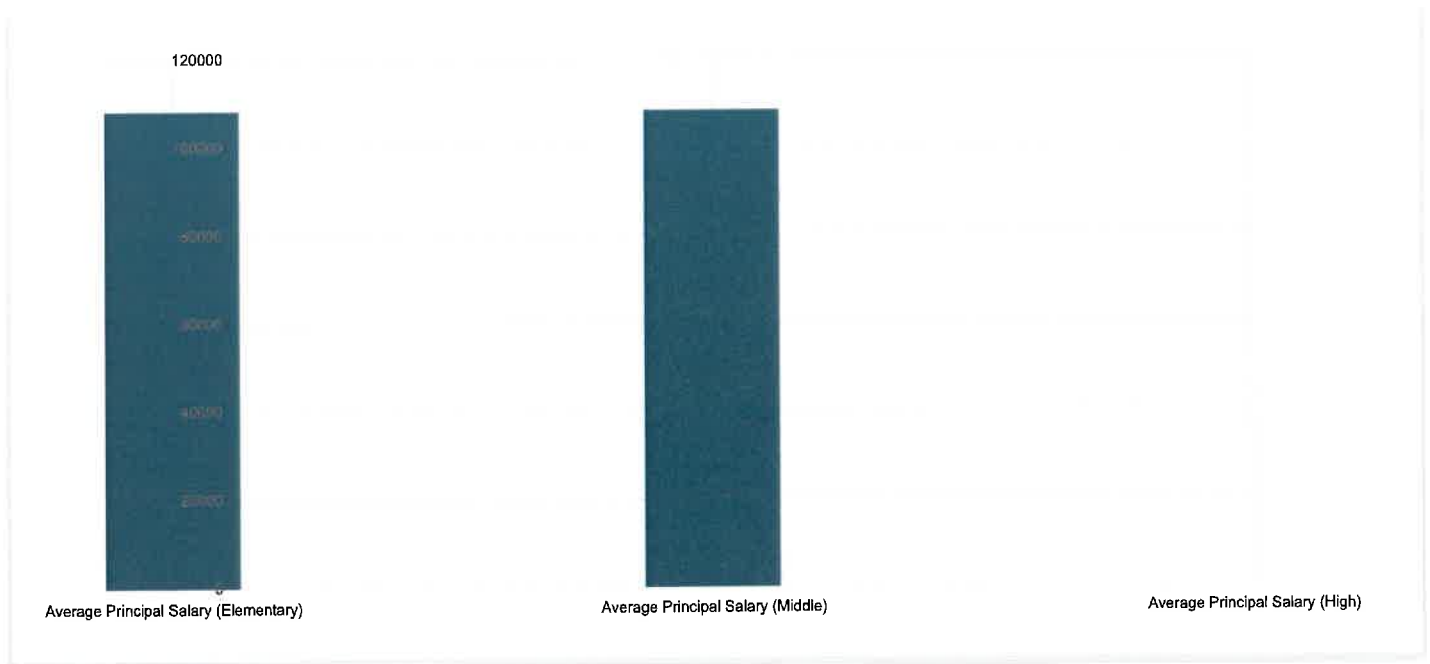
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,077	\$50,574
Mid-Range Teacher Salary	\$65,035	\$76,649
Highest Teacher Salary	\$84,759	\$98,993
Average Principal Salary (Elementary)	\$108,208	\$125,150
Average Principal Salary (Middle)	\$108,208	\$129,394
Average Principal Salary (High)	\$	\$122,053
Superintendent Salary	\$183,194	\$193,925
Percent of Budget for Teacher Salaries	45.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/14/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814

**SELECTED CERTIFICATED SALARIES AND RELATED STATISTICS
2018-19**

*A Compilation of Selected Salary Statistics from
"2018-19 Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90)"*

California Department of Education
School Fiscal Services Division

Table II

12/9/2019

2018-19 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT, BY TYPE

GRAND TOTALS

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Scheduled Salary Offered	Mid Point Salary Amount	Lowest Salary Schedule Offered
County Office	40	3,781.66	300,875,049	79,562	119,908	78,960	38,012
Elementary	391	53,845.99	4,420,213,983	82,090	137,667	85,394	33,120
High	68	23,924.90	2,136,377,294	89,295	159,627	98,028	36,428
Unified	324	192,125.10	15,786,506,492	82,168	149,370	89,685	30,000
Common Admin.	5	2,917.91	243,200,919	83,348	114,050	77,205	40,359
OVERALL TOTALS	828	276,595.56	22,887,173,736				
TOTAL STATEWIDE AVERAGES				82,746	96,049	72,115	48,180

**SELECTED CERTIFICATED SALARIES AND RELATED STATISTICS
2019–20**

*A Compilation of Selected Salary Statistics from
"2019–20 Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90)"*

California Department of Education
School Fiscal Services Division
December 10, 2020

SELECTED CERTIFICATED SALARIES AND RELATED STATISTICS, 2019–20

In May 2020, every California school district and county office of education was given the opportunity to complete an optional form entitled, "2019–20 Salary and Benefit Schedule for the Certificated Bargaining Unit (Form J-90)." This form requests salary schedule information, employee placement on the salary schedules by full-time equivalents, bargaining unit bonuses paid for selected services, salaries and days of service for school principals and superintendents, and health and welfare benefits by carrier with amounts paid by the district or county office per employee. This data is useful to California school districts and county offices, employee bargaining units, school consulting agencies, academic institutions and state policy makers. The California Department of Education (CDE) additionally uses this material for completing specified information required for the School Accountability Report Card (*Education Code* Section 41409.3).

Participation in this survey is voluntary and thus there is less than 100% reporting of all school districts and county offices. Each school district and county office of education was, however, encouraged to respond by written communications from the CDE and from School Services of California Inc. (SSC), the CDE's contracting agency for compilation of this material. Additionally, districts who had not responded and whose average daily attendance (ADA) exceeded 500 were telephoned by SSC staff a minimum of two times and encouraged to complete the survey. This report includes 760 district and county office responses.

To ensure the validity of the data, each survey was checked for reasonableness before being input into the database. After input, the data was reprinted and checked again. Finally, the printed schedule was mailed to the school district or county office for confirmation. A total of 609 agencies, or 80.13% of respondents, answered the confirmation request, and any changes were then incorporated into the final database.

We are pleased with the final response by school districts and county offices. This report is the most comprehensive certificated salary and benefit data available in the state, and includes information from 75.92% of school districts and county offices of education, representing 95.33% of the state's non-charter ADA.

The actual 2019–20 teacher salary schedules, health and welfare benefit amounts, and other selected statistics for each responding local educational agency (LEA) are available for download from the Internet at the CDE's webpage Salary & Benefits for Certificated Personnel <http://www.cde.ca.gov/fq/ftr/sal/>. This data may also be obtained from School Services of California. Any questions regarding ordering should be directed to Chioe Lum at School Services (916) 446-7517 ext. 1200. Should you have questions related to the data, please contact the California Department of Education at (916) 322-1770.

Table II – 2019–20 Certificated Teacher Salary Profile by County and by District by Type

This table represents a summary of Table I organized by county. The number of responding LEAs by type is shown. Explanations for the columns shown in Table II are as follows:

Headings	Description
LEA Type	Each county's data is detailed by type (county office, elementary, high school, unified, or common administration).
Number of LEAs	The number of local educational agencies that responded to the survey is displayed by type.
Total Salary Schedule FTE	The total certificated full-time equivalent (FTE) employees summarized by type of district within each county.
Total Salary Schedule Costs	The total salaries paid certificated employees on the regular teacher salary schedule. This amount is calculated by multiplying the amount of the annual salary indicated on the salary schedule times the number of FTEs. These totals are summarized by type of district within each county.
Average Salary Paid	The average salary that is paid to an employee on the teacher salary schedule. The average salary is determined by dividing the total salary schedule cost by the FTE. This information is summarized by type of district within each county.
Highest Salary Offered	This amount represents the highest salary that is offered in the county by type of district.
Mid Point Salary Amount	This amount represents the midpoint between the highest and lowest salary offered in the county by type of district.
Lowest Salary Offered	This amount represents the lowest salary that is offered in the county by type of district.

At the end of Table II under the Grand Totals section, the total number of LEAs that responded to the survey, the total salary schedule FTE, and the total salary schedule cost have been totaled by type of LEA. The highest, the lowest, and the midpoint salary offered statewide are also summarized by type of LEA. In the Total Statewide Average section, the average salary paid and the averages of the highest, midpoint, and lowest salaries offered are shown.

Headings	Description
Highest Salary Offered	The amount that is the maximum salary that would be paid to an employee from the certificated salary schedule. The amount indicated is the highest scheduled salary only and does not include salaries for extended year, bonuses for special accomplishments or payment for extra-curricular services such as coaching, drama, or music. Bonuses for master's or doctoral degrees are included only if the amounts are an integrated characteristic of a salary schedule column
Salary at BA+60 Step 10	The amount that would be paid to an employee at step 10 with a requirement of a bachelor's degree plus an additional 60 semester units. If the district did not have a BA+60 column on its schedule, the salary reflected is that amount paid for the next lower column on the schedule. As an example, if the salary reflected characteristics of columns "BA+56" and "BA+64" this summary would reflect the salary paid at BA+56 which is the next lowest salary column. If the district does not have a step 10, step 9 is used. If an LEA has more than one instance of a BA+60, the straight BA+60 is used rather than BA+60+MA.
No. of Service Days Required	Each district was requested to respond to the question, "number of scheduled/required service days for returning teachers." The survey report indicates the district's response to that question.
2019–20 P-2 ADA	Average daily attendance (ADA) for 2019–20 regular P-2 ADA is indicated. This also includes the charter school ADA if the salary schedule includes the charter school FTE. The ADA indicator is the best measure of district student attendance. "N/A" is indicated for most county offices of education because they are funded on a different basis. County offices with ADA shown on the report have charter school FTEs included in their salary schedule.
% Salary Chg. Over 2018–19	The percentage change for the 2019–20 Salary Schedule over the 2018–19 schedule as reported by the responding district.

At the end of Table I in the Overall Totals section, statewide overall totals are reflected for the following columns, Total Salary Schedule FTE and 2019–20 P-2 ADA. The amounts representing the lowest salary offered, the highest salary offered, and the highest salary offered for a certificated employee at Step 10 (BA degree plus 60 units) for the entire state are shown at the end of Table I. The statewide averages for the average salary paid, the lowest salary offered, the highest salary offered, and the average salary offered for an employee at Step 10 with a BA degree plus 60 units, and number of service days required are reflected under "Total Statewide Averages."

Salary Code	Description	Salary Code	Description
<BA	Less than Bachelor's Degree	CTE	Career Technical Ed
BA	Bachelor's Degree	DSC	Designated Subjects Credential
BA NC	Bachelor's Degree Non-Credential	EC	Emergency Credential
BA+number of units	Bachelor's Degree with specified units	I	Intern
BA<number of units	Bachelor's Degree with up to # of units	EC/I	Emergency Credential or Intern
BA+CR	Bachelor's Degree + Credential	NC	Non-Credential
BA+EC	Bachelor's Degree + Emergency Credential	PC	Pre-Credential
<BA+C	Less than Bachelor's + Credential	PM	Permit
<BA N	Less than Bachelor's Non-Credential	PV	Provisional
BA+PM	Bachelor's Degree + Permit	RC	Restricted Cred
BA+I	Bachelor's Degree + Intern	STP	Short Term Permit
BASE	Base Salary	SLS	Straight Line Schedule
CRED	Credentialed		

Table I – 2019–20 Certified Teacher Salary Profile by County and by District (continued)

Headings	Description
Average Salary Paid	The average salary that is paid to an employee on the certificated salary schedule. The average salary is determined by dividing the total salary schedule cost by the FTE. The average indicated represents scheduled salaries only and does not include salaries for extended year, bonuses for special accomplishments or payment for extra-curricular services such as coaching, drama, or music. Bonuses for master's or doctorate degrees are included only if the amounts are an integrated characteristic of a salary schedule column.
Highest Entry Level Step	The number indicated is the local agency response to a request for the "highest entry level for an experienced teacher (indicate step)." If the report indicates "NR" in this column, the district did not respond to this question.

DEFINITIONS

Table I – 2019–20 Certificated Teacher Salary Profile by County and by District

This table provides summarized J-90 information by local educational agency within each county. Explanations for the columns shown in Table 1 are as follows:

Headings	Description
CO	The two-digit code specifying the county in which the districts are located. Counties are in order alphabetically and assigned a corresponding numerical code with, as an example, Alameda County = 01 and Yuba County = 58.
LEA	The name of the school district or county office of education.
Total Salary Schedule FTE	The total certificated full-time equivalent (FTE) employees that are paid on the salary schedule. One FTE represents one full-time employee; an FTE of .5 represents an employee who works 50% of a full-time employee's hours. This may include certificated employees such as nurses, librarians, and counselors in addition to teachers.
Lowest Salary Offered	The amount indicated is the lowest salary that would be paid to an employee from the certificated salary schedule. The amount indicated is the lowest scheduled salary only and does not include salaries for extended year, bonuses for special accomplishments such as a master's or doctorate degree, or payment for extra-curricular services such as coaching, drama, or music. For most districts, this salary is the beginning teacher salary. In order to earn this salary, the teacher may or may not be required to hold a full teaching credential.
Lowest Salary Schedule Heading	Description of the schedule salary column where the lowest salary is offered. The descriptions are coded as follows:

Table I

12/10/2020

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT

Co	LEA	Total Salary Schedule FTE	Lowest Salary Offered	Lowest Salary Schedule Heading	Average Salary Paid	Highest Entry Level Step	Highest Salary Offered	Salary at BA+60 Step 10	No. of Service Days Req'd	2019-20 P-2 ADA	% Salary Chg Over 2018-19
49	FORT ROSS ELEMENTARY	2.00	43,656	BA	59,124	6	78,490	63,343	183	13.72	2.00
49	GEYSERVILLE UNIFIED	18.14	46,912	BA+30	63,762	10	79,348	64,582	183	132.10	3.50
49	GRAVENSTEIN UN ELEMENTARY	47.61	57,772	BA+30	79,031	30	100,620	75,260	183	735.93	4.00
49	GUERNEVILLE ELEMENTARY	15.80	50,044	BA	63,868	10	90,396	68,338	188	260.99	2.00
49	HARMONY UN ELEMENTARY	17.70	53,392	BA+30	77,912	7	96,246	75,545	185	213.95	4.00
49	HORICON ELEMENTARY	6.00	43,755	BA	64,198	8	88,247	66,581	186	56.38	3.26
49	KENWOOD ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51.00	N/A
49	LIBERTY ELEMENTARY	9.80	52,563	BA+30	82,293	6	92,662	71,151	190	203.35	3.00
49	MARK WEST UN ELEMENTARY	75.70	52,023	BA+30	81,112	6	97,134	75,537	186	1,360.18	3.26
49	MONTE RIO UN ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.84	N/A
49	MONTGOMERY ELEMENTARY	3.00	50,980	BA+40	68,883	6	81,662	60,729	184	20.54	4.00
49	OAK GROVE UN ELEMENTARY	43.78	52,600	CRED	77,961	11	106,612	69,016	185	82.69	5.00
49	OLD ADOBE UN ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	308.09	N/A
49	PINER-OLIVET UN ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	267.49	N/A
49	KASHIA ELEMENTARY	1.00	40,598	BA+30	49,879	10	56,651	50,507	184	10.19	4.00
49	RINCON VALLEY UN ELEMENTARY	200.60	51,010	BA+30	71,338	11	88,757	69,884	186	3,110.88	2.00
49	ROSELAND ELEMENTARY	140.73	51,944	BA+45	72,106	10	91,320	73,399	186	1,361.75	3.50
49	SEBASTOPOL UN ELEMENTARY	24.80	44,752	BA	67,995	11	88,645	71,923	186	430.99	4.00
49	SONOMA VALLEY UNIFIED	211.10	47,526	BA+30	70,066	25	85,122	68,084	187	3,707.78	2.50
49	TWIN HILLS UN ELEMENTARY	68.20	48,150	BA+CR	69,594	11	88,573	67,962	184	1,100.94	4.50

2019-20 P-2 ADA includes the charter school ADA if the salary schedule includes the charter school FTE.

Table I

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT

Co	LEA	Total Salary Schedule FTE	Lowest Salary Offered	Lowest Salary Schedule Heading	Average Salary Paid	Highest Entry Level Step	Highest Salary Offered	Salary at BA+60 Step 10	No. of Service Days Req'd	2019-20 P-2 ADA	% Salary Chg Over 2018-19
47	BUTTE VALLEY UNIFIED	16.00	42,000	BA+CR	62,890	13	84,657	60,273	183	271.62	0.00
47	SCOTT VALLEY UNIFIED	41.10	32,500	BA+I	58,280	30	74,271	59,037	185	634.91	3.00
48	SOLANO COUNTY OFFICE OF ED. (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
48	BENICIA UNIFIED	225.16	47,017	BA NC	81,022	11	96,787	76,025	184	4,422.74	3.00
48	DIXON UNIFIED	172.60	42,974	BA+EC	67,931	13	86,402	64,867	186	2,905.56	0.00
48	FAIRFIELD-SUISUN UNIFIED	1,061.10	47,520	BA NC	72,598	24	94,119	75,360	184	20,230.30	3.00
48	TRAVIS UNIFIED	264.00	50,764	BA	75,942	12	86,856	78,354	184	5,273.60	0.50
48	VACAVILLE UNIFIED	625.68	49,200	BA NC	70,035	15	95,738	70,176	184	12,340.90	2.50
48	VALLEJO CITY UNIFIED	436.42	48,939	BA NC	72,931	18	88,189	69,454	187	10,671.97	2.50
49	SONOMA COUNTY OFFICE OF ED. (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
49	PETALUMA CITY SCHOOLS	385.60	46,170	BA	75,372	11	89,556	72,502	186	6,144.59	3.80
49	SANTA ROSA CITY SCHOOLS	789.80	57,657	BA+30	77,362	10	93,097	74,316	185	14,174.40	3.00
49	ALEXANDER VALLEY UN ELEM. (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	48.37	N/A
49	WEST SONOMA COUNTY UN HIGH	97.40	48,110	NC	74,266	9	89,771	71,362	185	1,694.93	4.00
49	BELLEVUE UN ELEMENTARY	69.35	50,479	BA	78,018	21	98,059	71,609	185	1,520.98	4.00
49	BENNETT VALLEY UN ELEMENTARY	55.23	49,595	BA+30	69,761	8	92,241	65,874	186	969.73	1.50
49	CINNABAR ELEMENTARY	15.80	48,440	BA+30	68,760	6	86,054	64,399	186	242.42	2.00
49	CLOVERDALE UNIFIED	79.80	48,810	BA+30	69,084	10	88,045	70,692	189	1,315.16	2.00
49	DUNHAM ELEMENTARY	10.89	46,526	BA+30	67,397	20	81,812	62,572	186	8.68	4.00
49	FORESTVILLE UN ELEMENTARY	19.00	53,561	BA<30	70,188	20	90,255	69,080	184	261.72	5.00

2019-20 P-2 ADA includes the charter school ADA if the salary schedule includes the charter school FTE.

Table I

12/10/2020

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT

Co	LEA	Total Salary Schedule FTE	Lowest Salary Offered	Lowest Salary Schedule Heading	Average Salary Paid	Highest Entry Level Step	Highest Salary Offered	Salary at BA+60 Step 10	No. of Service Days Req'd	2019-20 P-2 ADA	% Salary Chg Over 2018-19
49	TWO ROCK UN ELEMENTARY	9.80	46,690	BA<30	59,989	6	77,279	59,989	186	156.37	2.00
49	WAUGH ELEMENTARY	42.10	48,365	BA+30	79,046	10	91,158	70,620	187	815.96	1.00
49	WEST SIDE UN ELEMENTARY	9.00	45,291	BA+30	66,463	6	81,691	60,816	186	165.29	0.00
49	WILMAR UN ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	229.50	N/A
49	WRIGHT ELEMENTARY	82.25	47,961	BA+30	73,440	11	88,786	70,222	186	1,382.43	1.00
49	COTATI-ROHNERT PARK UNIFIED	292.21	42,021	BA NC	63,878	11	84,260	64,482	185	5,403.77	0.00
49	WINDSOR UNIFIED	275.64	44,693	BA<45	65,678	24	78,693	62,872	184	3,630.46	3.50
49	HEALDSBURG UNIFIED	83.20	50,285	BA+30	72,475	21	91,840	67,278	188	1,332.95	3.50
50	STANISLAUS COUNTY OFFICE OF ED.	190.29	45,190	<BA	81,180	12	109,515	78,289	184	N/A	3.26
50	MODESTO CITY SCHOOLS	1,342.84	61,523	BA+12	93,212	12	114,050	87,635	185	28,025.88	0.00
50	CERES UNIFIED	677.03	56,961	BA+24	86,082	14	113,668	84,640	187	13,189.30	3.60
50	CHATOM UN ELEMENTARY	27.48	51,737	BA+36	77,080	14	100,154	72,313	183	560.68	2.00
50	DENAIR UNIFIED	78.73	42,609	BA<36	60,937	30	83,960	60,749	183	1,253.18	1.75
50	EMPIRE UN ELEMENTARY	141.10	51,720	BA+12	81,686	7	105,632	82,192	185	2,822.61	4.00
50	GRATTON ELEMENTARY	9.00	51,634	BA+CR	66,713	5	91,639	65,464	185	9.48	5.00
50	HART-RANSOM UN ELEMENTARY	55.50	54,645	BA	87,166	11	109,472	82,653	185	1,177.43	3.00
50	HICKMAN ELEMENTARY	47.90	52,563	BA+30	86,339	30	99,573	72,591	185	1,040.25	2.00
50	KEYES UN ELEMENTARY	42.00	51,073	I	82,734	30	101,309	78,159	183	736.13	2.50
50	KNIGHTS FERRY ELEMENTARY	7.00	44,586	BA+CR	53,703	15	93,371	63,568	183	151.46	6.00
50	PARADISE ELEMENTARY (4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.91	N/A

2019-20 P-2 ADA includes the charter school ADA if the salary schedule includes the charter school FTE.

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT, BY TYPE

12/10/2020

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
County Office	1	109.00	7,587,753	69,612	82,975	63,452	43,928
Elementary	3	172.00	12,599,522	73,253	99,548	71,114	42,679
Unified	4	1,321.03	96,583,486	73,112	93,867	67,180	40,492
TOTALS	8	1,602.03	116,770,761				

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
County Office	1	57.64	5,511,886	95,626	107,229	79,391	51,553
Elementary	8	605.93	52,863,265	87,243	109,949	80,367	50,784
High	2	401.17	42,066,990	104,861	121,133	90,540	59,946
Unified	2	432.00	34,708,452	80,344	108,094	78,291	48,488
TOTALS	13	1,496.74	135,150,593	90,247			

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT, BY TYPE

12/10/2020

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
Unified	2	104.80	7,818,408	74,603	93,256	69,519	45,781
TOTALS	2	104.80	7,818,408				

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
County Office	1	115.31	9,065,192	78,616	102,102	74,584	47,066
Elementary	10	1,356.75	99,963,168	73,678	121,187	79,693	38,199
High	1	842.30	69,310,356	82,287	111,995	79,855	47,715
Unified	7	1,404.19	113,876,194	81,097	132,685	85,169	37,653
TOTALS	19	3,718.55	292,214,909				

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
Unified	3	960.49	88,539,121	92,181	155,345	106,308	57,271
TOTALS	3	960.49	88,539,121	92,181			

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT, BY TYPE

49 Sonoma

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
Elementary	23	970.14	71,132,875	73,322	106,612	73,605	40,598
High	1	97.40	7,233,469	74,266	89,771	68,941	48,110
Unified	6	960.09	64,259,573	66,931	91,840	66,931	42,021
Common Admin.	2	1,175.40	90,163,683	76,709	93,097	69,634	46,170
TOTALS	32	3,203.03	232,789,601	72,678			

70,461 2018-19

50 Stanislaus

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
County Office	1	190.29	15,447,836	81,180	109,515	77,353	45,190
Elementary	12	1,069.78	86,721,883	81,065	109,472	77,029	44,586
Unified	9	2,478.79	204,970,783	82,690	113,668	78,139	42,609
Common Admin.	1	1,342.84	125,169,036	93,212	114,050	87,787	61,523
TOTALS	23	5,081.70	432,309,538				

Table II

12/10/2020

2019-20 CERTIFICATED TEACHER SALARY PROFILE BY COUNTY, BY DISTRICT, BY TYPE

GRAND TOTALS

LEA Type	Number of LEAs	Total Salary Schedule FTE	Total Salary Schedule Costs	Average Salary Paid	Highest Salary Offered	Mid Point Salary Amount	Lowest Salary Offered
County Office	38	3,749.03	306,793,276	81,833	136,265	88,079	39,893
Elementary	346	49,202.58	4,127,147,452	83,881	142,773	84,137	25,500
High	60	23,488.11	2,145,894,217	91,361	159,627	98,028	36,428
Unified	311	188,682.71	15,830,730,810	83,901	155,345	92,673	30,000
Common Admin.	5	2,846.77	241,076,021	84,684	114,050	77,911	41,772
OVERALL TOTALS	760	267,969.20	22,651,641,776				
TOTAL STATEWIDE AVERAGES				84,531	98,537	73,908	49,280

TWIN HILLS UNION SCHOOL DISTRICT

CERTIFICATED SALARY SCHEDULE

2020-2021

STEP	I A.B. & CREDENTIAL	II A.B. & 15 UNITS	III A.B. & 30 UNITS	IV A.B. & 45 UNITS	V M.A. OR 60 UNITS	STEP
1	48,150	48,818	49,487	50,154	50,820	1
2	48,818	49,487	50,154	50,820	52,080	2
3	49,487	50,154	50,820	52,080	54,063	3
4	50,154	50,820	52,080	54,063	56,049	4
5	50,820	52,080	54,063	56,049	58,034	5
6	52,080	54,063	56,049	58,034	60,021	6
7	54,063	56,049	58,034	60,021	62,006	7
8	56,049	58,034	60,021	62,006	63,993	8
9		60,021	62,006	63,993	65,978	9
10			63,993	65,978	67,962	10
11				67,962	69,945	11
12				69,945	71,932	12
13				71,932	73,922	13
14					75,904	14
15					77,889	15
16					78,557	16
17					79,224	17
18					79,893	18
19					80,559	19
20					81,227	20
21					81,895	21
22					82,562	22
23					83,231	23
24					83,899	24
25					84,568	25
26					85,233	26
27					85,902	27
28					86,570	28
29					87,237	29
30					87,905	30
31					88,573	31

Teacher work days for 1.0 FTE = 184 days

District will grant up to nine (9) years (Start Step 10) for full-time equivalent service for teachers new to the district.

Salary to be paid in ten (10) equal payments, September through June annually.

Updated 08/09/19

Tentative agreement 8/8/19

School Board approved: 9/12/2019

TWIN HILLS UNION SCHOOL DISTRICT

Principal/Director Salary Schedule

Scattergram

2020-21 School Year

<u>Step</u>	<u>Salary</u>	<u>FTE</u>
1	\$101,955	
2	\$104,505	
3	\$107,115	
4	\$109,790	
5	\$112,535	2.0
6	\$114,785	1.0
7	\$117,080	
8	\$119,420	
9	\$121,815	
10	\$124,250	1.0

Annual Stipend: Masters Degree \$650
Doctorate Degree \$1000

Health/Other Benefits: Administrators may select a medical, dental and vision insurance benefit plan from any of the plans offered other certificated employees with a total dollar allowance equal to the total of the certificated employee health plans as agreed in the collective bargaining contract.

Work Year: School Principals/Directors work year is 205 days per contract year.

Vacation: Shall be planned for the summer months and holiday periods. Vacation requests during the school year shall be submitted to the Superintendent for review and action.

Sick Leave: Shall accrue at one day per month (11 days per contract year).

Updated 8/13/2019

Board Approved: _9/12/2019

TWIN HILLS UNION SCHOOL DISTRICT

Superintendent Salary Schedule

2020-2021

<u>Step</u>	<u>Annual Salary</u>
1	\$149,510
2	160,995
3	164,870
4	169,635
5	174,540
6	179,585
7	184,975
8	190,520
9	196,230
10	202,115

Health/Other Benefits: 1.0 FTE Administrators may select a medical, dental and vision insurance benefit plan from any of the plans offered other certificated employees with a total dollar allowance equal to the total of the certificated employee health plans as agreed in the collective bargaining contract.

In an effort to maintain equity with other certificated and administrative personnel, the Superintendent shall receive a salary increase each year of this agreement based on the percentage increase given on the certificated teachers' unit salary and principal salary schedule for a step raise (3% per year). The Superintendent will also receive the same salary percentage increase that is negotiated with the certificated bargaining unit.

Salary includes Masters, Doctorate, Mileage

Work Year: Work year is 220 days for 1.0 FTE per contract year, 8 hours per day.

Sick Leave: Shall accrue at one day per month based on FTE (12 days per contract year).

AGENCY CODE	AGENCY NAME	TOTAL SALARIES		TOTAL F.T.E.		AVERAGE SALARY FROM SALARY SCHEDULE			
4970961	TWIN HILLS UNION ELEMENTARY	4,746,342		68.20		69,594			
CLASS I		CLASS II		CLASS III		CLASS IV		CLASS V	
BA+CRED		BA+15		BA+30		BA+45		BA+60 OR MA	
ANNUAL STEP SALARY	F.T.E.	ANNUAL SALARY	F.T.E.	ANNUAL SALARY	F.T.E.	ANNUAL SALARY	F.T.E.	ANNUAL SALARY	F.T.E.
48,150	0.00	48,818	0.00	49,487	0.00	50,154	0.00	50,820	0.00
48,818	0.00	49,487	0.00	50,154	0.00	50,820	0.00	52,080	0.00
49,487	0.00	50,154	0.00	50,820	0.00	52,080	0.00	54,063	3.00
50,154	0.00	50,820	0.00	52,080	1.00	54,063	0.60	56,049	5.40
50,820	0.00	52,080	0.00	54,063	0.00	56,049	1.00	58,034	3.20
52,080	0.00	54,063	0.00	56,049	0.00	58,034	1.00	60,021	1.00
54,063	1.00	56,049	0.00	58,034	0.60	60,021	0.80	62,006	1.00
56,049	0.00	58,034	0.00	60,021	1.50	62,006	3.00	63,993	2.40
0	0.00	60,021	0.00	62,006	0.00	63,993	1.00	65,978	2.00
0	0.00	0	0.00	63,993	2.00	65,978	1.00	67,962	0.40
1	0.00	0	0.00	63,993	0.00	67,962	0.00	69,945	3.80
2	0.00	0	0.00	63,993	0.00	69,945	0.00	71,932	0.00
3	0.00	0	0.00	63,993	0.00	71,932	0.00	73,922	3.00
4	0.00	0	0.00	63,993	0.00	71,932	1.80	75,904	1.00
5	0.00	0	0.00	63,993	0.00	71,932	1.00	77,889	2.90
6	0.00	0	0.00	63,993	0.00	0	0.00	78,557	1.80
7	0.00	0	0.00	63,993	0.00	0	0.00	79,224	3.00
8	0.00	0	0.00	63,993	0.00	0	0.00	79,863	1.00
9	0.00	0	0.00	63,993	1.00	0	0.00	80,559	0.00
0	0.00	0	0.00	0	0.00	0	0.00	81,227	3.00
1	0.00	0	0.00	0	0.00	0	0.00	81,895	0.00
2	0.00	0	0.00	0	0.00	0	0.00	82,562	0.00
3	0.00	0	0.00	0	0.00	0	0.00	83,231	1.00
4	0.00	0	0.00	0	0.00	0	0.00	83,899	2.00
5	0.00	0	0.00	0	0.00	0	0.00	84,567	0.00
6	0.00	0	0.00	0	0.00	0	0.00	85,233	1.00
7	0.00	0	0.00	0	0.00	0	0.00	85,902	3.00
8	0.00	0	0.00	0	0.00	0	0.00	86,570	0.00
9	0.00	0	0.00	0	0.00	0	0.00	87,237	2.00
0	0.00	0	0.00	0	0.00	0	0.00	87,905	0.00
1	0.00	0	0.00	0	0.00	0	0.00	88,573	0.00
2	0.00	0	0.00	0	0.00	0	0.00	88,573	2.00
3	0.00	0	0.00	0	0.00	0	0.00	88,573	0.00
4	0.00	0	0.00	0	0.00	0	0.00	88,573	0.00
5	0.00	0	0.00	0	0.00	0	0.00	88,573	0.00
6	0.00	0	0.00	0	0.00	0	0.00	88,573	0.00
7	0.00	0	0.00	0	0.00	0	0.00	88,573	1.00
8	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	0.00	0	0.00	0	0.00	0	0.00	0	0.00
0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

CERTIFICATED BARGAINING UNIT BENEFIT SCHEDULE (ACTIVE EMPLOYEES), 2019-20

AGENCY CODE	AGENCY NAME
4970961	TWIN HILLS UNION ELEMENTARY

Benefit Plans:	Single Party Plan	Two-Party Plan	Three-Party Plan	Family Plan	Composite Plan
MEDICAL					
Kaiser High					
Annual Cost of Plan:	9,456.00	20,220.00	0.00	27,804.00	0.00
District Contribution:	8,712.00	8,712.00	0.00	8,712.00	0.00
Number of FTE's:	24.40	2.00	0.00	1.70	0.00
Kaiser Mid					
Annual Cost of Plan:	8,028.00	17,160.00	0.00	23,592.00	0.00
District Contribution:	8,028.00	8,712.00	0.00	8,712.00	0.00
Number of FTE's:	14.20	2.00	0.00	6.60	0.00
Blue Shield 100%					
Annual Cost of Plan:	10,128.00	21,468.00	0.00	29,868.00	0.00
District Contribution:	8,712.00	8,712.00	0.00	8,712.00	0.00
Number of FTE's:	3.00	0.00	0.00	1.00	0.00
Blue Shield 80%					
Annual Cost of Plan:	8,172.00	17,256.00	0.00	23,976.00	0.00
District Contribution:	8,172.00	8,712.00	0.00	8,712.00	0.00
Number of FTE's:	8.00	0.00	0.00	2.00	0.00
DENTAL					
Delta					
Annual Cost of Plan:	0.00	0.00	0.00	0.00	1,380.00
District Contribution:	0.00	0.00	0.00	0.00	1,380.00
Number of FTE's:	0.00	0.00	0.00	0.00	63.10
VISION					
VSP					
Annual Cost of Plan:	121.20	240.00	0.00	339.36	0.00
District Contribution:	121.20	121.20	0.00	121.20	0.00
Number of FTE's:	37.40	9.80	0.00	13.70	0.00

AGENCY NAME: TWIN HILLS UNION ELEMENTARY (4970961)

- Percentage of regular salary schedule change for 2019-20: 4.5%
- One-time or "Off the Schedule" Across the Board Bonus: 0.00
- Any Contingency Language in your Collective Bargaining Agreement that could Retroactively Increase/Decrease your 2019-20 Teachers Salary Schedule? (Yes/No): N
- Number of Scheduled/Required Service or Work Days for Returning Teachers: 184
- Number of Teacher Instructional Days: 180
- Does Your District's Salary Schedule Include Health & Welfare Benefits Amounts? N
- Effective Date of the 2019-20 Certificated Salary Schedule: 08/09/2019
- Highest Entry Level Step for an Experienced Teacher: Step 11 Column 5
- Highest Entry Level Step for an Emergency / Credential Teacher: Step 3 Column 1
- Number of FTEs with an Emergency or Intern Credential: 4
- Summer School Classroom Teacher Pay Rate:
Hourly \$0 Daily \$0 Session \$0
Summer School Teacher Pay Rate Explanation:
- Number of Charter School FTE included on the Salary Schedule: 45.00
- Other Professionals Paid from the Same Salary Schedule:
Counselor Y Psychologist N Nurse Y Librarian N
- Certificated Bargaining Unit Salary Enhancements:

	% or Amount	FTE
Masters Degree	\$650	16
Doctorate Degree	\$650	0
Special Education Assignment	0	0
Bilingual Assignment	0	0
CLAD Certificate	0	0
BCLAD Certificate	0	0
National Teacher Certification	0	0
- Do these bonuses increase automatically as across-the-board increases are applied to the salary schedule?: N
- Other Salary and Service Day Information:

	Salary	Days
Elementary School Principals	\$115,813	205
Middle School Principals	\$115,813	205
High School Principals	0	0
Superintendent	\$196,230	220
Percent for less than full-time Superintendent:		0%
- Name of the agency if the district purchases health plans through a joint powers authority or trust: RESIG
- Age or Number of Years a Retiree Receives Health and Welfare Benefits:
- Retires with any Health and Welfare Benefits Provided for Life? (Yes/No): N
- Health and Welfare Benefit Maximums for Active FTEs:

Maximum Contribution for a Cafeteria Plan	0
Maximum Contribution for a Employee Only Plan	10,213
Maximum Contribution for a Two-Party Plan	10,213
Maximum Contribution for a Three-Party Plan	0
Maximum Contribution for a Family Plan	10,213
Indicate whether the Health and Welfare Benefit Maximums are Hard Caps or Soft Caps:	HARD
- Date of latest actuarial study for its post-employment benefits: 11/01/2019
- Unfunded liability amount as reported in the study: 74,847

J-90 Validation Checks

4970961

TWIN HILLS UNION ELEMENTARY

	BA30COL (TSAL1 - BA30 Col)	Matching TS2 COLUMN	TS1_BACOL (TSAL1 - BA60 Col)	Matching TS2 COLUMN
	3	BA+30	5	BA+60
	2018-19	2019-20	Difference	Percent Difference
Stated Percent Change	5%	4.5%		
Instructional Days (NDays)	180	180	0	
Required Days (RDays)	183	184	1	
Minimum Teachers' Salary	46,077	48,150	2,073	4.50
Maximum Teachers' Salary	84,759	88,573	3,814	4.50
Salary Schedule FTE	66	68	2	3.65
Elementary Principal Salary	112,576	115,813	3,237	2.88
Elementary Principal Days	205	205	0	
Middle Principal Salary	112,576	115,813	3,237	2.88
Middle Principal Days	205	205	0	
High Principal Salary	0	0		
High Principal Days	0	0	0	
Superintendent Salary	183,194	196,230	13,036	7.12
Superintendent Days	220	220	0	
Charter Schools				
Orchard View	Y	N		
Sunridge Charter	Y	N		
Twin Hills Charter Middle	Y	N		

F5

The consumer price index for goods and services, commonly known as the cost of living

(5) Union's Proposal is Necessary to Keep Up with the Consumer Price Index for Goods and Services (Cost of Living).



Educators Need to Keep Up With Cost of Living in the Area

- School Services of CA 2021-22 Dartboard urges already too conservative Sonoma County school districts to not use the CA Department of Finance COLA and instead use their greatly reduced COLA for projections. San Francisco Bay Area and Sonoma County cost of living is higher than the state's CPI.

SSC School District and Charter School Financial Projection Dartboard
2021-22 Governor's Budget

This version of School Services of California Inc.'s (SSC) Financial Projection Dartboard is based on the 2021-22 Governor's Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

Factor	2020-21	2021-22	2022-23	2023-24	2024-25
Department of Finance (DOF) Estimated Statutory COLA	2.31%	1.50% ¹	2.55%	3.05%	N/A
DOF Estimated Funded COLA	0.00%	3.24% ²	2.50%	3.05%	N/A
SSC Estimated Statutory COLA ³	0.00%	3.24%	1.25%	1.61%	1.50%

Consumer Price Index, San Francisco Area — April 2021

Area prices were up 1.7 percent over the past two months, up 3.8 percent from a year ago

https://www.bls.gov/regions/west/news-release/pdf/consumerpriceindex_sanfrancisco.pdf

(5) Union's Proposal is Necessary to Keep Up with the Consumer Price Index for Goods and Services (Cost of Living).



Sonoma County = Way Above Average Cost of Living for State

Press Democrat Articles

- July 1, 2016 – “Sonoma is the 10th least affordable county in the nation for buying a home”
- Sept. 29, 2016 – “For teachers, Sonoma County houses 4th least-affordable in state”
- January 3, 2017 - “With Sonoma County recently ranked the fourth least-affordable county in the state for teachers — only 0.5 percent of homes are within reach, based on average salary and median home price...According to the analysis by real estate brokerage firm Redfin, *only San Mateo, Santa Clara and San Francisco counties are less affordable for teachers than Sonoma County*, where the median home price has climbed by more than 80 percent from \$318,000 in December 2011 to \$575,000 in November 2016.”
 - Situation even worse now after the Oct. 2017 Tubbs Fire.
- June 16, 2019 - “*Santa Rosa ranks among the five least affordable cities for teachers to live in US*”

(5) Union's Proposal is Necessary to Keep Up with the Consumer Price Index for Goods and Services (Cost of Living).

[Sonoma County = Way Above Average Cost of Living for State](#)

Press Democrat Articles

- **March 8, 2019** – “Teachers share how they make it in Sonoma County with below-average pay, high housing costs”
- “The average teacher salary in Sonoma County is \$68,998, according to a 2017-18 California Department of Education report based on data from 32 of the county’s 40 districts. The figure is 14 percent below the state average teacher salary of \$80,680, according to the same report. Housing, however, costs more in Sonoma County than many other parts of California. The median-priced home in Sonoma County cost \$650,000 in January, 20 percent more than the statewide median of \$538,690, according to the California Association of Realtors.”
- “Teachers in the area struggle to make ends meet between the high housing costs, student loan payments and for some, exorbitant child care costs. Some leave, and those who remain say they consider leaving.”
- “Below-average wages led Dayla Greenfield to attend a #RedforEd rally last month by west county teachers, who adopted the social media hashtag used by teacher unions across the country. Greenfield teaches at SunRidge Charter School, a public Waldorf school in the Twin Hills district in Sebastopol. She’s a single parent to two teenagers, and they live in a studio cottage she rents from her parents for \$1,550 a month — a steal, she says. Her monthly take-home pay is \$3,336, and her household income qualifies her kids to be on public assistance for their health care.”



(5) Union's Proposal is Necessary to Keep Up with the Consumer Price Index for Goods and Services (Cost of Living).



Sonoma County = Way Above Average Cost of Living for State

Sacramento Bee Feb. 23, 2019 Article on **"where California teachers have the toughest time paying rent, mortgage..."** Below is the link and some of the key information highlighting Sonoma County as extremely unaffordable for educators.

<https://www.sacbee.com/news/local/education/article226635414.html>

WHERE IT'S DIFFICULT FOR TEACHERS TO BUY - Here's the portion of a teacher's salary - if they are making an average teacher salary for their county (Sonoma) - that would go toward a mortgage for a typically-priced home:

Average teacher pay: \$68,998
Median home value: \$633,600
Typical monthly payment: \$3,230
Annual house payments: \$38,763
Percent of salary spent on mortgage: 56.2%

WHERE IT'S DIFFICULT FOR TEACHERS TO RENT - Here's the portion of a teacher's salary - if they are making an average teacher salary for their county (Sonoma) - that would go to rent a typical two-bedroom unit:

Average teacher pay: \$68,998
Median rent for 2-bedroom: \$2,508
Annual rent payments: \$30,096
Percent of salary spent on rent: 43.6%

- **Many financial planners recommend that individuals spend no more than 30 percent of their total income on housing. Sebastopol is even more expensive.**
- **Twin Hills average teacher wage is \$69,594 minus average rent of \$30,096 = \$39,498 for everything else.**



For Release: Wednesday, May 12, 2021

21-872-SAN

WESTERN INFORMATION OFFICE: San Francisco, Calif.

Technical information: (415) 625-2270 BLSinfoSF@bls.gov www.bls.gov/regions/west

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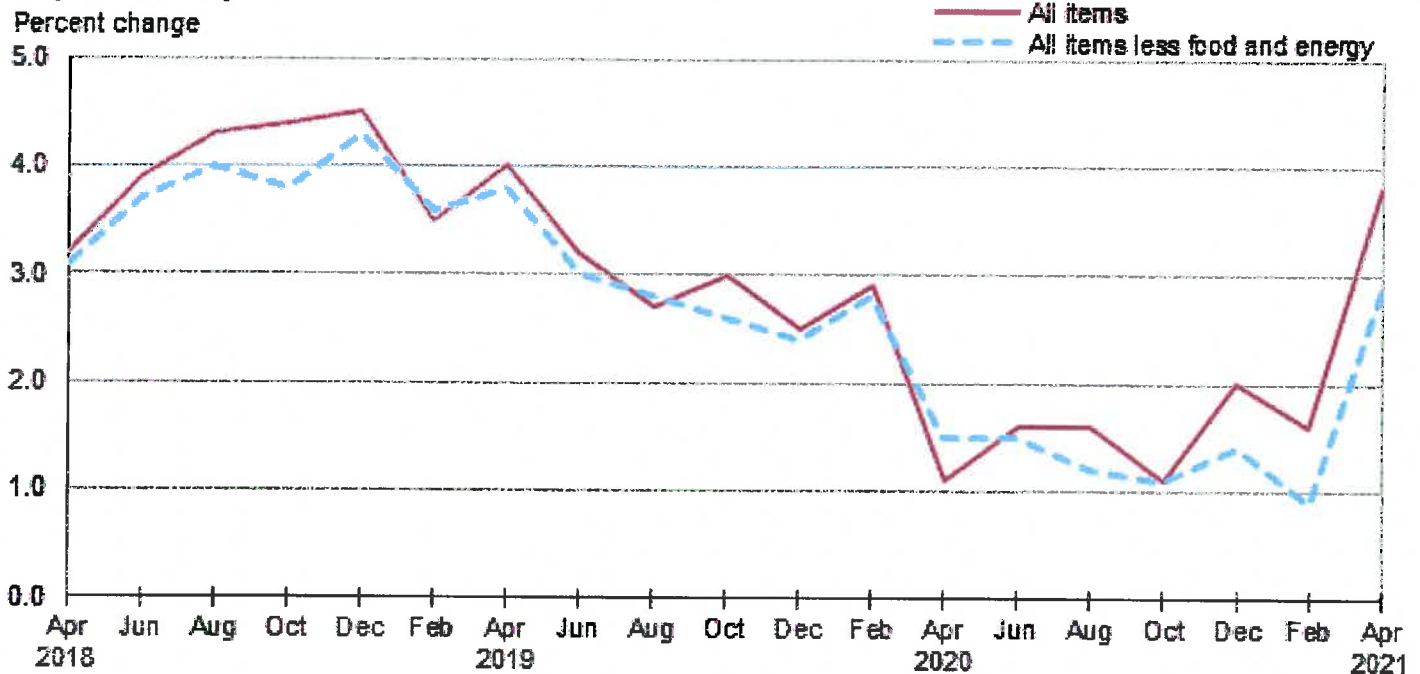
Consumer Price Index, San Francisco Area — April 2021

Area prices were up 1.7 percent over the past two months, up 3.8 percent from a year ago

Prices in the San Francisco area, as measured by the Consumer Price Index for All Urban Consumers (CPI-U), advanced 1.7 percent for the two months ending in April 2021, the U.S. Bureau of Labor Statistics reported today. (See [table A](#).) Regional Commissioner Chris Rosenlund noted that the April increase was influenced by higher prices for shelter and gasoline. (Data in this report are not seasonally adjusted. Accordingly, month-to-month changes may reflect seasonal influences.)

Over the last 12 months, the CPI-U increased 3.8 percent. (See [chart 1](#) and [table A](#).) Food prices increased 3.4 percent. Energy prices jumped 23.4 percent, largely the result of an increase in the price of gasoline. The index for all items less food and energy rose 2.9 percent over the year. (See [table 1](#).)

Chart 1. Over-the-year percent change in CPI-U, San Francisco-Oakland-Hayward, CA, April 2018–April 2021



Food

Food prices inched up 0.1 percent for the two months ending in April. (See [table 1.](#)) Prices for food away from home edged up 0.1 percent, while prices for food at home were unchanged for the same period.

Over the year, food prices increased 3.4 percent. Prices for food away from home increased 5.8 percent. Prices for food at home rose 1.2 percent since a year ago, largely due to a price rise in fruits and vegetables (5.3 percent) and meat, poultry, fish, and eggs (4.8 percent).

Energy

The energy index rose 9.9 percent for the two months ending in April. The increase was mainly due to higher prices for gasoline (14.0 percent). Prices for electricity advanced 6.0 percent, and prices for natural gas service rose 5.6 percent for the same period.

Energy prices jumped 23.4 percent over the year, largely due to higher prices for gasoline (38.0 percent). Prices paid for electricity jumped 12.8 percent, and prices for natural gas service rose 4.5 percent during the past year.

All items less food and energy

The index for all items less food and energy increased 1.4 percent in the latest two-month period. Higher prices for used cars and trucks (11.8 percent), shelter (1.7 percent), and household furnishings and operations (1.4 percent) were partially offset by lower prices for recreation (-1.4 percent) and motor vehicle insurance (-1.3 percent).

Over the year, the index for all items less food and energy rose 2.9 percent. Components contributing to the increase included used cars and trucks (20.2 percent), household furnishings and operations (6.6 percent), and shelter (2.5 percent). Partly offsetting the increases was a price decrease in tuition, other school fees, and childcare (-1.2 percent).

Table A. San Francisco-Oakland-Hayward, CA, CPI-U 2-month and 12-month percent changes, all items index, not seasonally adjusted

Month	2017		2018		2019		2020		2021	
	2-month	12-month	2-month	12-month	2-month	12-month	2-month	12-month	2-month	12-month
February	0.8	3.4	1.4	3.6	0.5	3.5	0.9	2.9	0.5	1.6
April	1.1	3.8	0.8	3.2	1.2	4.0	-0.5	1.1	1.7	3.8
June	0.3	3.5	0.9	3.9	0.2	3.2	0.7	1.6		
August	0.2	3.0	0.6	4.3	0.1	2.7	0.0	1.6		
October	0.6	2.7	0.7	4.4	1.0	3.0	0.5	1.1		
December	-0.1	2.9	0.1	4.5	-0.5	2.5	0.4	2.0		

The June 2021 Consumer Price Index for the San Francisco area is scheduled to be released on July 13, 2021.

Coronavirus (COVID-19) Pandemic Impact on April 2021 Consumer Price Index Data

Data collection by personal visit for the Consumer Price Index (CPI) program has been suspended since March 16, 2020. When possible, data normally collected by personal visit were collected either online or by phone. Additionally, data collection in April was affected by the temporary closing or limited operations of certain types of establishments. These factors resulted in an increase in the number of prices considered temporarily unavailable and imputed.

While the CPI program attempted to collect as much data as possible, many indexes are based on smaller amounts of collected prices than usual, and a small number of indexes that are normally published were not published this month. Additional information is available at <https://www.bls.gov/covid19/effects-of-covid-19-pandemic-on-consumer-price-index.htm>.

Technical Note

The Consumer Price Index (CPI) is a measure of the average change in prices over time in a fixed market basket of goods and services. The Bureau of Labor Statistics publishes CPIs for two population groups: (1) a CPI for All Urban Consumers (CPI-U) which covers approximately 93 percent of the total U.S. population and (2) a CPI for Urban Wage Earners and Clerical Workers (CPI-W) which covers approximately 29 percent of the total U.S. population. The CPI-U includes, in addition to wage earners and clerical workers, groups such as professional, managerial, and technical workers, the self-employed, short-term workers, the unemployed, and retirees and others not in the labor force.

The CPI is based on prices of food, clothing, shelter, and fuels, transportation fares, charges for doctors' and dentists' services, drugs, and the other goods and services that people buy for day-to-day living. Each month, prices are collected in 75 urban areas across the country from about 6,000 housing units and approximately 22,000 retail establishments—department stores, supermarkets, hospitals, filling stations, and other types of stores and service establishments. All taxes directly associated with the purchase and use of items are included in the index.

The index measures price changes from a designated reference date; for most of the CPI-U the reference base is 1982-84 equals 100. An increase of 7 percent from the reference base, for example, is shown as 107.000. Alternatively, that relationship can also be expressed as the price of a base period market basket of goods and services rising from \$100 to \$107. For further details see the CPI home page on the internet at www.bls.gov/cpi and the CPI section of the BLS Handbook of Methods available on the internet at www.bls.gov/opub/hom/cpi/.

In calculating the index, price changes for the various items in each location are averaged together with weights that represent their importance in the spending of the appropriate population group. Local data are then combined to obtain a U.S. city average. Because the sample size of a local area is smaller, the local area index is subject to substantially more sampling and other measurement error than the national index. In addition, local indexes are not adjusted for seasonal influences. As a result, local area indexes show greater volatility than the national index, although their long-term trends are quite similar. **NOTE: Area indexes do not measure differences in the level of prices between cities; they only measure the average change in prices for each area since the base period.**

The San Francisco-Oakland-Hayward, CA. metropolitan area covered in this release is comprised of Alameda, Contra Costa, Marin, San Francisco, San Mateo Counties in the State of California.

Information in this release will be made available to individuals with sensory impairments upon request. Voice phone: (202) 691-5200; Federal Relay Service: (800) 877-8339.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods San Francisco-Oakland-Hayward, CA (1982-84=100 unless otherwise noted)

Item and Group	Indexes			Percent change from-		
	Feb. 2021	Mar. 2021	Apr. 2021	Apr. 2020	Feb. 2021	Mar. 2021
Expenditure category						
All items.....	304.387	-	309.419	3.8	1.7	-
All items (1967=100)	935.771	-	951.239	-	-	-
Food and beverages	308.572	-	308.790	3.1	0.1	-
Food	308.589	-	308.788	3.4	0.1	-
Food at home	272.623	271.136	272.702	1.2	0.0	0.6
Cereals and bakery products	271.126	-	268.268	-1.2	-1.1	-
Meats, poultry, fish, and eggs.....	301.538	-	300.295	4.8	-0.4	-
Dairy and related products	278.438	-	286.643	0.0	2.9	-
Fruits and vegetables	371.388	-	368.829	5.3	-0.7	-
Nonalcoholic beverages and beverage materials(1)	203.766	-	202.257	-6.0	-0.7	-
Other food at home	220.791	-	222.654	-0.7	0.8	-
Food away from home.....	349.922	-	350.276	5.8	0.1	-
Alcoholic beverages	311.778	-	312.228	-0.7	0.1	-
Housing	361.955	-	368.394	3.3	1.8	-
Shelter	409.850	411.202	416.798	2.5	1.7	1.4
Rent of primary residence(2).....	468.807	468.231	467.758	0.3	-0.2	-0.1
Owners' equiv. rent of residences(2)(3).....	439.058	438.879	438.336	1.2	-0.2	-0.1
Owners' equiv. rent of primary residence(1)(2).....	439.058	438.879	438.336	1.2	-0.2	-0.1
Fuels and utilities.....	455.265	-	469.885	8.4	3.2	-
Household energy	395.975	409.316	419.376	11.3	5.9	2.5
Energy services(2)	397.337	410.870	420.836	11.1	5.9	2.4
Electricity(2).....	428.380	444.009	454.073	12.8	6.0	2.3
Utility (piped) gas service(2).....	319.675	327.293	337.454	4.5	5.6	3.1
Household furnishings and operations.....	154.126	-	156.336	6.6	1.4	-
Apparel	105.422	-	107.007	3.7	1.5	-
Transportation	204.673	-	216.498	11.4	5.8	-
Private transportation	203.631	-	213.824	13.7	5.0	-
New and used motor vehicles(4).....	97.889	-	-	-	-	-
New vehicles(1).....	161.204	-	-	-	-	-
Used cars and trucks(1)	269.617	-	301.321	20.2	11.8	-
Motor fuel	253.600	277.844	289.079	37.7	14.0	4.0
Gasoline (all types).....	252.663	276.891	288.146	38.0	14.0	4.1
Gasoline, unleaded regular(4).....	251.951	276.602	287.968	38.8	14.3	4.1
Gasoline, unleaded midgrade(4)(5).....	237.199	257.507	268.466	32.2	13.2	4.3
Gasoline, unleaded premium(4).....	242.198	263.736	273.887	35.3	13.1	3.8
Motor vehicle insurance(1).....	528.598	-	521.662	5.0	-1.3	-
Medical care	555.065	-	555.675	1.4	0.1	-
Recreation(6).....	126.052	-	124.335	3.7	-1.4	-
Education and communication(6).....	150.882	-	152.099	0.3	0.8	-
Tuition, other school fees, and child care(1) ..	1,815.339	-	1,819.305	-1.2	0.2	-
Other goods and services	524.717	-	535.942	4.8	2.1	-
Commodity and service group						
All items.....	304.387	-	309.419	3.8	1.7	-
Commodities	199.185	-	202.736	5.5	1.8	-
Commodities less food & beverages.....	141.375	-	146.358	7.9	3.5	-
Nondurables less food & beverages	184.904	-	194.869	11.9	5.4	-
Durables	98.949	-	-	-	-	-
Services.....	392.055	-	398.340	3.2	1.6	-

Note: See footnotes at end of table.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): Indexes and percent changes for selected periods San Francisco-Oakland-Hayward, CA (1982-84=100 unless otherwise noted) - Continued

Item and Group	Indexes			Percent change from-		
	Feb. 2021	Mar. 2021	Apr. 2021	Apr. 2020	Feb. 2021	Mar. 2021
Special aggregate indexes						
All items less medical care	294.117	-	299.283	4.0	1.8	-
All items less shelter	260.943	-	265.166	4.9	1.6	-
Commodities less food	148.669	-	153.548	7.3	3.3	-
Nondurables	248.289	-	253.206	6.2	2.0	-
Nondurables less food	194.803	-	204.083	10.3	4.8	-
Services less rent of shelter(3)	387.224	-	392.789	4.2	1.4	-
Services less medical care services	380.732	-	387.364	3.2	1.7	-
Energy	311.817	331.861	342.694	23.4	9.9	3.3
All items less energy	307.721	-	311.595	3.0	1.3	-
All items less food and energy	308.432	-	312.894	2.9	1.4	-

Footnotes

(1) Indexes on a December 1977=100 base.

(2) This index series was calculated using a Laspeyres estimator. All other item stratum index series were calculated using a geometric means estimator.

(3) Indexes on a December 1982=100 base.

(4) Special index based on a substantially smaller sample.

(5) Indexes on a December 1993=100 base.

(6) Indexes on a December 1997=100 base.

- Data not available

NOTE: Index applies to a month as a whole, not to any specific date.

CALIFORNIA

Do local teachers earn enough? Search average pay for every district in the state

BY PHILLIP REESE

JANUARY 20, 2021 05:00 AM, UPDATED JANUARY 20, 2021 12:21 PM



The California State Teachers' Retirement System is the largest educator pension fund in America. CalSTRS is underfunded and paying down debt.
BY [DAVID CARACCIO](#) ■



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02:55 Powered by [Trinity Audio](#)

Average teacher pay in California public schools rose to \$84,531 last school year, an increase of 2.2% from the prior year, [new state data show](#).

Teacher pay was highest in Silicon Valley's Mountain View-Los Altos Union High school district, where teachers earned, on average, about \$139,100.

A quick way to adjust pay for cost of living is to calculate the difference between average teacher salary and the cost of the median-priced home. A teacher making \$139,100 in Mountain View would have a hard time buying the median-priced home in Santa Clara County, which costs about \$1,350,000, according to tracking firm [Zillow.com](https://www.zillow.com).

TOP ARTICLES



SKIP AD

By that same metric, the best-off teachers are in the small community of Tulelake in Modoc County, where average pay last year was \$74,800 and the median-priced home cost about \$135,000. The toughest place to be — by that metric — is the Jefferson Union High district in San Mateo County, where the average pay is \$73,900 but the median-priced home costs about \$1.4 million.

AVERAGE TEACHER PAY IN CALIFORNIA

Search in table

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District	Teachers	2018-19	2019-20	Takes _ Years' Pay To Buy Typical Home
Los Angeles Unified (Los Angeles)	23,670	\$78,962	\$78,721	9.2
San Diego City Unified (San Diego)	5,506	\$83,542	\$86,877	8.1
Fresno Unified (Fresno)	3,883	\$79,907	\$81,635	3.6
San Francisco Unified (San Francisco)	3,660	\$75,872	\$79,066	18.6
Long Beach Unified (Los Angeles)	3,302	\$94,044	\$94,264	7.6

More than a dozen very small districts in rural areas of California paid their teachers, on average, less than \$50,000 last school year. Among districts employing at least 100 teachers, the lowest average pay was about \$57,800 at Fort Bragg Unified. The median-priced home in surrounding Mendocino County sells for about \$440,000, according to Zillow.

Among the 15 school districts with the most teachers in the four-county Sacramento region, the highest average teacher pay last school year was about \$90,300 at Roseville Joint Union High. The lowest average pay was about \$71,000 at Davis Joint Unified.

The average teacher pay at Sacramento City Unified was about \$82,100 last school year, a big jump from the average pay of \$75,300 the prior year. (In a separate report, the state auditor [listed average pay in the district](#) in 2019-20 as \$91,250 and noted that the district paid more for health benefits than other local districts.)

It was about \$81,400 at Elk Grove Unified; \$77,500 at San Juan Unified; \$79,400 at Twin Rivers Unified and \$77,400 at Folsom-Cordova Unified.

Statewide, average teacher pay increased by about 14% between 2014-15 and 2019-20. By comparison, inflation rose about 9% during that time period.

Average teacher pay depends on a number of factors, not just the relative generosity or stinginess of a community's school board. Pay usually increases with seniority, so a district with a preponderance of veteran teachers would tend to pay more on average than a district with a lot of inexperienced teachers. Cost of living also plays a role, as districts located in expensive communities must pay more to attract talent.

Story updated at 11:15AM on 1/20/21 with information about Sacramento City Unified from a state auditor report.

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Hundreds of Sacramento City Unified School District teachers and supporters listen as a strike date is announced in November 2017. The strike was averted with a pay hike for teachers, but the district and many others across the California are struggling to pay for pensions. JOSE LUIS VILLEGAS *SACRAMENTO BEE FILE*

PHILLIP REESE

   916-321-1137

Phillip Reese is a data specialist at The Sacramento Bee and an assistant professor of journalism at Sacramento State. His journalism has won the George Polk and Worth Bingham awards, and he was a finalist for the 2014 Pulitzer Prize for Investigative Reporting.

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Bay Area residents flock to Sonoma County, boosting home prices to record high

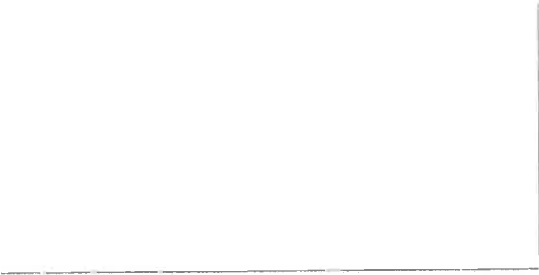


SLIDE 1 OF 4

From right, real estate agent Tammra Borrall shows off the backyard of an east Santa Rosa home to Patty and Mark Bowers and their agent, Ed Heinz, on Thursday, Aug. 20, 2020. (John Burgess / The Press Democrat)



ETHAN VARIAN
THE PRESS DEMOCRAT
September 4, 2020, 8:05AM Updated 1 hour ago



Homebuyers are fleeing dense Bay Area neighborhoods for Wine Country environs, heating up a local real estate market rapidly recovering from a pandemic-induced slowdown.

Untethered from the office, many urban residents are seeking additional living space and a more relaxed lifestyle since they're spending most of their time at home. North Bay home prices that are significantly cheaper than in other parts of the Bay Area also are a draw.

Local real estate agents say the demand is in large part driven by buyers from San Francisco, the East Bay, Silicon Valley and even the Central Coast. That's pushed Sonoma County's median existing home price up 10% in July from a year ago, to an all-time high of \$720,000, according to the most recent data from Compass real estate brokerage in Santa Rosa.

In February, the month before the coronavirus temporarily upended the real estate market, the median home price in the area was \$641,250. Despite the limited ability for in-person showings at the onset of the pandemic, county housing prices have made a steady monthly ascent driven by many buyers' freedom to work remotely.

In July, sales of single-family houses in the county soared 36% from the same time last year, according to Compass data. A total of 612 homes were sold, compared with 451 in July 2019.

"We always have the local market upsizing and downsizing, but the amount of people coming from the Bay Area has just skyrocketed," said Tammra Borrall, a real estate agent with Compass.

Borrall said her clients are seeking rural settings, sweeping views and what area agents agree is the most sought-after home feature this social distanced summer — a swimming pool.

She recently hosted around 40 showings at a \$1.2 million home on Occidental Road in Sebastopol that checked all of those boxes. Over half of the potential buyers for the house were from San Francisco.

After large Bay Area companies, including technology giants Facebook and Google, signaled in the spring and early summer that employees could continue working remotely even after the virus

eventually is under control, many in the real estate industry had expected the exodus into the region's suburbs including Sonoma and Napa counties.



"It's not a theory anymore, it's happening," Borrall said.

Megan Rhodes, 65, who works for a credit union in Capitola near Santa Cruz, recently paid about \$840,000 for a new 2,300-square-foot home in Windsor. She relocated north after her company allowed her to continue working indefinitely from home.

In Windsor, Rhodes found she was able to afford a larger home with a yard and a pool. But the main reason for the move was to be closer to her son and grandchildren, who also live in the town.

"As bad as COVID is, it's really provided an opportunity for people and families to be together and think about what this new normal is," she said.

During the early months of the pandemic, the county real estate market slowed in terms of sale transactions as residents were ordered to shelter at home. Sales rebounded in June after restrictions were loosened, and spiked even higher in July, according to the Compass data.

Rick Laws, a regional vice president at Compass, said the local luxury housing market was the first to see a dramatic increase in sales. Those properties continue to receive multiple bids from wealthy Bay Area residents willing to offer hundreds of thousand of dollars more than asking prices, he said.

Last month, a hilltop mansion in Sonoma sold to a San Francisco family for \$14.75 million, one of the most expensive home sales in Sonoma County history.

That demand has expanded to mid-priced homes, too, with transactions between \$500,000 to \$700,000 seeing strong growth, accounting for the highest number of sales of any price range in

July, according to the Compass data.

Laws said both local and out-of-area buyers in a variety of income levels are looking to upgrade to properties with home offices or more space for distance learning for families with children.

The challenge is that very few houses are now available to meet the surging demand, due in part to pandemic-related delays in construction and in prepping homes to come to market.

"It's kind of like musical chairs, all of the sudden the music changed, and everyone's looking for the next seat," Laws said.

Michele Wieser, 56, and her husband recently were able to buy a house under construction in Fountaingrove, on a plot where a home burned down in the 2017 Tubbs fire. Wieser grew up in Healdsburg and is returning to Sonoma County after 16 years living in Dublin in Alameda County.

Despite moving back to the North Bay, where there have been a series of devastating wildfires in recent years, she's not overly concerned about the threat.

Sonoma County Median Existing Home Prices In 2020

Despite the pandemic, local housing prices have steadily climbed each month since April to reach a record median price of \$720,000 in July.

January: \$667,000

February: \$641,250

March: \$678,910

April: \$659,000

May: \$674,495

June: \$707,300

July: \$720,000

Source: Compass real estate brokerage, Santa Rosa

MOST POPULAR

“We are
of the
thought
that
they’re
also
having
fires in
the East
Bay,”
Wieser
said. “So
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everywhere in California, and you can’t escape that.”

Local Realtors said that for some, buying a home in Sonoma County is a matter of trading one risk — the higher odds of catching the coronavirus in dense urban communities — for another with increased wildfire danger.

“People will compromise as long as they get the house that they want and insurance they need,” said Erika Rendino, a broker with RE/MAX Marketplace in Cotati.

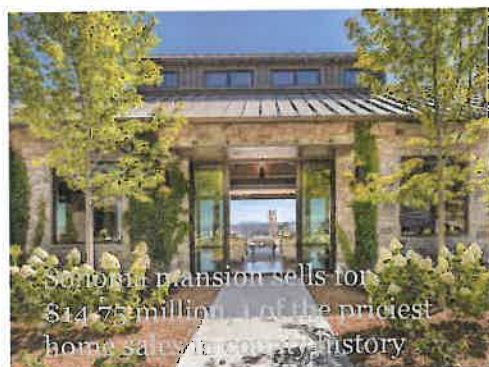
If new homebuyers continue to flock to the area, it could exacerbate what housing advocates and public officials regularly describe as a local affordable housing crisis.

“It’s definitely something that’s going to impact a variety of different low- and moderate-income households in the area,” said Robyn Van Ekelenburg, director of home ownership at the nonprofit Burbank Housing.

Ethan Brown, director of business development with the county’s Economic Development Board, also pointed to increasing pressures on the already limited housing stock. But he said an influx of Bay Area residents could provide a boost to the local economy, both by increasing consumer spending and possibly adding high-skilled tech workers to the county’s workforce.

“What remains to be seen is if they stay (with their current companies), or if they leave those firms and come to work for local firms,” Brown said.

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Rendino and her husband, David, who together work as a real estate team, said they have seen a number of area buyers purchasing second homes to use as their primary residences during the pandemic.

“We have Google buyers, and they’ve been told that they’ll work from home until July of next year,” David Rendino said. “If they have to go back, they’ll do some kind of (vacation rental service).”

Those plans could be complicated, though, by Sonoma County supervisors’ recent decision to impose a temporary cap on vacation rentals in most areas of the county outside of city limits.

With interest rates for mortgages remaining near historic lows, and a glut of backlogged properties still waiting to hit the housing market, the Rendinos expect the county’s homebuying trend to extend well into the fall.

In the longer term, David Rendino said he wouldn’t be surprised if homes in the area stay a hot commodity for years to come.

“My gut feeling is that there will be more advances in telecommuting, which will make Sonoma County an even more desirable place to live,” he said.

You can reach Staff Writer Ethan Varian at ethan.varian@pressdemocrat.com or 707-521-5412. On Twitter @ethanvarian

Santa Rosa ranks among the five least affordable cities for teachers to live in the US\



ELISSA CHUDWIN
THE PRESS DEMOCRAT
June 19, 2019, 1:31PM

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Santa Rosa is one of the nation's least affordable cities for teachers, according to a USA Today analysis.

The city was ranked the fifth least affordable in the U.S., with only Honolulu, San Francisco, San Jose and Santa Cruz being worse.

The analysis compared teachers' salaries to the cost of housing to determine affordability. USA Today used teachers' gross pay, before taxes, as reported by employers to the Bureau of Labor Statistics.

Financial experts typically recommend 30 percent or less of a salary is spent on housing. According to USA Today, mid-career teachers earn about \$74,630 annually, and 53 percent of that is used to afford median rent in Sonoma County.

The median rent of a two-bedroom apartment in Santa Rosa is \$1,970, according to an Apartmentlist.com report.

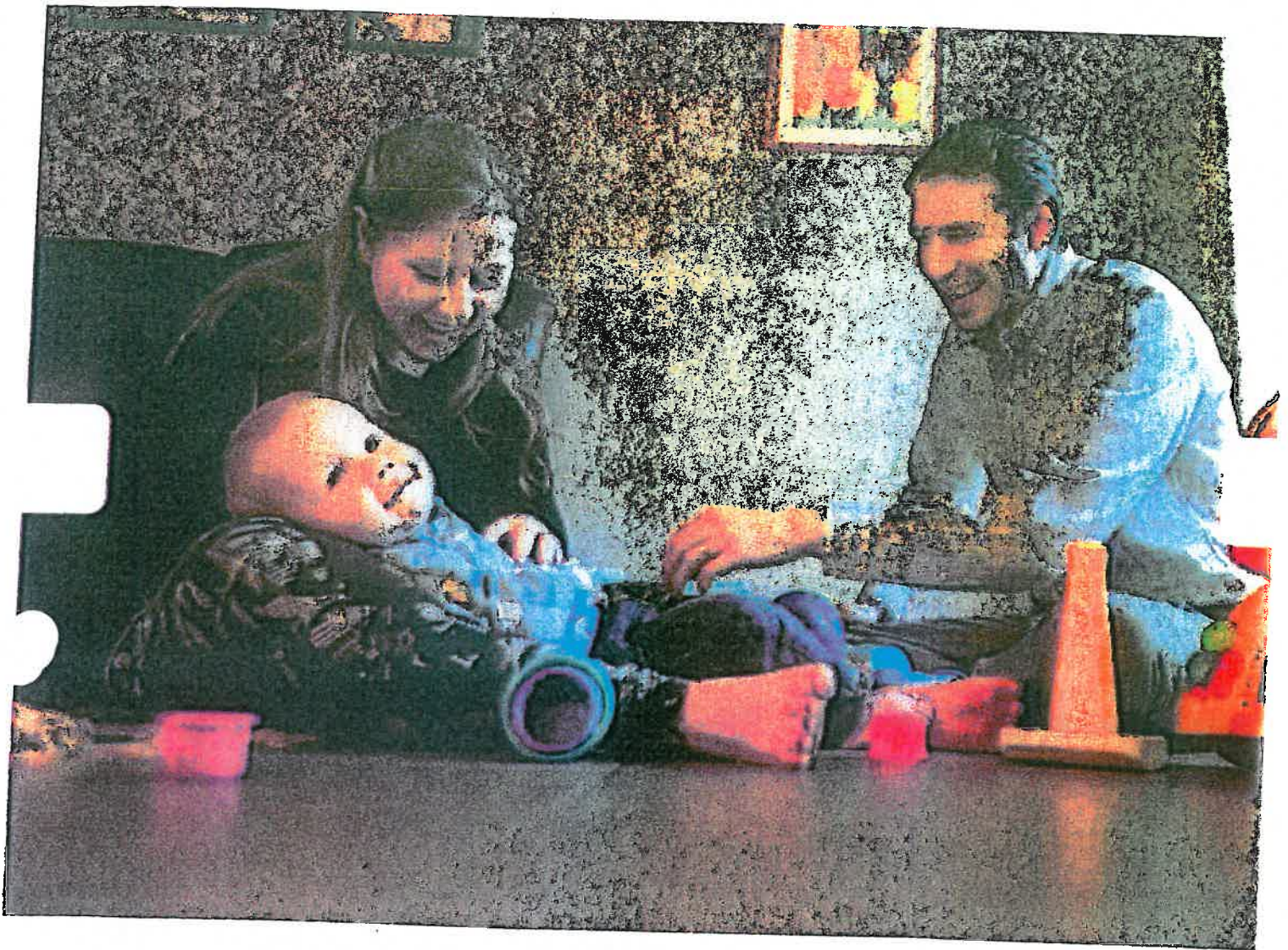
The average salary of a Santa Rosa City Schools teacher is \$72,738, according to the California Department of Education. That's almost \$8,000 less than the state average of \$80,680.

While teachers in Santa Rosa are making significantly less than their peers nationwide, the district's teachers will receive a 3-percent raise this July.

6/5/2019

Teachers share how they make it in Sonoma County with below-average pay, high housing costs

Teachers share how they make it in Sonoma County with below-average pay, high housing costs



SLIDE 1 OF 3

Santa Rosa High School teacher Nightsnow Vogt, right, and his wife, Melissa, play with their 13-month-old son, Camilo, in their Santa Rosa apartment on Tuesday, February 26, 2019. (Christopher Chung/ The Press Democrat)



SUSAN MINICHELLO
THE PRESS DEMOCRAT March 8, 2019

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Nightsnow Vogt had a little slice of the American dream last year. He lived with his wife and baby son in a three- bedroom home just three blocks from Santa Rosa High School, where he teaches history and government. His family raised chickens and had a garden.

But their monthly rent was \$2,300 — nearly two-thirds of Vogt's monthly take-home pay of \$3,759. When his landlord proposed raising the rent, they moved out in January and downgraded to a two-bedroom, 800-square-foot apartment for \$1,800.

"That was the straw that broke the camel's back. We were already scraping by," Vogt said. "To me, the move was a very visceral way of understanding inflation and what happens when you're not getting compensated adequately."

Santa Rosa and several other school districts around Sonoma County are in the process of negotiating new contracts with their teachers. The process has become more tense and aggressive this year. Emboldened by strikes in other cities in California and across the country, local teachers are demanding pay raises that would push up their salaries closer to the state average.

The average teacher salary in Sonoma County is \$68,998, according to a 2017-18 California Department of Education report based on data from 32 of the county's 40 districts. The figure is 14 percent below the state average teacher salary of \$80,680, according to the same report.

Housing, however, costs more in Sonoma County than many other parts of California. The median-priced home in Sonoma County cost \$650,000 in January, 20 percent more than the statewide median of \$538,690, according to the California Association of Realtors.

Union leaders say teacher retention is a major issue. About 40 percent of the Santa Rosa teachers union have been there less than five years, according to Will Lyon, union president.

District leaders say there isn't enough money to pay teachers more since the state doesn't adequately fund districts.

"I think we have the added pressure here of cost of living. It's just expensive to live here," Santa Rosa Superintendent Diann Kitamura said at a Press Democrat editorial board meeting last month.

The district is also under pressure from declining enrollment and increased pension costs. It has cut \$12 million over the last three years to correct a deficit in its budget, district officials noted this week.

Teachers in the area struggle to make ends meet between the high housing costs, student loan payments and for some, exorbitant child care costs. Some leave, and those who remain say they consider leaving.

And the strikes in Oklahoma, Arizona, West Virginia, Denver, Los Angeles and most recently, in nearby Oakland, have stirred interest for some. The Santa Rosa teachers union plans to meet later this month to discuss preparations for a possible strike, according to the union's newsletter.

"I think the general attitude is that teachers don't want to strike, but we're also getting our back pushed against the wall," Vogt said.

His grandfather and parents were teachers, and he felt that the teaching profession was in his blood.

No one really wants to go into this for the pay. On the other hand you don't want to go into a profession to struggle and be near poverty," said Vogt, who is also a site representative for the Santa Rosa teachers union.

Others in his district worry about health insurance. Holly Cumble teaches first grade at Brook Hill Elementary in Santa Rosa. For the last five years, she's lived with her husband and young daughter in a two-bedroom, 800-square-foot

apartment for \$1,387 — below market rate.

Mysterious animal caught on camera walking up to Cotati home

Tip leads authorities to suspected west county trail flasher

"We have no space, we have no storage. I hate it but I feel like I don't have any options," she said.

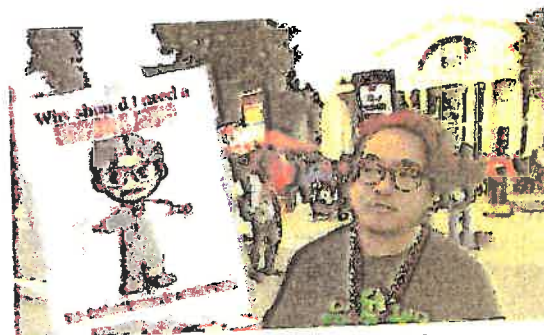
She spends \$900 each month on preschool, and she has \$90,000 in student loan debt after obtaining a master's degree. Her monthly take-home pay is \$3,600.

The district contributes \$530 each month toward her health care benefits, but it's not enough to cover her family. Her daughter has health insurance through the Covered California marketplace, and her husband, who works in construction, remains uninsured.

Her husband's back pain has recently gotten worse and she has a baby on the way. The stress of health coverage weighs heavily on her.

"I've been a wreck these last two weeks. I literally broke down and started crying in the middle of lunch the other day because it's so bad," she said.

RELATED STORIES





Vogt and Cumbie both say they've had discussions with their families about leaving the area as they become "economic refugees" as Vogt put it.

"I love my school so much. I love my colleagues. To leave would be extremely difficult," Cumbie said. "We deserve more respect. We shouldn't have to be struggling. We should be able to buy a home."

The Santa Rosa district will continue negotiations on class size and compensation on March 27.

Below-average wages led Dayla Greenfield to attend a #RedforEd rally last month by west county teachers, who adopted the social media hashtag used by teacher unions across the country. Greenfield teaches at SunRidge Charter School, a public Waldorf school in the Twin Hills district in Sebastopol. She's a single parent to two teenagers, and they live in a studio cottage she rents from her parents for \$1,550 a month — a steal, she says. Her monthly take-home pay is \$3,336, and her household income qualifies her kids to be on public assistance for their health care.

"I simply don't make what it costs to live here. I have to think every day if I can pinch the pennies," Greenfield said. "I don't anticipate being able to stay here."

Her kids, ages 16 and 17, work about 12 hours a week packaging products for a local soap company. In recent months she's borrowed from her children to meet monthly household bills.

"They're good kids and kind people and they recognize it's not due to waste and fiscal responsibility, it's due to the situation," she said.

You can reach Staff Writer Susan Minichiello at 707-521-5216 or susan.minichiello@pressdemocrat.com. On Twitter @susanmini.

6/5/2019

Map shows where CA teachers struggle most to pay rent, mortgage | The Sacramento Bee



These are some of the issues behind California's housing crisis

California's housing crisis is due in large part to a lack of supply particularly when it comes to affordable housing, and it is hitting income individuals the hardest. BY **MICHELLE INEZ SIMON**

EDUCATION

See where California teachers have the toughest time paying rent, mortgage

BY **PHILLIP REESE**

FEBRUARY 23, 2019 02:00 AM, UPDATED FEBRUARY 26, 2019 02:08 PM



Plus get



These are some of the issues behind California's housing crisis

California's housing crisis is due in large part to a lack of supply, particularly when it comes to affordable housing, and it is hitting low-income individuals the hardest. BY **MICHELLE INEZ SIMON**

In San Mateo County, for example, the median home value is about \$1.35 million, according to real estate tracking firm Zillow.com. With 20 percent down on a 30-year mortgage, monthly payments on that home would be around \$6,900, or about \$82,000 a year, including taxes and insurance. The average teacher salary in San Mateo County is \$86,000, and that's before taxes are deducted.

In 15 California counties, all of them along or near the coast, mortgage payments on a typical home would consume more than 45 percent of the average salary for a teacher in the county.

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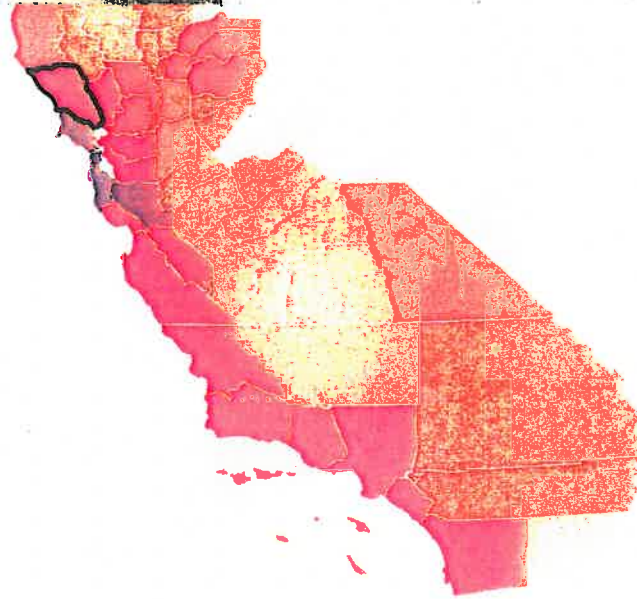
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These are some of the issues behind California's housing crisis

California's housing crisis is due in large part to a lack of supply, particularly when it comes to affordable housing, and it is hitting low-income individuals the hardest. BY **MICHELLE INEZ SIMON**



60%

80%

100%

Assumptions: 20 percent down payment; 30-year mortgage at 4.15 interest rate; annual property taxes and insurance equivalent to 1.45 percent of home value. Counties in gray have incomplete data.

Map: Phillip Reese • Source: Zillow, California Department of Education • [Get the data](#)

It doesn't get much better for teachers choosing to rent.

In San Francisco County, the median rent for a two-bedroom unit is about \$4,300 a month, or \$51,000 a year, according to Zillow. The average teacher salary in San Francisco is about \$73,000.

In four California counties, all of them in the Bay Area, two-bedroom rental would take more than 45 percent of the average salary for a teacher in the county.



These are some of the issues behind California's housing crisis

California's housing crisis is due in large part to a lack of supply, particularly when it comes to affordable housing, and it is hitting income individuals the hardest. BY **MICHELLE INEZ SIMON**



40%
50%
60%
70%

Map: Phillip Reese • Source: Zillow, California Department of Education • [Get the data](#)

Many financial planners recommend that individuals spend no more than 30 percent of their total income on housing.

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FEBRUARY 25, 2019 02:40 AM



PHILLIP REESE



916-321-1137

Phillip Reese is a data specialist at The Sacramento Bee and an assistant professor of journalism at Sacramento

More affordable housing on the way for Sonoma County



Mary and Patrick Carter were able to afford their Petaluma home, in 2008, through the Housing Land Trust of Sonoma County. (Christopher Chung/ The Press Democrat)



CHRISTI WARREN
THE PRESS DEMOCRAT January 3, 2017

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In 2008, the Carter family was facing the same struggle so many others in Sonoma County do:
ing to find affordable housing in one of the least affordable counties in the state.

For Mary Carter, now 39 and an elementary school teacher, and her husband, Patrick Carter, now 37 and executive director of the Sonoma County Waste Management Agency, the odds of them

being able to live in the county in which they worked seemed impossible. She was just starting her career as a teacher, he was working as a waste management specialist for the county and they were expecting baby No. 1, James.

It stepped the Housing Land Trust of Sonoma County, which aims to provide affordable homes to Sonoma County's working class.

"We got in, and we felt like it was a miracle," Mary Carter said.

Now a family of four, the Carters live in a two-story home on Petaluma's southeast side, with three bedrooms, two-and-a-half bathrooms and a garden out back that boasts baby orange and apple trees.

"We're never leaving," she said.

The Land Trust plans to build an additional 25 homes for low- and middle-income families. By the end of 2018, said Dev Goetschius, executive director for the Land Trust, she hopes to add about 80 new homes to its current stable of 52.

With Sonoma County recently ranked the fourth least-affordable county in the state for teachers — only 0.5 percent of homes are within reach, based on average salary and median home price — the Housing Land Trust's impending expansion is even more important.

Each home sold by the Land Trust is priced to be purchased by people who make up to 100 percent of the county's median income level — currently about \$82,600 for a family of four.

As median income levels in Sonoma County increase, so too is the resale value of a Land Trust home allowed to increase, allowing the family who purchased it to gain equity in its investment.

For example, said Goetschius, if a family makes 80 percent of the median household income in Sonoma County it could qualify for a \$250,000 home.

If the median income increases, the cost of the home would increase at a steady rate to match it, but that home would still be sold to families making 80 percent of the county's median income.

So far, 67 families have lived in those 52 homes, with six new homes coming up for sale in 2017.

According to the analysis by real estate brokerage firm Redfin, only San Mateo, Santa Clara and San Francisco counties are less affordable for teachers than Sonoma County, where the median

home price has climbed by more than 80 percent from \$318,000 in December 2011 to \$575,000 in November 2016.

State Sen. Mark Leno, D-San Francisco, authored a bill that went into effect on Jan. 1 authorizing school districts with unused land to use federal tax credits to build affordable housing for their workforce.

As a result, Sonoma County Superintendent of Schools Steve Herrington said Santa Rosa City Schools will head into the funding stage for its long-awaited Fir Ridge Drive project, which aims to create between 36 and 40 low- to middle-income homes for teachers on the district's unused 6-acre Fountaingrove property.

In the meantime, the Sonoma County Office of Education is encouraging teachers to get involved with the Sonoma County Land Trust, especially those new to the county.

"It's important that teachers live in the communities in which they work and become vested constituents, that they know the makeup and the demographics of their community," Herrington said. "If a teacher has to commute a great distance, they're not going to be engaged with after-school events and in their communities."

SCOE is doing a presentation for new teachers in Jan. 10 about the housing available through the Housing Land Trust, he said.

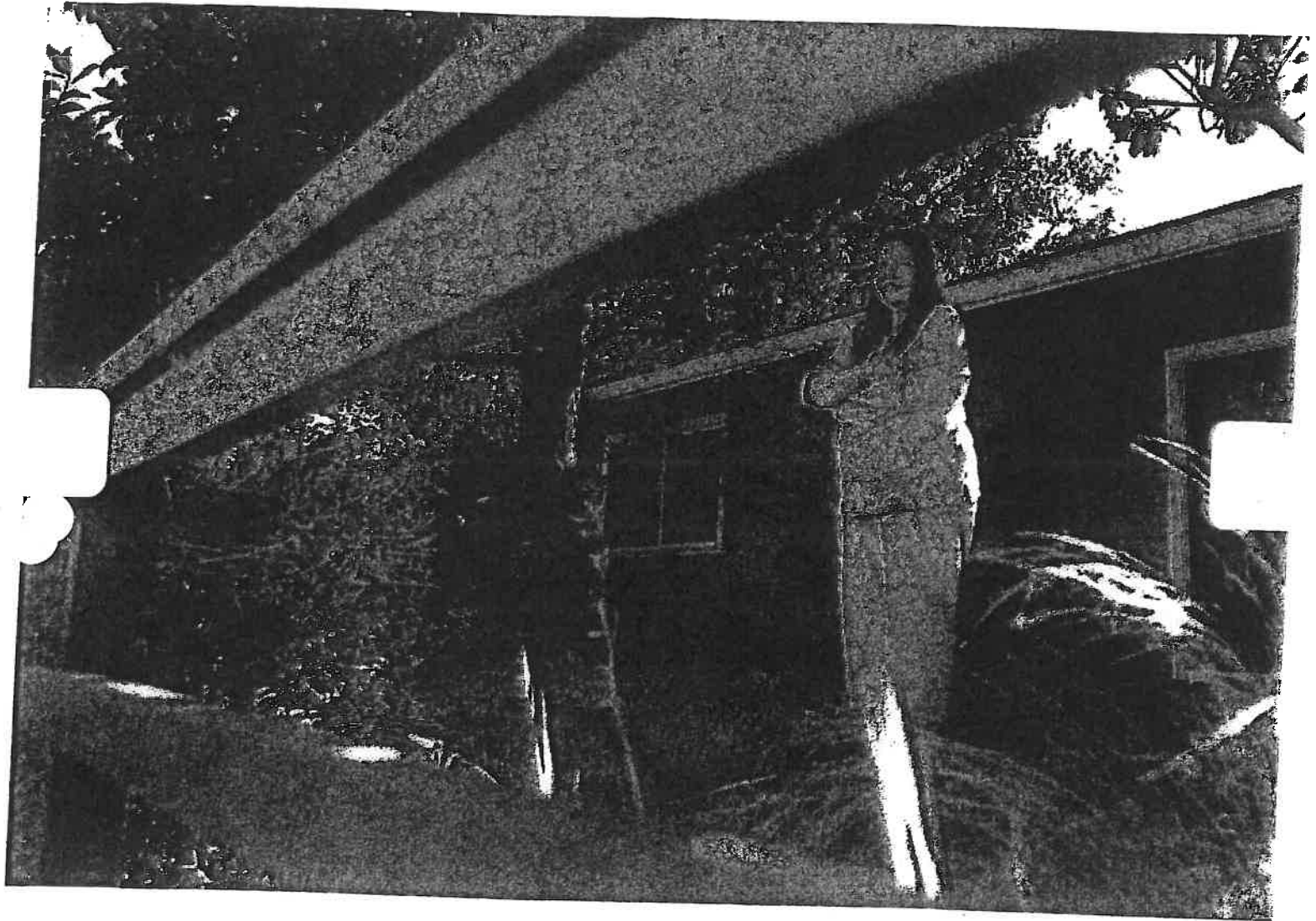
"It's to our benefit that we have such an available situation," Herrington said. "And teachers should exercise that option."

5/16/2019

For teachers, Sonoma County houses 4th least-affordable in state

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For teachers, Sonoma County houses 4th least-affordable in state



SLIDE 1 OF 3

Bev Barron, a music teacher at Steele Lane and Brook Hill elementary schools, was able to find a home that she could afford in January of this year, in Santa Rosa, after an exhaustive search. A new study shows that only .5 percent of homes in Sonoma County are affordable for teachers, based on average salary and median home price. (Christopher Chung/ The Press Democrat)



CHRISTI WARREN

THE PRESS DEMOCRAT | September 29, 2016

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It took Santa Rosa teacher Bev Barron more than 60 house tours, seven bids and almost two months of searching for a house every day before she stumbled upon one she could afford.

The two-bedroom, one-bath ranch-style home in Santa Rosa cost \$425,000. Her mortgage payments eat up more than half of her monthly paycheck. She's "broke all the time," but it's worth it, said the 61-year-old Brook Hill Elementary School music teacher.

"In each case I got outbid, or people would come in with trunks full of cash," she said. "A lot of these people were coming in from San Francisco and looking for properties to flip."

Faced with having to leave her Junior College-area rental in January, and after months of searching for a home to no avail, she was looking at homelessness.

"I didn't know what I was going to do," she said.

Her story is all too frequent among educators in Sonoma County, where only 0.5 percent of homes are affordable for teachers, based on average salary and median home price, a new report from real estate firm Redfin.com shows. Only three counties in the state are less affordable: San Mateo, Santa Clara and San Francisco.

In Sonoma County, the median price of homes has climbed by more than 50 percent in the past four years, from \$385,000 in August 2012 to \$590,000 this August.

Meanwhile, the average teacher salary in the county has only risen by about 6 percent, according to the U.S. Department of Labor's Bureau of Labor Statistics. So while Sonoma County teachers are making more money now than they were four years ago, it's not been enough to keep up with the increasing cost of housing.

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5/16/2019

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Teacher shortage? Not in
Sonoma County

Redfin.com, which describes itself on its website as a "customer-first real estate brokerage," measured affordability based on 30 percent of teachers' gross income, which means that in Sonoma County, a teacher making \$64,800 — the average salary for teachers here — could afford a monthly mortgage payment on a \$250,000 two-bed, one-bath, 680-square-foot house with 10 percent down, the report said.

In the state's 31 most populous counties, based on average teacher salary, 17 percent of homes sale are affordable, the report said.

It's an issue Santa Rosa school officials have grappled with for years, including reviving the district's Fir Ridge Drive project to create between 36 and 40 low- and moderate-income

condominiums for district teachers on a 6-acre Fountaingrove property. Requests for proposals from housing firms familiar with affordable housing laws were due July 5.

The passage Tuesday of Senate Bill 1413 by Gov. Jerry Brown will make it easier for school districts like SRCS to create housing on district-owned property for teachers and staff, while still accessing federal affordable housing tax credits.

Steve Herrington, superintendent of the Sonoma County Office of Education, said many teachers in the county are forced to commute from Mendocino, Solano and Lake counties because they can't afford to live where they work.

"You'd like to have a relationship with the families, with the community (where you teach)," he said.

Sonoma County teachers have long struggled to afford to live where they teach — in 2012, only 6.4 percent of homes were affordable.

Santa Rosa City Schools teachers who come in with a teaching credential and zero experience are paid about \$55,000 a year, said Jason Lea, the district's assistant superintendent of human resources.

Barron never thought she would see the day when she could afford to be a homeowner in Sonoma County. She was able to make a down payment of about \$14,000.

"As a first-time home buyer I was able to get away with a very low down payment," she said. "The house is amazing. It's tiny. It's 825 square feet. ... There is travertine tile throughout the living room and kitchen. It's got a gorgeous fireplace with a mantle.

"... I mean, this is the nicest place I've ever lived. It's like a fairy tale."

You can reach Staff Writer Christi Warren at 707-521-5205 or on Twitter @SeaWarren.

Of all homes for sale in California's most populous counties, only 17 percent are affordable on the average California teacher salary of \$73,536. Just six years ago, nearly 30 percent of all homes were in reach. This list shows the percentage of homes affordable to teachers in some of the state's 31 most populous counties.

1. San Mateo 0.0%

2. Santa Clara 0.0%

3. San Francisco 0.2%
4. Sonoma 0.5%
5. Santa Cruz 0.7%
9. Napa 2.2%
10. Marin 2.6%
20. Solano 11.7%
24. Sacramento 31.7%
31. Merced 60.0%

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When You Retire, Avoid These States At All Costs [✕](#)

By MoneyWise

Whether it's the exorbitant cost of living, high crime rates, poor healthcare options or even just the weather, we took all these things into consideration when determining the worst states

to...

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6/5/2019

Sonoma is the 10th least affordable county in the nation for buying a home

Sonoma is the 10th least affordable county in the nation for buying a home



SLIDE 1 OF 22

Home prices are quickly outpacing salaries in many counties in the U.S. Here are RealtyTrac's the top 20 least affordable counties to buy a home, measured by average home cost and median income. Can you guess which counties made the list? 10. Sonoma County, CA- Median home cost, \$530,000. Percent of average wages to buy 82.1%.



ROBERT DIGITALE
THE PRESS DEMOCRAT July 1, 2016

[allow this story](#)

The issue has been around at least two decades, but Sonoma County has once more been tagged as one of the least affordable places in the country to buy a home.

And no one here seems surprised.

The newest ranking, from national housing data firm RealtyTrac, named Sonoma the 10th least affordable county in the nation for home purchases. RealtyTrac this week reported that it would take a whopping 82 percent of the average county resident's salary to make the monthly payment required for a median-priced home here.

The Bay Area and surrounding counties were well represented near the top of the list. Marin County ranked second, with Santa Cruz, third; San Francisco, fourth; Napa, seventh; San Mateo, 11th; Alameda, 14th; and Santa Clara, 22nd. In all, California held 18 of the top 25 spots, though the number one ranking belonged to Brooklyn, N.Y.

The study looked at 417 counties with a combined population of nearly 210 million.

Highlighting the relationship between wages and housing costs here failed to arouse much surprise.

"This is not new news for families that have been living through this housing crisis for the last five years," said Daven Cardenas, co-director of the North Bay Organizing Project, a local group that has been pushing for rent control and other tenant protections. "This is truly becoming a playground for the rich."

Keith Woods, chief executive officer at the North Coast Builders Exchange, a Santa Rosa trade group, said the "rich" moniker missed the mark. Most of the county's homeowners don't exactly qualify as wealthy, he said, even if they have seen their home values jump significantly over the decades.

But Woods offered his own ear-catching label to describe what the lack of new home construction is making the Bay Area. "The world's largest gated community," he called it, referring to how difficult it is to afford to enter this housing market. "That's what the area has become."

He said officials must find creative ways to provide more housing, especially for the millennial generation. Otherwise, "they're going to go elsewhere, and we're going to regret it."

No one can say they didn't see this coming.

The issue of affordability here has been around for years. Even in 1995, the National Association of Home Builders ranked Sonoma as the fifth least affordable county, based upon the proportion of homes that could be bought by a median-income household. California has long been a more expensive place to live than much of the rest of the country. Woods suggested living here comes with a "sunshine tax."

It may be small comfort, but California Association of Realtors economist Jordan Levine said the county today appears more affordable than it was during the height of the housing bubble.

In mid-2006, it took 92 percent of county median household income — a different measure than RealtyTrac's average salary — to make the median house payment, Levine said. Today that number is 51 percent, slightly below the historical average of about 55 percent.

But both the county and the state are feeling the effects of "chronic under-building," Levine said. Since the housing market tumbled a decade ago, county home construction has fallen to less than a quarter of the historic average.

As the
economy

Supervisors balk at sheriff's plan to open male-only Bohemian Grove

Mysterious animal caught on camera walking up to Cotati home

Police: Driver ran over Ukiah man on purpose after comment to girlfriend

improved, strong demand and limited supply caused both home prices and rents to climb.

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6/5/2019

Sonoma is the 10th least affordable county in the nation for buying a home

The county's median home price in May had risen 64 percent in five years to \$580,500. Meanwhile, in the five years ending in March, the average county apartment rent has climbed 45 percent to \$1,746. Sonoma State University economics professor Robert Eylersaid he expects wages "to catch up a little bit" in response to the rising cost of housing. Even so, he added, "I do not see the affordability issue softening any time soon."

Sonoma County Supervisor Shirlee Zane, who backs more affordable housing, said the issue "should be the top concern for policy makers."

Building more such housing units will require local officials to "seize every opportunity," Zane said. Places in Santa Rosa with strong potential for such projects include the county's former hospital property on Chanate Road, the old Water Agency land on West College Avenue, and the land held by Sonoma-Marin Area Rail Transit near Railroad Square.

Policy makers may face opposition from "xenophobic" residents fearful of what such new projects will mean for their neighborhoods, Zane said. Those officials must explain that the projects will house school teachers, firefighters, service workers and "those who wait on us" in stores and restaurants.

'Have some courage and stand up and do the right thing," Zane pleaded.

You can reach Staff Writer Robert Digitale at 521-5285 or robert.digitale@pressdemocrat.com. On Twitter @rdigit.

F6

The overall compensation presently received by the employees, including direct wage compensation, vacations, holidays, and other excused time, insurance and pensions, medical and hospitalization benefits; the continuity and stability of employment; and all other benefits received

(6) Union's Proposals are Necessary as Overall Compensation is Not Comparable (Fair).



- Twin Hills Average District Healthcare Contribution significantly below statewide average maximum healthcare contribution.

2019-20	HEALTHCARE MAX. AVG.
CALIFORNIA	\$15,914 \$17,449 w/Dental & Vision
THUSD	\$8,712 \$10,213 w/Dental & Vision

Type of Benefit	Statewide Elem. Avg. Maximum	THUSD Maximum
Max Medical	\$15,914	\$8,712
Max Dental	\$1,311	\$1,380
Max Vision	\$224	\$121.20
Max Life	\$62	\$0
Max Other	\$874	?

Maximum Statewide Elementary Average H&W Benefits

COMPARATIVE ANALYSIS OF CERTIFICATED SALARIES AND BENEFITS, 2019-20 MAXIMUM DISTRICT CONTRIBUTION TO HEALTH AND WELFARE BENEFITS

Table 10

DISTRICT NAME	RANK	MAXIMUM MEDICAL CONTRIBUTION (FAMILY OR COMPOSITE)	MAXIMUM DENTAL CONTRIBUTION (IF ANY)	MAXIMUM VISION CONTRIBUTION (IF ANY)	MAXIMUM LIFE CONTRIBUTION (IF ANY)	MAXIMUM OTHER CONTRIBUTION (IF ANY)	CAFETERIA AMOUNT (IF ANY)
OAK GROVE UNION ELEMENTARY	1	27,372	1,572	0	0	0	0
ROSELAND ELEMENTARY	2	23,692	1,242	105	0	0	0
HARMONY UNION ELEMENTARY	3	21,373	0	0	0	0	0
WRIGHT ELEMENTARY	4	19,188	2,018	314	0	0	0
STATEWIDE ELEMENTARY AVERAGE	5	18,914	1,311	224	62	874	0
REGION 01 ELEMENTARY AVERAGE	6	14,470	1,371	210	35	233	0
COMPARATIVE GROUP AVERAGE	7	12,612	995	117	8	0	1,188
SEBASTOPOL UNION ELEMENTARY	8	11,628	1,524	278	50	0	0
MARK WEST UNION ELEMENTARY	9	11,352	0	0	0	0	11,352
WEST SIDE UNION ELEMENTARY	10	11,310	1,872	157	0	0	0
FORESTVILLE UNION ELEMENTARY	11	10,800	1,080	240	38	0	0
RINCON VALLEY UNION ELEMENTARY	12	9,516	722	157	18	0	0
BENNETT VALLEY UNION ELEMENTARY	13	9,216	2,800	0	0	0	0
TWIN HILLS UNION ELEMENTARY	14	8,712	1,380	121	0	0	0
WAUGH ELEMENTARY	15	8,424	0	0	0	0	0
TWO ROCK UNION ELEMENTARY	16	8,000	1,660	414	0	0	0
BELLEVUE UNION ELEMENTARY	17	0	0	0	0	0	0
HORICON ELEMENTARY	18	0	0	350	0	0	0

Type of Benefit	Statewide Elem. Avg. Maximum
Max Medical	\$15,914
Max Dental	\$1,311
Max Vision	\$224
Max Life	\$62
Max Other	\$874

Maximum district contributions for health benefits may be potentially over- or understated. Although the J-90 form did ask the districts if there is a maximum contribution, the districts may not have considered this issue in their responses.

Maximum contributions to "Other" benefits are not additive and, therefore, this table reflects only one maximum contribution for this category of benefits.

F7

Any other facts, not confined to those specified in paragraphs (1) to (6), inclusive, which are normally or traditionally taken into consideration in making the findings and recommendations

(7) Any other facts, not confined to those specified in (1) to (6).



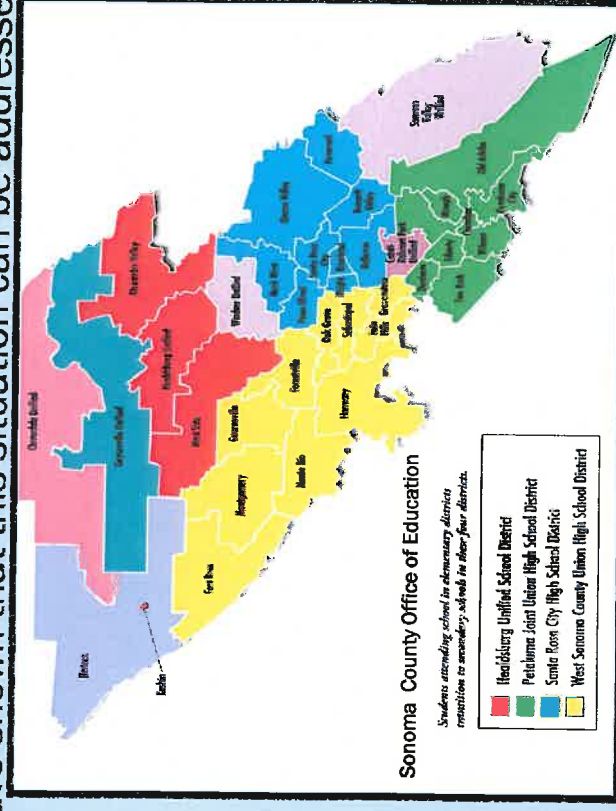
- Teachers (Mostly Women) are underpaid compared to our peers and other professionals.
 - *Teachers Are Paid Almost 20 Percent Less Than Similar Professionals, Analysis Finds* by Madeline Will on September 5, 2018, Education Week
 - *The teacher weekly wage penalty hit 21.4 percent in 2018, a record high, Trends in the teacher wage and compensation penalties through 2018* by Sylvia Allegretto and Lawrence Mishel, April 24, 2019, Economic Policy Institute Report
- Governor's Budget will decrease employer contributions to CalSTRS and CalPERS. Districts can redirect local district funds to teacher salaries and benefits to gain ground. These funds should already be budgeted. School Services has already changed their Financial Projection Dashboard which many districts rely on for their budgets.
- Districts do not pay into Social Security for teachers. Off schedule bonus pay is not eligible to be counted as earnings for retirement pension purposes and so negatively impact teachers and their life long earnings and retirement income.
- "How we treat our teachers [mostly women] is a reflection of how we treat our children." Rev. Dr. Arthur Cribbs Jr.

(7) Any other facts, not confined to those specified in (1) to (6).



Sonoma COE - 3 year deal of 4.5%, 4.5%, 3% with excellent healthcare intact.
 Mark West - 2 year deal of 5%, COLA or minimum of 2.5% plus \$1,800 increase to healthcare over the 2 years.
 Santa Rosa - 2 year deal of 3%, 4% plus significant healthcare increases.
 Piner-Olivet - 1 year deal of \$3,000 added to each cell on the salary schedule plus a \$2,000 bonus plus significant healthcare increases.
 Oak Grove - 3 year deal of 5%, 5%, 3% with good healthcare.
 Gravenstein - 3 year deal of 5%, 4% after every cell on the salary schedule goes up \$1,500 (roughly 6%), 3% with significant healthcare increases.
 Sebastopol - 2 year deal of 5%, 4%.
 Twin Hills - 2 year deal of 5%, 4.5%.
 Forestville - 3 year deal of 5%, 5%, 3% with significant healthcare increases.
 Harmony - 3 year deal of 4%, 4%, 4%.
 Wilmar - 3 year deal of 5%, 4.5%, 3.5% with significant healthcare increases.
 West Sonoma County - 3 year deal of 4%, 4% and 4% with excellent healthcare intact. Third year dependent on parcel tax. Nothing lost/changes if it parcel tax does not pass.
 Belvedere - 2 year deal of 4%, 4% plus significant healthcare increases.
 Old Adobe - 1 year deal of 5% and looking at CalPERS Health as an option.
 Dunham - 2 year deal of 4% & 4%.
 Mark West - 3 year deal of 7%, 5% and Cost of Living plus increasing district healthcare contribution to \$13,582 and more counselors.
 Piner-Olivet - 3 year deal of 5%, 5% and 5% plus significant increases to healthcare contribution, agreement to look at CalPERS, district paid disability benefits, etc.
 Kenwood - 1 year deal with 7% wage increase.
 Healdsburg - 1 year deal of equal to 6.5% across the board increase.
 Cinnabar - 1 year deal with a 6% wage increase and increased the district's healthcare contribution by \$2,400/year for 2020-21.
 Roseland - 1 year deal with a 2.5% raise and raising all post-2017 hires to fully employer paid family healthcare for 2020-21.
 Sonoma Valley - 1 year deal with a 5% wage increase for 2020-21 plus the elimination of all five of the remaining steps on the salary schedule that do not increase, more prep time for TK-3 teachers, increased vision coverage, etc.
 Rincon Valley - 1 year deal with a 5% wage increase....
 Geyerville - 1 year deal with a 5% wage increase plus elimination of steps plus significant increases to steps 16-24.
 Sebastopol - 2 year deal with a 6% wage increase for 2020-21 and 5% for 2021-22 plus district healthcare contribution increase to statewide average.
 Rohnert Park-Cotati - 2 year deal with a 1.84% wage increase for 2019-20 retroactive to July 1, 2019 and a 2% wage increase for 2020-21 retroactive to July 1, 2020.
 West Side - 3 year deal with a 3.5% wage increase for 2020-21, 5% for 2021-22, and 4.5% for 2022-23 plus significant healthcare increases.
 Roseland - 1 year deal with 5% wage increases for 2021-22 and the elimination of a 2-tier healthcare system, etc.
 Belvedere - 3 year union contract - 5% for 20-21, 4% for 21-22, and COLA or 2% whichever is greater for 22-23; \$2000 on medical as of 7-1-21 & \$1000 more on medical as of 7-1-22
 Kenwood - 1 year deal of 4% wage increase plus a 2% bonus.

Since June 2018, many other neighboring districts have shown that this situation can be addressed:



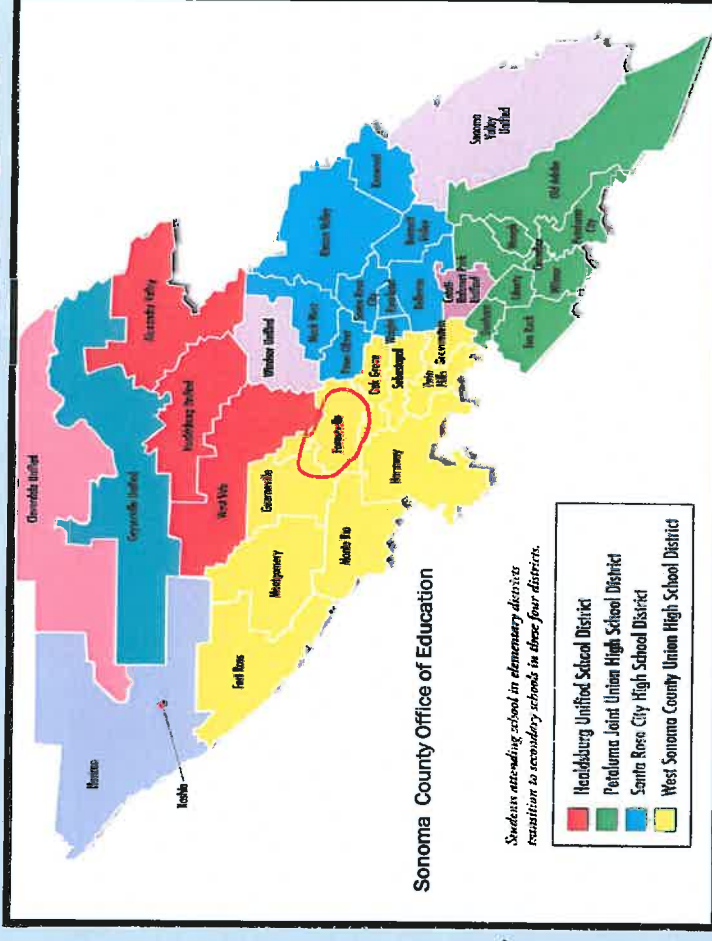
(7) Any other facts, not confined to those specified in (1) to (6).

On July 10, 2019, the neutral Fact Finder in neighboring Forestville has already determined that:

- The local high cost of living is a serious problem for teachers and the Forestville teachers' wages and healthcare do not compare favorably in the county, region or the state.

- Fact Finder Quote:

■ "It is my conclusion that the Association points out that the District, based on its record for the last five years, has the ability to pay a series of pay increases. The REU for the District has consistently risen and has been greater than the interim budget projections...It is my conclusion that the District's comparison of Forestville's teachers' compensation with small school districts in Sonoma may be overly restrictive. An elementary school teacher looking for work could compare salary and benefits at larger school districts and would likely expand that search to nearby counties. However, regardless of the nature of comparison, **Forestville teachers and teachers in Sonoma County are underpaid, especially in comparison with the real cost of living in those areas.** In addition, increases in health benefit contributions in recent years provided by the District, while helpful, may not address a teacher's living situation, as such increases often merely help pay the higher cost of health insurance."



(7) Any other facts, not confined to those specified in (1) to (6).



No need to change Article 4 – Arbitration/Grievance Procedures language. Simply put, it has not been an issue and the district has not provided a justifiable reason to change it.

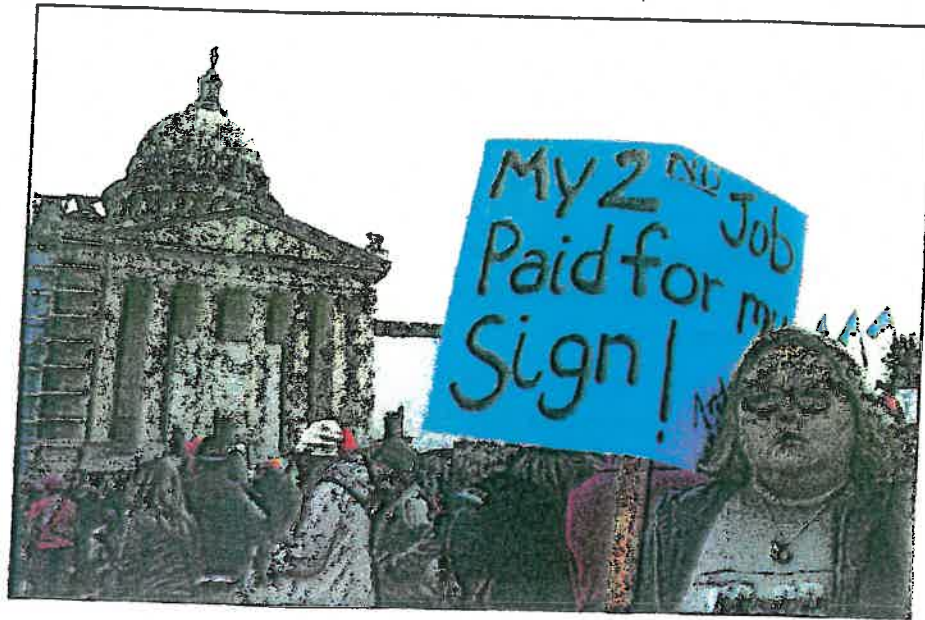
6/5/2019

Teachers Are Paid Almost 20 Percent Less Than Similar Professionals, Analysis Finds - Teacher Beat - Education Week

Education Week's blogs > Teacher Beat

Teachers Are Paid Almost 20 Percent Less Than Similar Professionals, Analysis Finds

Headline Will on September 5, 2018 4:33 PM



The wage gap between teachers and comparable professionals has grown over time, with teachers now earning 18.7 percent less than other college-educated workers, according to a new analysis.

A new paper published by the Economic Policy Institute, a nonpartisan think tank supported by labor unions, found that the "teacher wage penalty" has increased significantly—teachers earned just 1.8 percent less than comparable workers in 1994. And although teachers do receive benefits packages than their college-educated peers, those benefits only mitigate part of the gap: Including benefits, teachers face an 11 percent compensation penalty.

See also: [Teacher Pay: How Salaries, Pensions, and Benefits Work in Schools](#)

These findings might explain why a new majority of Americans would not want their child to become a teacher. Low pay was also a major factor driving the widescale teacher strikes and protests in Arizona, Colorado, Kentucky, North Carolina, Oklahoma, and West Virginia last spring.

Four of the states with teacher activism had the largest wage penalties in the country—Arizona had a 36.4 percent wage gap between teachers and similarly educated professionals, North Carolina's gap stood at 35.5 percent, Oklahoma's at 35.4 percent, and Colorado's at 35.1 percent.

Overall, teachers' weekly wages lag by more than 25 percent compared to similarly educated professionals in 16 states. There are no states where teacher pay is equal to or better than that of other college graduates.

"The opportunity cost of becoming a teacher and remaining in the profession becomes more and more important as relative teacher pay falls further behind that of other professions," write report authors Lawrence Mishel, the president of EPI, and Sylvia Allegretto, an EPI research associate and a University of California, Berkeley economist.

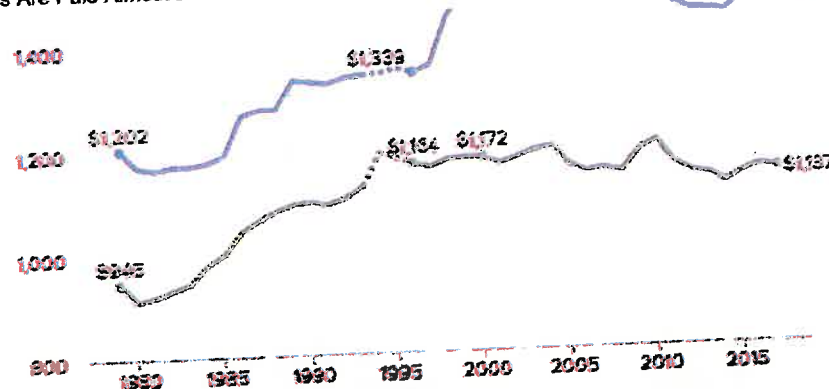
Compared to other college graduates, in 2017, teachers were paid nearly \$350 less than their peers per week. Since 1996, teacher pay has actually decreased \$27 per week, adjusted for inflation, while college graduates' average weekly wages have increased over that same time period.

Average weekly wages of public school teachers and other college graduates, 1979–2017 (2017 dollars)

1,800%

College graduates

\$1,500



There are also gender differences. In 1960, teaching was a lucrative profession for women—female teachers earned 14.7 percent more than comparable female workers. But now, the report found a 15.6 percent wage penalty for female teachers. And male teachers take even more of a financial hit—their wage gap stood at 26.8 percent in 2017.

Teaching is a predominately female profession—about 77 percent of teachers are women, according to the latest federal data. The report authors write that historically, female teachers were a "captive labor pool" with few career options and therefore less leverage to secure higher wages. That historical background is why the pay for teachers has been less than pay in male-dominated professions, Mishel and Allegretto write.

"Those arguing that teachers are overpaid have a hard time explaining how, if this is so, men have not swarmed to teaching," they added.

Why Are Teacher Wages Declining?

Mishel and Allegretto attribute the erosion of teacher pay to the revenue declines states are facing because they have cut taxes. While teachers "may have forgone wage increases for benefits," they write, teacher wages have been stagnant since the mid-1990s.

"This makes the wage penalty, on its own, critically important as it is only earnings that families can put toward making ends meet," Mishel and Allegretto write, adding that wages, not benefits, are what pay for expenses like rent, food, and student loan payments.

A separate analysis, published Wednesday by the Brown Center on Education Policy at the Brookings Institution, examined the average teacher salary reductions that have taken place in many states. Michael Hansen, the center's director and the author of the analysis, said in an interview that he wanted to examine the oft-made claim that if a wave of baby boomers are exiting the classroom, teacher salaries would decline by default because teachers are paid commensurate with experience.

Instead, he found that retiring teachers are not the source of average salary declines. Teachers have actually gotten more qualified during the Great Recession—so they should be paid even more, he said. According to U.S. Census Bureau data, more teachers report having master's and doctoral degrees in 2016 than they did in 2007.

Accounting for the increased qualifications, Hansen found that teacher salaries have decreased 3.5 percent since 2007.

"This evidence should compel the public and policymakers to rethink our popular assumptions about how generously (or not) teachers are paid," Hansen wrote in his analysis. "We all know teaching is not a lucrative profession, but this popular understanding overlooks differences in how teachers' salaries have eroded over time."

Image: Melissa Knight, who teaches art at an Ardmore, Okla., middle school, rallies with other teachers in April at the state Capitol in Oklahoma City to protest low school funding. —Sue Ogrocki/AP-File

Chart via the Economic Policy Institute

Categories: Research on Teachers Teacher Salaries & Pensions

Tags: research on teachers salaries teacher pay Teachers Salaries

The teacher weekly wage penalty hit 21.4 percent in 2018, a record high

Trends in the teacher wage and compensation penalties through 2018

Report • By Sylvia Allegretto and Lawrence Mishel • April 24, 2019

In 2018, teacher strikes in West Virginia, Oklahoma, Arizona, North Carolina, Kentucky, and Colorado raised the profile of deteriorating teacher pay as a critical public policy issue. Teacher protests have continued in many states into 2019, and there have been several prominent strikes in major cities including Los Angeles, Oakland, and Denver. Teacher protests gained sufficient national attention to merit a *Time* magazine cover story in September 2018 (Reilly 2018).

Teachers, students, parents, and community supporters protested cutbacks in public education spending and a squeeze on teacher pay that have persisted well into the economic recovery from the Great Recession. Spending reductions affect resources available to schools, which influence numerous decisions such as whether the school has adequate support personnel, reasonable class sizes, and competitive compensation for both teachers and nonteacher staff. Spending cuts over the recovery were not the result of weak state economies. Rather, many state legislatures and governors cut spending in order to finance tax cuts for the wealthy and corporations. This report underscores the crisis in teacher pay by updating our data series on the teacher wage and compensation penalty—the percent by which public school teachers are paid less in wages and compensation than other college-educated workers—and by providing new regression-based estimates of the teacher weekly wage penalty in each state.

Providing teachers with a decent middle-class living commensurate with other professionals with similar education is not simply a matter of fairness. Effective teachers are the most important school-based determinant of student educational performance.¹ To promote children's success in school, schools must employ credentialed teachers and ensure that teaching remains an attractive career option for college-bound students. Pay is an important component of retention and recruitment.



This report was produced in collaboration with the Center on Wage and Employment Dynamics at the University of California, Berkeley.

The deepening teacher wage and compensation penalty over the recovery parallels a growing shortage of teachers. Every state headed into the 2017–2018 school year facing a teacher shortage (Strauss 2017). New research by García and Weiss (2019) indicates the persistence and magnitude of the teacher shortage nationwide:

The teacher shortage is real, large and growing, and worse than we thought. When indicators of teacher quality (certification, relevant training, experience, etc.) are taken into account, the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers. (1)

García and Weiss explain why the teacher shortage matters:

A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating the shortage. In addition, the fact that the shortage is distributed so unevenly among students of different socioeconomic backgrounds challenges the U.S. education system's goal of providing a sound education equitably to all children. (1)

In their study of the teacher shortage in California, Darling-Hammond et al. point to a number of factors limiting the supply of teachers, from layoffs that "left a mark on the public psyche" to frozen salaries, declining working conditions, and increased class sizes. "One sign of the impact is that only 5 percent of the students in a recent survey of college-bound students were interested in pursuing a career in education, a decrease of 16 percent between 2010 and 2014," the authors noted (Darling-Hammond et al. 2016, iii).

To address teacher shortages, it is necessary to focus on both recruiting and retaining teachers who have the qualifications associated with being an effective teacher. There are an array of policies needed to accomplish this goal, but providing appropriate compensation is a necessary, major tool in addressing constant shortages.

Even if teachers may be more motivated by altruism than some other workers, teaching must compete with other occupations for talented college and university graduates.... Teachers are more likely to quit when they work in districts with lower wages and when their salaries are low relative to alternative wage opportunities, especially in high-demand fields like math and science. (Darling-Hammond et al. 2016, 18)

As we have shown in our more than a decade and a half of work on the topic, *relative* teacher wages, as well as total compensation—compared with the wages and total compensation of other college graduates—has been eroding for over a half a century. These trends influence the career choices of college students, biasing them against the teaching profession, and also make it difficult to keep current teachers in the classroom. In *How Does Teacher Pay Compare* (Allegretto, Corcoran, and Mishel 2004), we studied the long-term trends in teacher pay. We followed this up with *The Teaching Penalty*, published in 2008, and updated our findings in other reports (Allegretto, Corcoran, and Mishel 2011; Allegretto and Tojerow 2014; Allegretto and Mishel 2016, 2018). As noted, this body of work has documented the relative erosion of teacher pay. For instance, women teachers enjoyed a wage premium in 1960, meaning

they were paid more than comparably educated and experienced women workers in other fields. By the early 1980s, the wage premium for women teachers had transformed into a wage penalty. The total compensation penalty (how much less teachers receive in combined wages and benefits relative to comparable workers) has also increased.

Here we extend our analysis through 2018 and provide estimates of the teacher weekly wage penalty by state using regression-adjusted analysis of state-specific samples of college graduates. Our examination of the teacher wage penalty begins in 1979.² Our examination of the teacher compensation penalty (combining wage and benefit data) begins in 1993. With this update, we continue to sound the alarm regarding the long-run growth in the teacher wage and compensation penalty. We also provide new estimates of teacher weekly wage penalties by state. Following is a summary and our key findings.

Key findings

The mid-1990s marks the start of a period of sharply eroding teacher weekly wages and an escalating teacher weekly wage penalty

- Average weekly wages of public school teachers (adjusted for inflation) *decreased* \$21 from 1996 to 2018, from \$1,216 to \$1,195 (in 2018 dollars). In contrast, weekly wages of other college graduates rose by \$323, from \$1,454 to \$1,777, over this period.
- For all public-sector teachers, the relative wage penalty (controlling for education, experience, and other factors known to affect earnings) has grown substantially since the mid-1990s. The teacher weekly wage penalty was 5.3 percent in 1993, grew to 12.0 percent in 2004, and reached a record 21.4 percent in 2018.

Wage penalties have grown significantly for both men and women teachers

- The wage premium that women teachers enjoyed in the 1960s and 1970s has long been erased, replaced by a growing wage penalty. Our previous research found that in 1960 women teachers earned 14.7 percent more in weekly wages than comparable women workers. This report finds that the teacher weekly wage premium for women teachers had fallen to 6.9 percent in 1979. And the wage premium for women teachers gradually faded over the 1980s and 1990s, until it was eventually replaced by a large and growing wage *penalty* in the 2000s and 2010s. In 2018, women public school teachers were making 15.1 percent *less* in wages than comparable women workers.
- The wage penalty for men teachers is much larger. The weekly wage penalty for men teachers was 17.8 percent in 1979; it improved to 14.2 percent in 1993 but worsened in the late 1990s and into the early 2000s. In 2018, men teaching public school were making 31.5 percent less in wages than comparable men in other professions.

Improvements in benefits relative to professionals have not been enough to offset the growing teacher wage penalty

While relative teacher wage penalties have worsened over time, some of the difference may be attributable to a trade-off between wages and benefits. In other words, school districts may not be giving teachers raises but are instead offering stable or slightly better benefits such that benefits make up a larger share of the overall compensation package for teachers than for other professionals. In 2018, nonwage benefits made up a greater share of total compensation for teachers than for other professionals.

- As a result of their growing benefit share of compensation, teachers are enjoying a “benefits advantage” over other professionals that has grown from 1993 to 2018, rising from 2.4 percent to 8.4 percent.
- However, this benefits advantage has not been enough to offset the growing wage penalty. The total teacher compensation penalty was 13.1 percent in 2018 (composed of a 21.4 percent wage penalty offset by an 8.4 percent benefits advantage), just slightly less than the record high 13.3 percent compensation penalty in 2017. The bottom line is that the teacher compensation penalty grew by 10.2 percentage points from 1993 to 2018.
- This growing compensation penalty is a key part of the story of changing teacher pay but shouldn’t obscure the importance of the wage penalty alone—only wages can be saved or spent on housing and food and other critical expenses.

Teacher wage and compensation penalties grew over the recovery since 2010

- The public school teacher weekly wage penalty grew from 13.5 percent to 21.4 percent between 2010 and 2018.
- Teacher benefits improved relative to benefits for other professionals from 2010 to 2018, boosting the teacher benefits advantage from 4.8 percent to 8.4 percent. Despite this improvement, the total compensation (wage and benefit) penalty for public school teachers grew from 8.7 percent in 2010 to 13.1 percent in 2018.

The Great Recession can’t be blamed for the erosion in teacher pay

- The erosion of teacher weekly wages relative to weekly wages of other college graduates in the last couple of years—and in fact since 2008—reflects state policy decisions rather than the result of revenue challenges brought on by the Great Recession. A recent study (AFT 2018) found that most of the 25 states that were still spending less for K–12 education in 2016 than before the recession had also enacted tax cuts between 2008 and 2016.
- In fact, eight of the 10 states with the largest reductions in education funding since 2008 were states that had reduced their overall “tax effort”—meaning through tax cuts or other measures they were collecting less in taxes relative to their capacity to generate tax revenue. These eight states were Alabama, Arizona, Florida, Georgia, Idaho, Kansas, Oklahoma, and Virginia.
- In 2016, 24 states still had total state/local per-student funding below pre-recession levels. Among the eight states with the deepest cuts were three featuring teacher protests in 2018: Oklahoma, North Carolina, and Arizona (tied with Florida for the biggest cuts, at 23 percent).

Teacher weekly wage penalties vary across the states

- We report teacher weekly wage penalties for each state for the period 2014–2018. State wage penalties are based on regression-adjusted analyses using a sample of college graduates in each state. Teacher penalties range from 0.2 percent to 32.6 percent.
- Four of the seven states with the largest teacher wage penalties—Arizona, North Carolina, Oklahoma, and Colorado—were, unsurprisingly, ground zero for the 2018 teacher protests, helping to draw national attention to the erosion of teacher pay. In these states, teachers earned at least 26 percent less than comparable college graduates.

In the Matter of the Impasse Between	)	PERB Case No. SF-IM-3220-E
	)	
	)	
FORESTVILLE UNION SCHOOL DISTRICT,	)	FACTFINDING REPORT
Employer,	)	
	)	
and	)	
	)	
FORESTVILLE TEACHERS ASSOCIATION,	)	
Union.	)	
_____	)	

Chairperson: David Handsher, Arbitrator

Employer Panel Member: Paul Nicholas Boylan, Attorney

Union Panel Member: Mark Erwin Mitchell, CTA Labor Representative

Procedural Background

Forestville Union School District (District) (FUSD) and the Forestville Teachers Association, (Union or Association or FTA) are parties to a collective bargaining agreement, which expired on June 30, 2019. The parties first met in re-opener negotiations on April 23, 2018. After the January 25, 2019 bargaining session, a declaration of impasse was filed. After two days of mediation the mediator certified the parties for factfinding on or about April 29, 2019. On May 31, 2019 the Public Employment Relations Board appointed the undersigned to serve as chair of the factfinding panel in this dispute.

The factfinding panel convened a hearing on June 24, 2019. Both parties presented facts and argument in support of their respective positions. After presentation of facts and arguments, the parties continued in attempts to negotiate a resolution, with the aid of the undersigned serving as a mediator. This attempt allowed the parties to inch closer to a resolution but ultimately the

effort was not successful. The parties mutually agreed to extend statutory timelines to allow for the panel to finalize this report pursuant to Gov. Code section 3548.3(a).

Factfinding Criteria

Pursuant to California Government Code Section 3548.2, the panel has considered and been guided by the following statutory criteria:

1. State and federal laws that are applicable to the employer.
2. Stipulations of the parties.
3. The interests and welfare of the public and the financial ability of the public school employer.
4. Comparison of the wages, hours and conditions of employment of the employees involved in the factfinding proceeding with the wages, hours, and conditions of employment of other employees performing similar services and with other employees generally in public school employment in comparable communities.
5. The Consumer Price Index for goods and services, commonly known as the cost of living.
6. The overall compensation presently received by the employees, including direct wage compensation, vacations, holidays, and other excused time, insurance and pensions, medical and hospitalization benefits; the continuity and stability of employment; and all other benefits received.
7. Such other factors, not confined to those specified in paragraphs 1 through 6, inclusive, which are normally and traditionally taken into consideration in making such findings and recommendations.

Stipulations and/or uncontested facts

1. Forestville Union School District is a public school employer within the meaning of Section 3540.1(k) of the Educational Employment Relations Act.
2. The Forestville Union School District Association is a recognized employee organization within the meaning of Section 3540.1(1) of the Educational Employment Relations Act and has been duly recognized as the representative of the certificated non-management bargaining unit of the Forestville Union School District.
- 3 The parties to this factfinding have complied with the public notice provisions of Government Code section 3547 (EERA, "Sunshining" requirement).
4. The parties have complied with the Educational Employment Relations Act with regard to the selection of the Factfinding Panel and have met or waived the statutory time limitations applicable to this proceeding.
5. The contract issues appropriately before the Factfinding Panel are as follows:
 - Article 1 — Agreement
 - Article 17— Complaint Procedure
 - Article 23 — Wages
 - Article 24 — Health and Welfare Benefits — Retirement Benefits
 - Article 25 — Early Retirement¹

¹The parties have agreed on a resolution regarding this article by agreeing to add a new section 25.1.6 as follows: "This Article shall be interpreted and implemented in compliance with CalSTRS rules and regulation."

Factual Background

FUSD is a small rural TK-6 school district in Sonoma County.² However, it is located close to the Bay Area and is a location with a high level cost of living. The Association presented evidence that Sonoma County and the Santa Rosa area (near Forestville) were among the least affordable in the state and in the nation for teachers. FUSD is an “excess tax district” as termed by the Association or “basic aid” or as termed by the district “community funded” district. As such, it is entirely funded by property taxes and receives no state general purpose state aid. On the other hand, districts in this designation retain a larger portion of the local property tax income than do districts with revenues primarily coming from the state. The District pointed out that community-funded districts are dependent on local taxes and are sensitive to growth or decline in revenues from those sources.

FUSD is essentially a one-school school district. It presently has 16 teachers and in 2017-2018 served 263 students. The school is technically two schools. Grades K and 1 are part of Forestville Elementary. Grades 2-8 are part of a charter school, Forestville Academy. However, for all purposes relevant for this report, FUSD operates as one school and one district. The District stated that as a small district, FUSD lacks economy of scale that larger districts enjoy; are more susceptible to changes in the general economy, changes in the Average Daily Attendance, are proportionally more greatly affected by large scale maintenance, repair or emergency expenditures; and require a higher percentage of its budget as reserves for economic uncertainties (REU).

²In 2019-2020, FUSD will take over grades 7-8 as its local education agency. Grades 7-8 facilities are adjacent and connected to facilities for grades K-6. The District will hire up to three teachers, purchase instructional materials, classroom equipment and supplies.

Recommendations

Article 1: The Agreement

The District has proposed that the term of the CBA shall be July 1, 2019 through June 30, 2022. It additionally proposes that the CBA, (once signed) closes all further negotiations for 2018-2019 and that negotiations shall be closed for Article 23 (Wages) and Article 24 (Health and Welfare Benefits) for 2019-2020 and 2020-2021. Its proposal allows the parties to re-open three other articles of each party's choice in 2019-2020 and 2020-2021. The Association gave no written proposal but objected to the elimination of the possibility for re-opening Article 24 (Health and Welfare Benefits) during the term of the CBA.

The present CBA at Article 1.4 states, "Each year during the term of the contract, the District and the Association have the right to re-open Article 23 (Wages) and Article 24 (Health and Welfare Benefits) and two articles of each parties' choice." The present negotiations and this recommendation encompass Article 23 Wages for the entirety of the CBA. However, there has been insufficient justification presented for a change in the basic approach contained in the present CBA, nor was there a compelling reason presented for closing negotiations on Article 24 Health and Welfare Benefits. I recommend that:

The Agreement shall remain in effect beginning on July 1, 2019 and ending on June 30, 2022. Negotiations shall be closed on Article 23 Wages for 2019-2020 and 2020-2021. The District and the Association have the right to re-open three other articles of each party's choice each year during the term of the contract.

Article 17: Complaint Procedure

Article 17 sets out the procedures for resolving parent/guardian concerns with the actions of a District employee. The Article provides for a multi-stepped process that seeks to allow for

informal communication prior to various formal steps. The procedure seeks to invite early communication of complaints, informal resolution and to provide the employee a measure of due process to defend against an unwarranted complaint. However, the procedure appears to be overly cumbersome and may discourage a valid complaint from an unsophisticated parent or guardian. The District has proposed that the Article be eliminated from the CBA. It supports its proposal with citation to one complainant who found the system discouraging. No specific facts were provided. The Association has proposed that discrimination issues be eliminated from the complaint process.

I do not find sufficient justification for the wholesale elimination of Article 17, as proposed by the District. Streamlining of Article 17's complaint process should be the subject of future negotiations. I do find that the Association's proposal to eliminate allegations of unlawful discrimination from the process is a useful step in streamlining/narrowing the procedure. I recommend that:

Article 17 will remain in the CBA. The first sentence of the second paragraph of Article 17.1 shall be amended to read, "In order to promote fair and constructive communication in the resolution of conflict, the following procedures will govern the concerns, conflicts, problems, and complaints *unless the complaint involves an allegation of unlawful discrimination, in which case Article 17 shall not apply.* (Italicized phrases are additional contract language).

Article 23: Wages

The District and the Association have each proposed salary increases for 2018-19, 2019-2020 and 2020-2021. The District position includes a one-time, off-schedule payment to all unit members of \$3,250 for 2018-2019, which it states is the equivalent of a **4.0% increase** to the certificated unit. The District proposes a 2.5% increase to the salary schedule effective July 1,

2019. The District proposes to reduce freezes in the salary schedule in columns III and IV from three steps to two steps. The District represents that this change is equivalent to a 1.0% increase to the certificated unit. It further proposes to increase the unit member work year by 1 day to 184 days on an ongoing basis, with a commensurate salary increase. The additional day is proposed as a District-directed professional development day. The District represents paying for this additional day is the equivalent of a 0.5% increase to the unit. In total, the District calculates these changes to amount to a **4.0% increase** to the certificated unit. FUSD proposes a 2.5% increase to the salary schedule effective July 1, 2020 and proposes to increase the paid work year by one day to 185 days, which it represents is equivalent to a 0.5% increase in salary to the unit. In total for 2020-2021, the District proposes a total increase **in salary of 3.0%**.

The Association proposes a **7% increase** in the salary schedule effective July 1, 2018, a **6% increase** effective July 1, 2019 and a **5% increase** effective July 1, 2020. While the sides differ in the characterization and application of the proposed salary increases, the District is proposing a total **increase of 11%**, while the Association proposes a total **increase of 18%**. The District estimates that the cost for 1% increase in salary for the bargaining unit is \$13,300, while the Association estimates this cost as \$12,460 with statutory costs included.

To recommend a resolution to this conflict, it is required for the factfinding panel to apply the seven considerations contained in California Government Code Section 3548.2.

State and Federal laws applicable to the employer

The District has cited AB 1200, which requires the county superintendent to review district budgets and interim reports in order to determine whether the district can meet its financial obligations in the current and two subsequent fiscal years. A failure to do so can lead to

harsh results including the assumption of control of the school district to ensure its return to fiscal solvency. The District additionally maintains that the Local Control Funding Formula restricts use of certain funds for use in relation to “unduplicated pupils” — classified as English learners, eligible for a free or reduced-price meal, or foster youth. The District was required to set aside \$184,993 for 2018-2019 for these purposes.

Stipulations of the parties

There was no dispute as to certain basic facts, but the stipulations do not help to specifically inform a recommendation on the wage increase issue.

The interests and welfare of the public and the financial ability of the public school employer.

The Association argues that it is not in the interest of the public to have unappreciated and underpaid teachers and that the public interest requires the ability to recruit and retain the best educators. The District argues that it is essential for it to remain fiscally responsible and appropriately use taxpayer funds and that it is faced with costs that go beyond personnel costs, including books, supplies, updated technology, deferred maintenance and repair and the re-absorption of grades 7 and 8, requiring the hiring of up to three teachers.

The parties differ sharply as to the analysis of the District’s financial ability to pay for the proposed wage increases. The Association argues that the District has severely “disinvested” in the teachers for the last five years. It points out that the the District has decreased the percent of total expenditures on total salary and benefits yearly from 80.79% in 2013-2014 to the budgeted 2018-2019 amount of 66.91%. The last actual percent in 2017-18 was at 68.10%. The Union claims that the School Services of California data show the statewide average to vary from 85% to 90%. It also cites data that show that certificated bargaining salaries have decreased each year

from \$1,380,228 in 2013-2014 to a budgeted \$1,015,141 for 2018-2019. At the same time, the Association points out that its data show that total revenues have increased between 2013-2014 and the 2018-2019 budgeted amount and the actual 2017-2018 amount (which is higher than the budgeted amount). The Association also argues that the data show that the actual unrestricted ending balance has steadily increased from \$713,624 in 2013-2014 to \$1,953,362 budgeted for 2018-2019. It concludes by pointing out that the District has the financial ability to pay for substantial wage increases and argues that total revenues are going up but teacher salaries are going down. The Association argues that the District should prioritize teachers with the allocation of uncommitted funds and even reallocate any committed funds for this purpose.

The District argues that small school districts like Forestville have higher reserve requirements than larger districts and that in order to maintain long term financial stability it must guard against periods of increased costs and lowered revenues. A major repair or emergency is that much more debilitating because of the District's small economic scale. The state, the District points out, has implemented significant increases in school district contributions to CalSTRS and CalPERS retirement systems. The District argues that present multi-year projections indicate a structural deficit of \$718,344 if the District were to implement the 7% increase proposed by the Union. It points out that salary increases on the schedule have a compounding effect in future years, in that they raise the level from which future increases will be based. The District states that it has saved money for use on specific projects and initiatives to improve the educational program of the District. It has set aside funds to reinstate grades 7 and 8 to the District charter school at the beginning of of the 2019-2020 school year. It states that this requires the purchase of instructional materials, classroom equipment and supplies and the hiring

of up to three teachers. Money has been reserved for deferred maintenance and purchasing of replacement technology.

Comparison of the wages, hours and conditions of employment of the employees involved in the factfinding proceeding with the wages, hours, and conditions of employment of other employees performing similar services and with other employees generally in public school employment in comparable communities.

The parties differ as to which measures and which set of comparators are most relevant to this issue of comparability of wages, hours and conditions of employment. The Association states that the wages and benefits for Forestville do not compare favorably in the state, region or county. Using the J-90 Forms which ask for the average teacher pay in each school district in the state and is published by the California Department of Education, the Association asserts that the statewide average teacher pay for 2017-2018 was \$80,680, while the average teacher pay at Forestville was \$60,632 for that year. The average pay for Sonoma County was \$68,998, for Marin County \$85,981 and for Napa County \$82,465. The Association asserts that Forestville teacher salaries rank 36th out of 39 school districts in Sonoma County according to the J-90 forms compiled by the California Department of Education.³

The District argues that the more relevant comparative districts are those of similar size within Sonoma County. It has compiled a list of elementary school districts with average daily attendance (ADA) of 100 to 1,000. It argues that these districts are options for employment for FUSD teachers. The District argues that using average salary as a measure of comparison is

³The Association argues, according to the submitted J-90's, as reported by the State, that high school teachers do earn more on average than elementary school teachers, but that elementary schools far out-number the high schools. The Association argues that mixing high schools with elementary schools in computing State average salaries does not result in a significant difference.

misleading and results can be skewed by districts which have lower pay but pay more because its teaching staff has more years of experience. It argues that comparison of benchmark positions on the salary schedule capture what a beginner teacher makes, what a mid-career teacher makes and a teacher at the end of his/her career. To do this, it compares total compensation (salary plus average district contributions) for BA+30, Step 1 (FUSD ranks 5 of 14 comparable Sonoma districts); BA+60, Step 10 (FUSD ranks 9 of 14 comparable Sonoma districts) and total compensation at maximum salary (FUSD ranks 10 of 14 comparable Sonoma districts).⁴

The District additionally argues that the District provides excellent working conditions: small class size (14.56 – the best among comparable Sonoma elementary school districts); sufficient preparatory and duty free time; excellent amount of non-student time and limits on contracted day and year and benefit of additional support from specialized staff.

The Consumer Price Index for goods and services, commonly known as the cost of living.

The Association argues that Sonoma County has a higher cost of living than is average for the state, citing especially the cost of housing and rent, making it difficult for a teacher to survive financially. It cites the School Services of California Financial Projection Dashboard as estimating California CPI at 3.64% for 2018-19, 3.38% for 2019-2010 and 3.16% for 2020-2021. However, it notes that a Bureau of Labor Statistics news release shows that the San Francisco-Oakland-Hayward had a 4.5% rise in CPI in 2018. The Association further points out that the West County Transportation Agency Board, made up of the superintendents of the Sonoma County school districts, voted on February 13, 2019 to approve a rate increase of 4.5% “based on

⁴Source: 2017-18 State-Certified Reports: J-90, CBEDS, SACS

the CPI for the Bay Area.”

The District argues that the Union’s wage proposal is not in line with the CPI for California and would put the District in jeopardy of structural deficit. The District compares the State CPI of last five years with its total compensation increases for Forestville teachers (including its proposal for 2018-19). It argues that the total State CPI equals 14.86%, while ongoing salary increases equal 6.00%, off schedule increases amount to 7.50% and increase to benefits compensation was 5.92%.

The overall compensation presently received by the employees, including direct wage compensation, vacations, holidays, and other excused time, insurance and pensions, medical and hospitalization benefits; the continuity and stability of employment; and all other benefits received.

The Association argues that the below average wage compensation is exacerbated by the fact that the District healthcare contributions are below the statewide average for elementary school districts as well. Citing the 2017-2018 J-90 forms, as reported by School Services of California, the Association compares Forestville’s average healthcare contribution of \$8,315 to the statewide average for elementary schools of \$13,276.

The District compares total compensation (salary plus average district contributions) for BA+30, Step 1 (FUSD ranks 5 of 14 comparable Sonoma districts); BA+60, Step 10 (FUSD ranks 9 of 14 comparable Sonoma districts) and total compensation at maximum salary (FUSD ranks 10 of 14 comparable Sonoma districts) The District additionally argues that the District provides excellent working conditions: small class size (14.56 – the best among comparable Sonoma elementary school districts); sufficient preparatory and duty free time; excellent amount of non-student time and limits on contracted day and year and benefit of additional support from

specialized staff.

Factfinder Recommendation Regarding Article 23: Wages

A primary function of a Factfinding Report is to provide the parties a basis upon which to make good faith efforts to reach settlement. It is the belief of the Factfinding Chair that those efforts have been hampered by the perceptions of the parties. The Association and its members believe that the conduct of the District shows that management does not sufficiently value the contribution of the teachers nor sympathize with their struggles to survive financially in an area with a high cost of living. The District believes that the Association and the teachers are not cognizant of the financial challenges and precarious nature of operations in a small school district, especially in these potentially turbulent times and the hard choices that must be made. The recommendation described below is intended to address both sides' perceptions and legitimate concerns.

It is my conclusion that the Association correctly points out that the District, based on its record for the last five years, has the ability to pay a series of pay increases. The REU for the District has consistently risen and has been greater than the interim budget projections. Even with projected projects, delayed maintenance and even with the re-absorption of the 7th and 8th grades, the District has the ability to provide teachers increased wages in each of the three years at issue. On the other hand, the District has outlined legitimate concerns as a small school district, with limited and potentially vulnerable resources and has emphasized its concomitant duty to preserve funds for future contingencies.

It is my conclusion that the District's comparison of Forestville's teachers' compensation with small school districts in Sonoma may be overly restrictive. An elementary school teacher

looking for work could compare salary and benefits at larger school districts and would likely expand that search to nearby counties. However, regardless of the nature of comparison, Forestville teachers and teachers in Sonoma County are underpaid, especially in comparison with the real cost of living in those areas. In addition, increases in health benefit contributions in recent years provided by the District, while helpful, may not address a teacher's living situation, as such increases often merely help pay the higher cost of health insurance. I recommend that:

for 2018-19:

unit members receive an off-schedule one-time payment equivalent to 4% of their salary;

for 2019-2020:

effective July 1, 2019, there be a 5% increase to the salary schedule; that the unit member work year be increased by one day to 184 days on an ongoing basis, with a commensurate salary increase;

for 2020-21:

effective July 1, 2020, there be a 4.5% increase to the salary schedule.

Article 24: Health and Welfare Benefits — Retirement Benefits

Article 24 concerns benefits related to medical, dental, vision and life insurance and provides for payment for retirees of up to fifty percent of certain benefit caps provided for active employees. The retiree is required to have worked for the district for a full-time equivalent of ten years and to be at least 55 years old. The described retiree benefits cease when the retiree reaches age 65. The District has proposed to restrict application of the retiree benefit and not to apply it to unit members hired on or after July 1, 2019. The Association proposes the status quo.

I do not find that the District presented a compelling argument to impose this prospective elimination of this benefit to new employees. I find any cost savings to be speculative, especially at this small employer. At the extreme, an employee would have to be 45 or older when hired and work for 10 years for the District, for this change to have any impact ten years from now. It is more likely that a new hire would be more than ten years from retirement requirements. It is unknown what the health and welfare benefits for active employees will be like in ten or more years. In the interim, the proposed change will potentially create two classes of employees in the bargaining unit, which would engender a perception of unfairness. I recommend that:

Article 24 remain unchanged as to the health and welfare benefits provided for retirees.

Article 25: Early Retirement

Both parties agree that:

a new section 25.1.6 be added to Article 25 as follows: “This Article shall be interpreted and implemented in compliance with CalSTRS rules and regulations.”

Dated: July 3, 2019

David Handscher

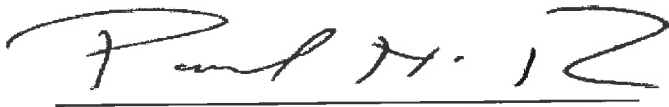
David S. Handscher, Chair Panel Member

Concur _____

Concur in part X

Dissent _____

Dissent in part X



Paul Nicholas Boylan, Employer Panel Member

Concur _____

Concur in part _____

Dissent _____

Dissent in part _____

Mark Erwin Mitchell, Union Panel Member

Concur _____

Concur in part _____

Dissent _____

Dissent in part _____

Concur _____

Concur in part X _____

Dissent _____

Dissent in part X _____

Paul Nicholas Boylan, Employer Panel Member

Mark Erwin Mitchell / tm
Mark Erwin Mitchell, Union Panel Member

Forestville Union School District – Forestville Teachers Association

PERB Case Number SF-IM-3220-E, Impasse Factfinding

Dissenting Opinion of the District Appointed Panel Member,

Paul Nicholas Boylan

This opinion is submitted under the provisions of Government Code Section 3548.3 and I submit the following to be permanently attached to the FACTFINDING REPORT (after a hearing held on June 24, 2019) DATED JULY 3, 2019 drafted by David S. Handscher, Chair Panel Member.

**THE FINAL REPORT DOES NOT ADDRESS THE FACTS
PRESENTED TO THE PANEL AND DOES NOT ADDRESS THE
INTERESTS OF THE PUBLIC.**

Jurisdiction:

The jurisdiction of this factfinding panel is for fiscal year 2018-19. The panel chair recommends that for the 2018-19 fiscal year the parties settle for an off schedule one-time payment of 4%. I concur with the panel chair's 2018-19 recommendation, but dissent as to all other recommendations of the panel chair due to lack of jurisdiction and for the reasons discussed below.

Consideration of Mandatory Factfinding Criteria:

When it comes to the years beyond 2018-19, the chair's Final Report is deficient in that it does not adequately address or apply Government Code Section 3548.2(b) subsections 1, 3, 4, and 6.

In arriving at the chair's finding that the District has the financial ability to pay for the salary increases specified in the chair's report, the chair accepted the Association's assertion that the District's ending year balance is funded with "*ongoing money*" (i.e., funds that the District can expect to receive in the future). But the chair ignores the District's testimony and argument that the revenue stream the Association characterizes as ongoing money is, instead, composed of "*one-time money*" (i.e., funds provided only once that the District cannot depend on receiving in the future).

The chair further ignores testimony provided by Dianne Hughes, the District's Business Manager, that the increase in these funds the Association targets is a "bubble" in the District's budgets over the last five years that won't continue in the future. Ms. Hughes

informed the factfinding panel that Governor Newsom has notified California school districts that they will *not* be receiving these funds in the future. The Association did not disagree.

The District established that, even if one-time funds are available in the future, one-time funds cannot be used to finance any salary increase. The District argued – and the Association did not disagree – that the County Superintendent of Schools prohibits districts from using one-time money to pay for salary increases – yet the chair’s findings are based on one-time money being used to finance the salary increase the chair’s report describes.

In arriving at the chair’s recommendations for the years following 2018-19, the chair relies on average salaries *only* instead of the competitiveness of the District’s salary schedule itself. Average salary calculations have less to do with actual wages paid than the years of experience of a teacher at a particular district.

The calculation of average salary is computed by adding up the total cost of a salary schedule and dividing that number by the number of full-time equivalent teachers. A district with lower salaries overall that employs more experienced teachers - the majority which are paid on the highest salary cells of the schedule - will have a higher average salary than a district with higher salaries overall that employs less experienced teachers paid on the beginning steps of the salary schedule.

In sharp contrast to the inaccurate and misleading “average salary” calculation, the District established that the most appropriate method used to compare compensation must be an analysis of benchmark positions on the salary schedule to compare what a beginning teacher, a mid-career teacher, and a teacher at the end of their career, have the potential to earn. But the chair’s report ignores this analysis in favor of applying a nonspecific, less accurate average salary.

Additionally, the chair ignores the total compensation provided to Forestville Union SD teachers which includes the District’s contribution to health and welfare benefits – the total of which the District established compares favorably with the total compensation provided by similar local school districts. The panel chair apparently relied solely on average salaries alone in formulating his recommendations.

In addition to the foregoing specific example, the chair generally ignores Government Code Section 3548.2 (b) subsection 4, which requires that the chair be guided by data from comparable employers in comparable communities. The District provided that data. The Association did not. But the chair made light of the fact that Forestville compares favorably when compared to similar school districts with similar challenges of small enrollment size and funding from Sonoma County. Instead the panel chair compares statewide average salaries that include large urban school districts like Los Angeles Unified, San Diego Unified, and Long Beach Unified. These statewide averages include high school funding

which Forestville does not receive, and it is hard to argue that Forestville and Los Angeles are comparable communities.

It is equally hard to argue for the exact same reasons that Forestville Union School District's average salary can reasonably be compared with the average salaries in Marin and Napa County. The Association provided no basis for making such a comparison, yet the chair accepted these unsupported assertions despite the obvious fact that Marin and Napa County salary averages include larger, better financed school districts than Sonoma County. I cannot concur with the chair's comparison of dissimilar school districts with dissimilar challenges to support the chair's findings and conclusions.

When conducting EERA factfinding, the factfinding panel must consider the state and federal laws that are applicable to the employer. (*See* Government Code Section 3548.2(b) subsection 1).) The District established that Assembly Bill ("AB") 1200 requires school districts to evaluate and construct their budgets using a multiyear projection – *i.e.*, a financial projection of the current budget year plus two out years.

To address this factor essential to any EERA factfinding analysis, the District provided extensive argument and testimony regarding the restrictions AB 1200 places on school district financing and the power AB 1200 provides county superintendents of school to regulate school district spending. Per AB 1200, District provided adequate financial projections to show the impact of the Association's proposals in the current year and the out years. The recommendations by the panel chair carelessly discard these projections - which clearly show the negative effect on the District's financial solvency when large increases, such as those in the Association's proposal for 2019-20 and 2020-21, are given.

The District established that the District's failure to comply with AB 1200 are dire. Per AB 1200, school districts must submit multiyear projections at each reporting period (budget adoption and first and second interim). If at any time during the fiscal year the county superintendent determines that a school district may be unable to meet its financial obligations for the current or two subsequent fiscal years, or if the district has a qualified or negative certification, the county superintendent shall notify the governing board and the superintendent of public instruction (SPI) in writing of that determination and the reasons for the determination. The county superintendent shall adhere to Education Code Section 42127.6 in assisting the school district and may assign a fiscal expert, paid for by the county superintendent, to advise the district on its financial problems. If a school district cannot correct its financial situation and becomes insolvent, it will require an emergency apportionment from the state. Under Education Code Section 41325(a), it is necessary that the county superintendent, under the supervision of the SPI, assume control of the school district to ensure its return to fiscal solvency.

The Association did not disagree and provided no evidence or testimony to the contrary pertaining to AB 1200's requirements and impact – especially the multiyear budget projection that showed the District going into deficit spending and risking the county and state assuming control over the District if the raise requested is provided.

However, despite the mandatory requirement to consider AB 1200's impact on what the District can afford to offer and the District's illustration of this impact – in contrast to the Association's lack of evidence or testimony on the same subject - the panel chair does not consider the District's obligation to fulfill the requirements of AB 1200 when recommending the large salary increases in 2019-20 and 2020-21, which the District demonstrated are outside of the financial ability of the District.

Finally, the chair's report states that “[a] primary function of a Factfinding Report is to provide the parties a basis upon which to make good faith efforts to reach settlement.” I wholeheartedly agree with this observation and sentiment.

The Factfinding Report works against good faith efforts to reach a settlement. The salary increase the chair recommends is based on a revenue stream the District demonstrated will not be provided by the state in the future and consists of one-time money that the County Superintendent of Schools prohibits using to finance a salary increase.

Based on all of the information provided at the hearing and in the parties' closing briefs, it is clear the District cannot afford to pay the raise the chair recommends. But that recommendation, having issued in the Final Report, will lead to raised expectations that cannot be fulfilled, which will diminish the chances of reaching a settlement and avoiding a strike – the exact opposite result of what the factfinding process is supposed to achieve.

As previously stated, I concur with the panel chair's recommendation for the 2018-19 fiscal year that the parties settle for an off schedule one-time payment of 4%. But for the above stated reasons, I must dissent on the panel chair's recommendations for the 2019-20 and 2020-21 fiscal years which are not properly before this factfinding panel and are not supported by the facts as applied to the criteria mandated by Government Code Section 3548.2(b).

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Paul N. Boylan". The signature is fluid and cursive, with a large, stylized "P" and "B".

Paul Nicholas Boylan

District Panel Member

July 9, 2019

Dear Mr. Handsher:

Per Government Code Section 3548.3, as a panel member in the above-referenced Factfinding proceeding, I hereby submit this communication to be attached as my concurrence and dissent.

I concur with all of the recommendations of the Factfinding Panel Chair, David Handsher, except I dissent as to the recommendation regarding Article 23 "Wages" as it pertains to teacher compensation for 2018-2019 only.

Article 23 – Wages

Recommended by Chair: for 2018-19 unit members receive an off-schedule one-time payment equivalent to 4% of their salary;

Dissent: effective July 1, 2018, there will be a 7% increase to the salary schedule.

Respectfully submitted,

Mark Erwin Mitchell

Regional UniServ Staff

California Teachers Association

Santa Rosa Regional Resource Center

2490 Guerneville Road

Santa Rosa, California 95403

707-544-1075

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FACTFINDING REPORT

and

PROOF OF SERVICE

I certify that the attached Document was sent by First Class mail this day to each of the following unless otherwise indicated:

Employer Panel Member: Paul Nicholas Boylan, Attorney
P.O. Box 719
Davis, CA 95616
PNBoylan@gmail.com

Union Panel Member: Mark Erwin Mitchell, Labor Representative
California Teachers Association
2490 Guerneville Roas
Santa Rosa, CA 95403
mmitchell@cta.org

David Handsker

David S. Handscher
Factfinding Chair
P.O. Box 29098
San Francisco, CA 94129
handsherlaw@att.net

July 10, 2019

DATED

G

**Closing
Statement**

Closing Statement



Summary of the Situation at Twin Hills: "You can't put students first if you put teachers last."

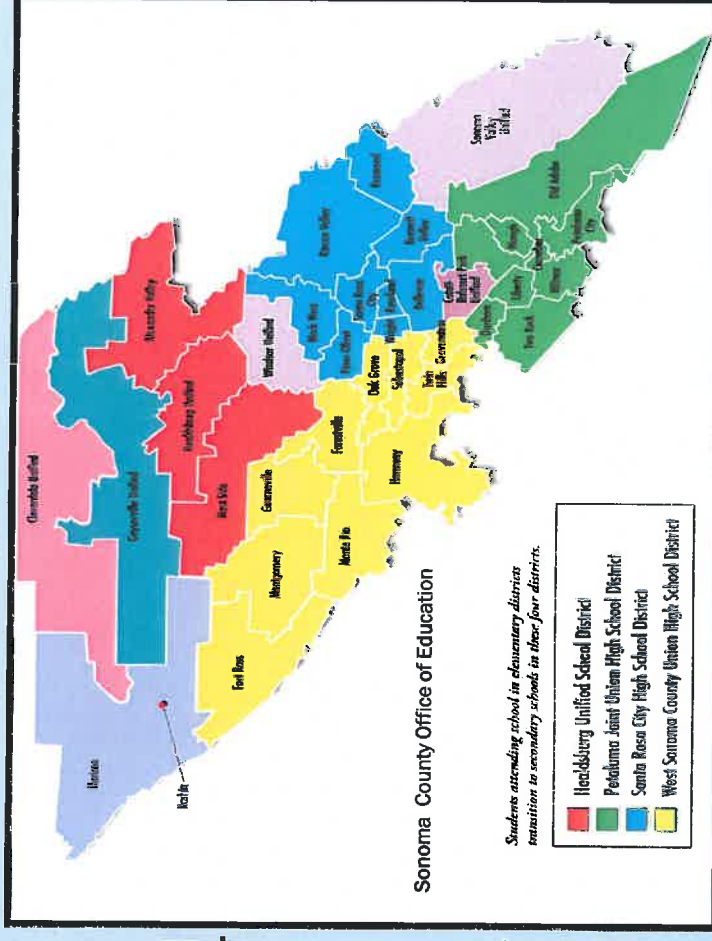
- 1) Total Available Funds Increased for the District Each Year for the Last Five Years & There is No Reason This Trend Will Not Continue Given What We Know for this Year & Next Year
- 2) Way Below the Statewide Average Salary & Benefits for the Twin Hills Teachers
- 3) Way Above Cost of Living for the Twin Hills Teachers in the State and Nation



Closing Statement

- We will never be able to retain and recruit the best educators for our students without at least getting what the teachers have asked for here. Anything less is a step backwards in terms of retaining and recruiting the best educators for our students.
- Education Week, August 5, 2019, 'I Am a Fool to Do This Job': Half of Teachers Say They've Considered Quitting

– A 'Crisis' in the Making



Closing Statement

Rev. Dr. Martin Luther King, Jr., Letter from Birmingham Jail (1963)

- A beautiful clarification of nonviolent resistance (i.e. strikes) and its eloquent insistence on justice for all has made it a foundational text for all of humanity. It is relevant here.

- “Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good-faith negotiation... You may well ask, “Why direct action, why sit-ins, marches, and so forth? Isn’t negotiation a better path?” You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has consistently refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word ‘tension.’ I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need of having nonviolent gadflies to create the kind of tension in society that will help men to rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. So, the purpose of direct action is to create a situation so crisis-packed that it will inevitably open the door to negotiation. We therefore concur with you in your call for negotiation.”



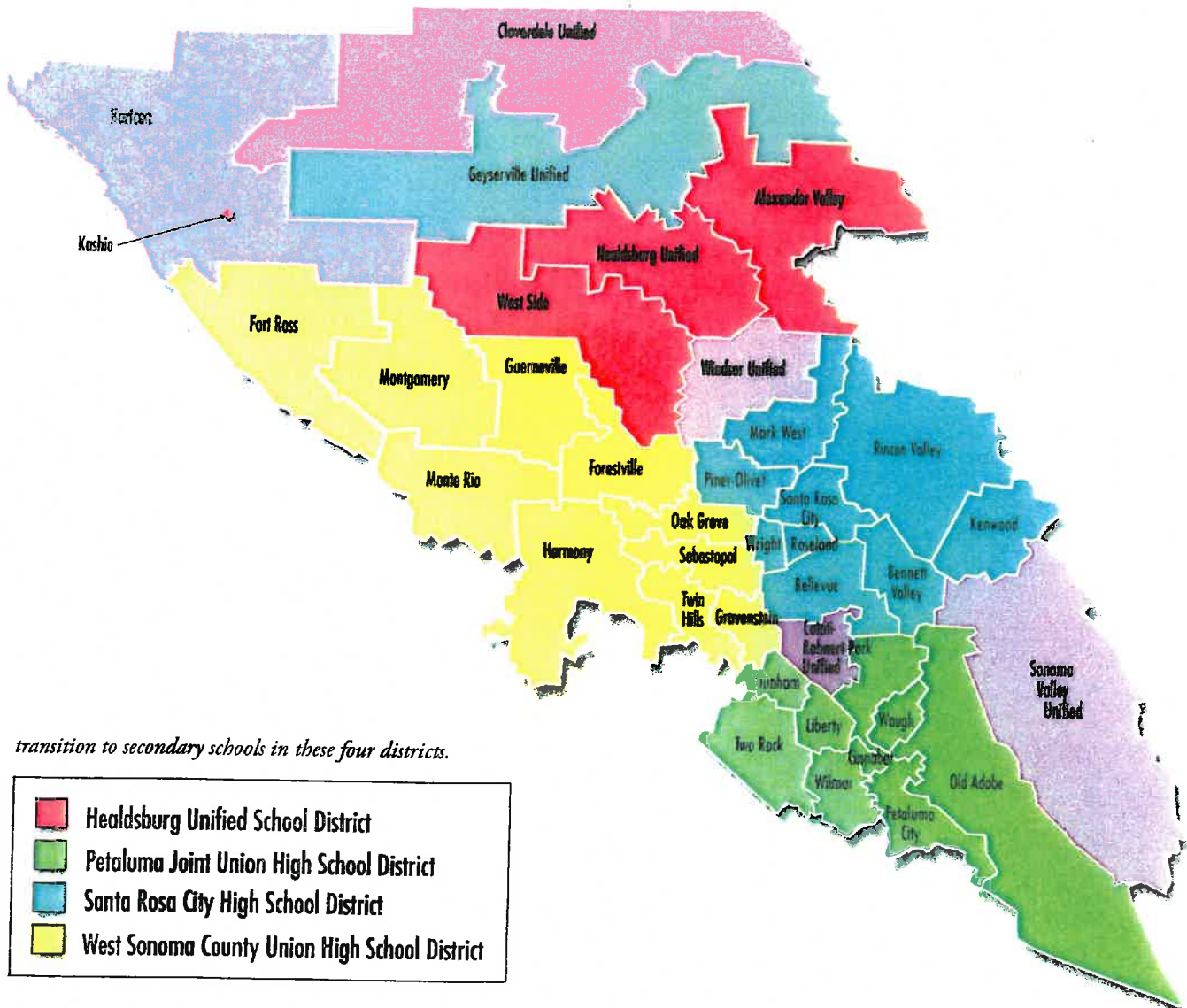
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**Additional
Statement**

Sonoma County School Districts

There are 40 school districts that provide kindergarten through grade 12 education for Sonoma County: 31 elementary school districts, 3 high school districts, and 6 unified districts.

Students in elementary districts “feed” into high school or unified districts as indicated by the color coding on this map.



Unified districts operate both elementary and secondary schools for the students residing within their boundaries. Cloverdale, Cotati-Rohnert Park, Geyserville, Healdsburg, Sonoma Valley, and Windsor are unified districts.

Horicon and Kashia are unique in that these small elementary districts feed into Mendocino County.

6/5/2019

Sonoma County teachers rally in Sebastopol to gain public support for salary increases

Sonoma County teachers rally in Sebastopol to gain public support for salary increases

SLIDE 1 OF 8

Teachers and their families from West Sonoma County school districts protest in downtown Sebastopol, Thursday, Feb. 7, 2019 on the growing disparity between local a state wages for teachers. (Kent Porter / Press Democrat) 2019



ALEXANDRIA BORDAS

THE PRESS DEMOCRAT February 7, 2019

[Follow this story](#)

Beth Trivunovic has been teaching kindergarten at Gravenstein Elementary School for seven years. As the sole earner for her family, she's made sacrifices to continue living in Sonoma County

and working as a schoolteacher.

To pay the bills, Trivunovic has to cut corners to make ends meet on her teacher's salary of about \$66,000 a year.

"To pay rent you cash in your life savings, life insurance and do whatever else to make it," she said.

Trivunovic wore red and joined more than 100 others who rallied Thursday afternoon in downtown Sebastopol to gain public support for higher teacher pay in west county public schools and countywide.

Union leaders, teachers and other supporters drew attention to the pay gap between local teachers wages and their counterparts in other areas of California amid the backdrop of ongoing teacher

contract negotiations at many county public school districts.

The average annual pay for teachers working in school districts in the western part of the county was about \$66,000 in 2018, about \$14,000 less than the state average teachers' salary, according to the most recent salary report by the California Department of Education.

For example, teachers in the Forestville Union School District earn on average 33 percent less than the state average teacher salary of about \$80,000 annually, according to the salary report.

Teachers in the Gravenstein Union School District were paid 16 percent less a year than average California teachers.

Brian Miller has been teaching at Analy High School in Sebastopol for four years and is a lead union negotiator for the West Sonoma County Teachers Association. Miller, along with a group of other west county teachers, organized Thursday's rally.

"I do not think people understand how bad teachers really have it here," said Miller, who held a sign at the demonstration that read: "You can't put students first if you put teachers last."

Miller said, "How is it good for students to have financially overwhelmed teachers who can't afford their living expenses or are working two jobs?"

Superintendents from Sebastopol, Forestville and Gravenstein school districts say they support their teachers in asking for more state funding for Sonoma County schools, but avoided speaking about teacher pay.

"What we are all in agreement on is that we feel the state needs to be funding on a more acceptable level," said Phyllis Parisi, superintendent of Forestville Union School District.

Sebastopol Union School District Superintendent Linda Irving said she wore red Thursday in solidarity with her teachers and she, too, supports their efforts to receive more financial support from the state.

"Our schools are 44th in the nation in per-child funding and what we are not seeing is full and fair funding in education," Irving said.

Win Hills Teachers Association President Miriam Silver said the rally is a significant event because traditionally schools in west county keep to themselves and the teachers do not often unify to express their viewpoints on critical issues.

"A lot of us are negotiating salaries with our districts and in a lot of ways we are inspired by what teachers in Los Angeles and across the country have done," Silver said. "We are also continuously mortified and freaked out that people can't afford to live here, especially new and young teachers."

17:42:11 10-07-2019

Beet spotted jumping fences in Robinson Park

For Will Lyon, the union president for Santa Rosa City Schools, his goal for attending the rally was to discuss his district's ongoing contract negotiations, which includes asking administrators for wage increases and a \$2,000 increase in contribution to teachers' health insurance.

Unrecovered ball in sheriff's court with state court
3 months for me

In Santa Rosa schools, the county's largest school district, teachers earn about \$73,000 a

year on average, \$7,000 less than the California average, according to the state report on teachers' salaries. On Jan. 1, 2018, the district's teachers received a salary increase of 1 percent, followed by another 1.5 percent pay increase last month, plus a boost of \$2,800 in health care benefits in 2018 and 2019.

Still, Lyon said the Santa Rosa district is further behind the state average for what it contributes each year to teachers' health benefits. The district contributes about \$5,300 annually to teachers' health care plans, he said, which is \$8,000 less than the state average, according to the state report.

Santa Rosa schools are struggling to recruit and retain newer teachers because wages are too low and they struggle to afford to live in the area, despite their enthusiasm to teach, he said.

Contracts negotiations between the teachers' union and administrators at Santa Rosa schools are at an impasse, Lyon said.

Similarly, teachers' unions and several west county school districts are engaged in contract talks and waiting to hear whether their administrators will accept their pay and benefit proposals or if they'll have to go back to the bargaining table.

One district out west, Oak Grove Union School District, has reached a tentative agreement on a three-year pact that would boost annual teachers' pay 16 to 19 percent over three years, Silver said.

During Thursday's rally, Forestville Union Elementary School kindergarten teacher Talia Kilburn said she and other teachers are prepared to take drastic steps in the coming months if school districts don't meet the contract demands of the teachers' unions.

"If our negotiations don't work out, then we strike," Kilburn said.

You can reach Staff Writer Alexandria Bordas at 707-521-5337 or alexandria.bordas@pressdemocrat.com. On Twitter @CrossingBordas.

http://www.sonomawest.com/sonoma_west_times_and_news/news/west-county-teacher-pay---percent-below-state-averages/article_4d5576bc-2fdd-11e9-8de0-af2085e991ce.html

FEATURED

West county teacher pay 17-30 percent below state averages

Feb 13, 2019



TEACHER SAY SALARIES NEED IMPROVEMENT - Local teachers make a statement on the corner of Main St and Highway 12 during a teacher rally on Feb. 7.

Photo E.I. Hillin

Teachers call on schools to reprioritize budgets

In the midst of a constant stream of car horns and loud chants, Brian Miller explains to anyone willing to listen that it's time for the West Sonoma County Union High School District (WSCUHSD) to stop putting teachers at the bottom of the budget.

"It's about reprioritizing," Miller said. "At the last spot is the teacher, and you need to prioritize teachers in your budget."

It's not hard for Miller, a mathematics teacher at Analy High School, to see how the numbers are coming up short for west county teachers. Despite Sonoma County being one of the most expensive areas to live, Miller said the average west county teacher salary is 21 percent below state average for high school teachers.

The latest statistics show the average teacher salary in California is \$80,680. The average salary for West Sonoma County teachers is \$66,669. Secondary or high school teachers are generally paid more than elementary school teachers: the average salary for a high school teacher in California is \$87,305, while the average salary for the WSCUHSD is \$68,610.

Serving as the chief negotiator for the West County Teachers Association, Miller helped organize an awareness campaign on Feb. 7 drawing more than 100 county teachers and supporters to the intersection of Main Street and Highway 12 in Sebastopol.

Miller said his district school board compares its teacher pay to other districts in the county and for west county teachers, that is not good enough anymore.

"Out of 38 districts in Sonoma County, zero of them are at the state average," he said.

"Why on Earth would we compare ourselves to a district whose teachers can't afford to live in the county?"

According to a report from School Services of California, Inc. there has been a steady decline in budget spending on school staff in the WSCUHSD. In the 2011-2012 school year, a little more than 82 percent of the budget went to school staff. In 2017-2018, a little under 77 percent of the budget went to school staff.

Jay Goldberg said he retired after 37 years of teaching, but is now back at El Molino High School teaching Physics and doing the job he loves.

Like many educators Goldberg is passionate about teaching but understands the need to make a living.

He said he fears the "extremely conservative" west county districts will not be able to sustain the standard of teaching it holds now.

"We live in a very expensive area," he said. "We need to retain and attract teachers." Miller said he and others in the teachers association began planning the rally last month after the district board failed to approve an increase in teacher pay. The teachers will not know for certain if their rally cries made a difference until the next district meeting in early March.

Miller said it's back to the table for more negotiating if they don't get an offer that's better.

"We are hoping to get us closer to the state average," Miller said.

For West Sonoma County Unified High School District teachers, that means a 13.5 percent raise.

The Feb. 7 awareness campaign marks the first time all West County school districts organized together as a unified group to call attention to wages. Participating teachers and supporters came from West Sonoma County Union High School District, Gravenstein Union, Twin Hills Union, Forestville Union, Oak Grove Union and Sebastopol Union.

Schools represented within the districts include El Molino, Analy and Laguna high schools; Willowside, Twin Hills and Hillcrest middle schools; Apple Blossom, Oak Grove and Gravenstein elementary schools, as well as Orchard View (K-12) and Sunridge (K-8) schools.

http://www.sonomawest.com/sonoma_west_times_and_news/opinion/editorials/commentary-on-teacher-salaries/article_62c9e3de-50da-11e9-8280-275b03701627.html

FEATURED

Commentary: On teacher salaries

By Miriam Silver Mar 27, 2019

Since so many readers of Sonoma West have children, grandchildren and neighbors in the Twin Hills school district, we'd like the opportunity to explain why the nearly 70 teachers at the Apple Blossom, Twin Hills, SunRidge and Orchard View schools are pursuing higher salaries in current contract negotiations.

Quite simply, too many teachers can't afford to pay rent or make mortgage payments on places to live while educating your children.

We are calling upon the governing board of the Twin Hills district to use some of our excessive budget surplus that has built over the last decade to bring teacher salaries in line with those of neighboring districts. This reserve has accumulated over the years because teachers have been forfeiting raises in order to maintain a solvent, attractive school district.

Using the numbers in the district's budget, we note:

The school district's reserve is 54 percent of the annual budget. This is well over the board's own requirement of 17 percent and certainly over the state's requirement of 4 percent.



Miriam Silver

School services of California recommends spending 85 to 90 percent of budget on people. Our district is spending only 76 percent.

Yet school administrators argue that a bloated reserve fund is necessary for the rainy day when the school roof leaks or they might need to buy a new portable classroom. But the crisis in education funding is here, it is now and it can be addressed by bringing salaries in line with what nearby districts are committing to their teachers.

If you've attended any of several recent school board meetings, you would have heard stories of financially struggling teachers who have difficulty making ends meet in this high cost of living area.

One teacher requires her two teenagers to spend their after-school job wages to support the family. Another teacher works two jobs outside of teaching to support her family. Another can barely make the rent while paying the health insurance premiums for her two children. Another pondered an after-school job driving for Uber but couldn't afford a new enough car for the service.

Teachers work countless hours and spend their own money and time outside of the teaching day — accompanying students on annual, four-day overnight field trips, supplying them with science notebooks and supplies for experiments, giving up their family time to meet with parents, grade essays and prepare thorough, state-required individual educational plans.

In the Twin Hills school district, the starting salary for a new teacher is \$44,000; this in one of the most expensive counties in the state, where the median price of a house is nearly \$700,000 and available rentals are at all-time lows with sky-high prices.

The administration is using scare tactics, an if/then doomsday picture, threatening that if it spends too much on the teachers now, then it will have to shut schools in the future. But ours is not an if/then scenario. The rainy day is here now, not tomorrow.

The board has already acknowledged that in order to stay competitive, it needed to offer higher salaries for our current superintendent, the district head of maintenance and now, for a new principal at Apple Blossom elementary. We will not quarrel about the need for a

competitive edge but feel that teachers should be part of the same equation and not remain among the lowest paid educators in all of Sonoma County.

We are a financially and academically healthy district, with a terrific reputation countywide, thanks in large part to what teachers do as well as what we have been giving up year, after year, after year. We are not Oakland, Santa Rosa, Los Angeles, even the West Sonoma County High School District — schools that are struggling to make cuts in order to stay afloat. We already have a more-than-adequate reserve, in fact, three times more than what is required by its own board.

Teachers make a difference in your child's education. Together we can thrive and continue to maintain a school district that is one of the most academically diverse, strong and appealing in Sonoma County.

Miriam Silver is president of the Twin Hills Teachers Association

Teacher pay penalty dips but persists in 2019

Public school teachers earn about 20% less in weekly wages than nonteacher college graduates

Report • By Sylvia Allegretto and Lawrence Mishel • September 17, 2020

Introduction

As we have shown in our more than a decade and a half of work on the topic, there has been a long-trending erosion of teacher wages and compensation relative to other college graduates.¹ Simply put, teachers are paid less (in wages and compensation) than other college-educated workers with similar experience and other characteristics, and this financial penalty discourages college students from entering the teaching profession and makes it difficult for school districts to keep current teachers in the classroom.

Teacher compensation is not just an issue of staffing: Effective teachers are the most important school-based determinant of student educational performance. To promote children's success in school, schools must retain credentialed teachers and ensure that teaching remains an attractive career option for college-bound students. Our previous report (Allegretto and Mishel 2019) explains in more detail why providing teachers with a decent middle-class living commensurate with other professionals with similar education is not simply a matter of fairness but necessary to enhance student and economic performance.

We provide this update to our long-standing series on the teacher wage and compensation penalty as the U.S. continues to struggle with the COVID-19 pandemic and the economic consequences. While the data in this paper are through 2019 and thus predate the pandemic, our analysis may provide useful insights as schools struggle to reopen. As a country we have yet to make the necessary investments, and pass the needed policies and procedures (e.g., universal mask requirements and testing, tracing, and isolating protocols) that would allow us to achieve some semblance of normalcy. Teachers and other school staff will continue the business of educating students in these trying times. They and their unions will play a critical role in moving forward in an effective and safe environment.



This report was produced in collaboration with the Center on Wage and Employment Dynamics at the University of California, Berkeley.

Key findings

- **The teacher wage penalty has grown substantially since the mid-1990s.** The teacher wage penalty is how much less, in percentage terms, public school teachers are paid in weekly wages relative to other college-educated workers (after accounting for factors known to affect earnings such as education, experience, and state

residence). The regression-adjusted teaching wage *penalty* was 6.0% in 1996. In 2019, the penalty was 19.2%, reflecting a 2.8 percentage-point improvement compared with a penalty of 22.0% a year earlier.

- **The teacher wage penalty declined in the wake of recent teacher strikes but only time and more data will reveal whether teachers' actions led to a decline and a turning point.** The lessening of the teaching penalty from 22.0% in 2018 to 19.2% in 2019 may reflect pay raises enacted in the wake of widespread strikes and other actions by teachers in 2018 and 2019, particularly in some of the states where teacher pay lagged the most. Unfortunately, the data we have to date are not sufficient to allow us to identify the geographic locus of the improvements in teacher wages and benefits and any association with the recent wave of teacher protests and strikes. Only time will tell if this single data point marks a turning point in teacher pay.
- **The wage *premium* that women teachers experienced in the 1960s and 1970s has been replaced by a significant wage penalty.** As noted in our previous research, women teachers enjoyed a 14.7% wage premium in 1960, meaning they were paid 14.7% more than comparably educated and experienced women in other occupations. In 2019, women teachers were earning 13.2% less in weekly wages than their nonteaching counterparts were—a 27.9 percentage-point swing over the last six decades.
- **The wage penalty for men in teaching is much larger than it is for women in the profession, and it too has worsened considerably.** The teacher wage penalty for men was 16.6% in 1979. In 2019, male teachers earned 30.2% less than similar male college graduates who chose a different profession. This explains, to a large degree, why only one in four teachers are men.
- **While teacher wage penalties have worsened over time, some of the increase may be attributable to a tradeoff school districts make between pay and benefits.** In other words, school districts may not be giving teachers raises but are instead offering stable or slightly better benefits, such that benefits make up a larger share of the overall compensation package for teachers than for other professionals. In 2019, nonwage benefits made up a greater share of total compensation for teachers (29.3%) than for other professionals (21.4%). In 2004, nonwage benefits share of compensation was 20.7% for teachers and 18.7% for other professionals.
- **The benefits advantage of teachers has not been enough to offset the growing wage penalty.** The teacher total compensation penalty was 10.2% in 2019 (composed of a 19.2% wage penalty offset by a 9.0% benefits advantage). The bottom line is that the teacher total compensation penalty grew by 7.5 percentage points from 1993 to 2019.
- **The teacher wage penalty exceeds 20% in 21 states and in the District of Columbia.** Teacher weekly wage penalties for each state, computed using pooled 2014–2019 data, range from 2.0% in Wyoming to 32.7% in Virginia. In 21 states and the District of Columbia teachers are paid less than 80 cents on the dollar earned by similar college-educated workers.

The analyses

In our analyses, we use two sources of data, both from the Bureau of Labor Statistics (BLS). For our wage analysis, we use Current Population Survey Outgoing Rotation Groups (CPS-ORG) data. Our wage sample is restricted to full-time workers (working at least 35 hours per week), 18 to 64 years old, with at least a bachelor's degree. The education restriction is made because teachers today need at least a bachelor's degree to teach. We compare wages of public school teachers (elementary, middle, and secondary) with other college graduates using regression-adjusted estimates. Since there are no CPS surveys that provide data on both benefits and wages for teachers and other college graduates, our benefits analysis uses National Compensation Survey data from BLS's Employer Costs for Employee Compensation (ECEC) program to compare teachers' benefits with benefits of professionals overall. Specifically, we pull data on employer costs per hour worked for detailed categories of compensation for "Primary, secondary, and special education school teachers" and "civilian professionals"—the broadest category available that corresponds with all college graduates.

We present results in three sections. We begin by presenting estimates of the national teacher weekly wage penalty using standard regression techniques to control for systematic differences in the age, education, state of residence, and other factors known to affect wage rates. Second, we present similarly constructed estimates of relative teacher earnings for each state. Finally, we factor in nonwage benefits to estimate a total compensation penalty that includes wages and benefits at the national level (which is not possible for each state).

Appendix A in our previous report ([Allegretto and Mishel 2019](#)), available online, provides a comprehensive discussion of the data and methodologies that produce our teacher weekly wage and total compensation penalties. Following are just a few salient aspects to mention. First, in our wage penalty analyses, our sample of workers is limited to those who respond with wage information (i.e. we exclude those with imputed wage data) because BLS's method of imputing earnings overstates teacher earnings. Second, our measure of wages is weekly wages and therefore avoids comparisons of weekly hours worked or length of the work year (i.e. the "summers off" issue for teachers) between teachers and other college graduates. In Allegretto and Mishel 2019 we provide evidence that teachers work weekly hours similar to other professionals. Third, we make adjustments to the wage data to account for the fact that the CPS "top-codes" weekly earnings—assigning all earners *above* a particular threshold a week a weekly wage exactly *at* that threshold. Done to protect confidentiality, this top code hasn't been updated for inflation since 1998 and, as a result, a growing share of workers are assigned this weekly earnings value, which has generated a growing understatement of college graduate wages.

Teacher relative weekly wage trends: Regression-adjusted estimates

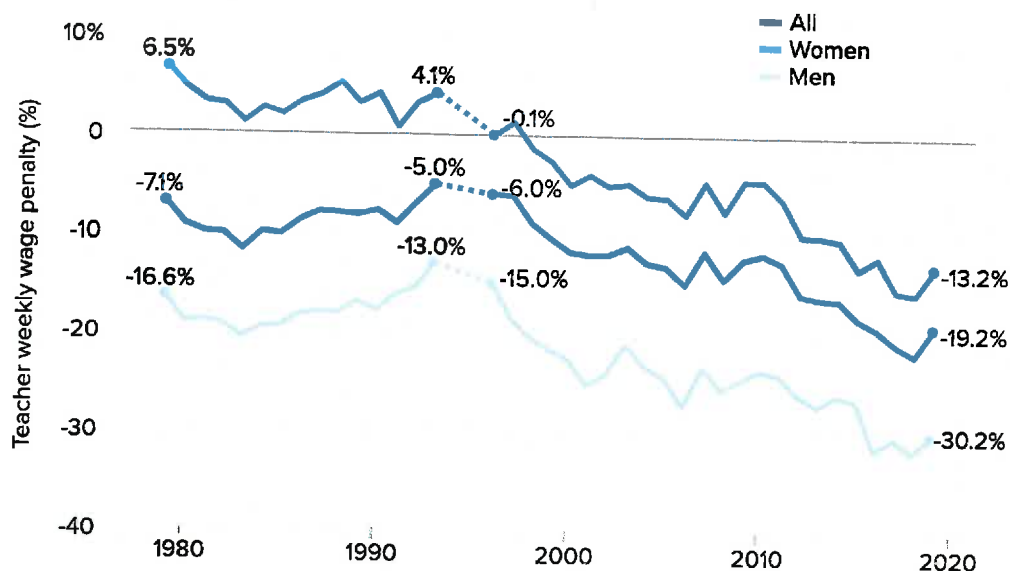
An apples-to-apples comparison of earnings between teachers and nonteacher college graduates requires us to control for any systematic differences in factors that typically affect pay, including a worker's age, formal education (B.A., M.A., professional degree, and Ph.D.), marital status, race/ethnicity, and state of residence. To do this, we use standard regression techniques to calculate the weekly wages of public school teachers relative to other college graduates.² We do this for all teachers, and separately for women and men.

We present relative wages as percentage differences from the perspective of teachers, i.e., how much less (or more) teachers earn in weekly wages relative to other college graduates. We find a weekly wage *penalty* for teachers when the regression estimates suggest that teachers, all else equal, are paid less than other college graduates, which appears as a negative number in Figure A. **Figure A** reports results for all teachers, and by gender. For all teachers, the penalty grew from 7.1% in 1979 to a record 22.0% in 2018 before improving to 19.2% in 2019. The estimated 19.2% teacher weekly wage penalty in 2019 means that, on average, teachers earned just 80.8 cents on the dollar compared with what similar college graduates earned working in other professions—and much less than the relative 92.9 cents on the dollar that teachers earned in 1979.

FIGURE A

Teachers earn 19.2% less than comparable college graduates

Teacher weekly wage penalty (or premium) for all teachers and by gender, 1979–2019



Notes: Figure shows regression-adjusted weekly wage penalties (or premiums): how much less (or more), in percentage terms, elementary, middle, and secondary public school teachers earn in weekly wages than their college-educated, nonteaching peers. Data points for 1994 and 1995 are unavailable and represented by dotted lines. See *Allegretto and Mishel 2019*, especially Appendix A, for more details.

Source: Authors' analysis of Current Population Survey Outgoing Rotation Group data accessed via the EPI Current Population Survey Extracts, Version 1.0.2 (EPI 2020).

Teacher wage differentials vary greatly by gender. As illustrated in Figure A, the teacher penalty currently stands at 13.2% for women—a 2.7 percentage point lessening of the penalty compared with 2018. The teaching profession was relatively good for women in 1979, when they had a weekly wage premium of 6.5%.

In earlier work using decennial Census data, we found a 14.7% wage premium for women teachers in 1960 that fell to 10.4% in 1970 and to 2.9% in 1980 (Allegretto, Corcoran, and Mishel 2008, p. 7).³ Of course, falling relative wages for female teachers coincided with slowly expanding opportunities for women to work in other fields—an important concept to keep in mind. The earlier work combined with the results in Figure A demonstrates a sizable, long-term trend in the relative erosion of earnings for women teachers.

The teacher wage penalty has always been largest for men in the teaching profession—the men's weekly wage penalty was 16.6% in 1979 and grew to a record 31.8% in 2018. The penalty fell to 30.2% in 2019, still representing an extreme contrast in earnings. The shrinking of the wage penalties for women and, less so, for men in 2019 should not necessarily be taken as a reversal of trends. As Figure A illustrates, earlier instances of improvements in relative teacher wages have been short-lived and followed by worsening relative teacher earnings. This time may be different, however, as attitudes toward teachers and their pay have changed and teachers themselves are strongly pushing for improvements (see, for example, Phi Delta Kappan 2018; Vargas 2020).⁴

The larger teacher wage penalty for men reflects that teaching has been a predominantly female profession. Men in predominantly female professions often earn substantially less than men earn in male-dominated professions (Corcoran, Evans, and Schwab 2004). Because of gender discrimination that historically limited occupational options for educated women, these women became a captive labor pool with few opportunities and less leverage to secure higher wages. Thus, the wages for teachers have remained below those in male-dominated professions.

The large wage penalty that men face in the teaching profession goes a long way toward explaining why the gender makeup of the profession has not changed much over the past few decades. Today, roughly three-fourths of teachers are women, which is about what it was in 1960.⁵

Teacher weekly wage penalties by state

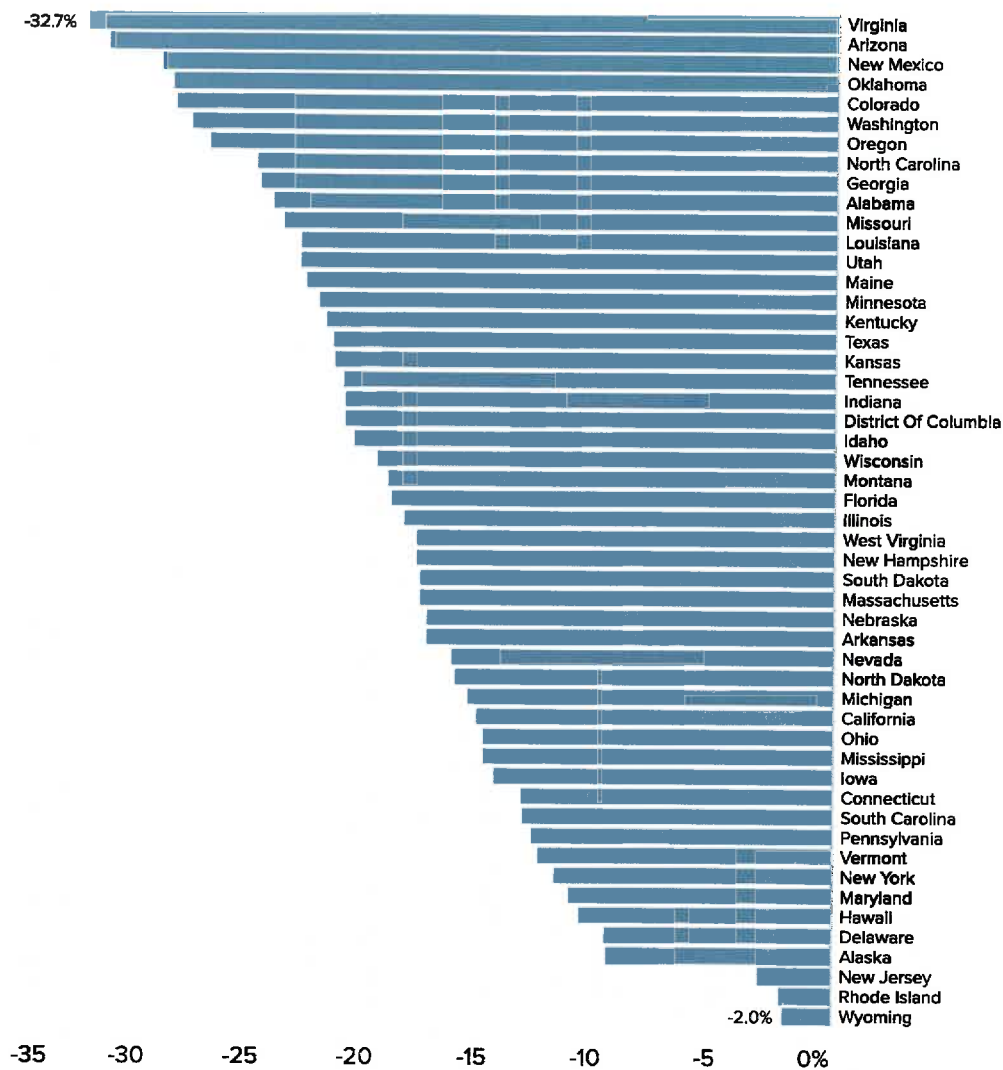
To this point, our focus has been on public school teacher wage penalties, on average, for the United States. Here we present regression-adjusted teacher wage penalties by state. To analyze teacher earnings by state, we pool together six years of CPS data from 2014 through 2019. Again we compare samples of public school teachers with samples of nonteacher college graduates *within* each state.

In **Figure B** we present state outcomes in a bar chart, ranked from the largest wage penalty to the smallest (**Figure C** presents the data in an interactive map). Teacher weekly wage penalties in 21 states and D.C. are greater than 20%. Of the eight states with the largest wage penalties, four (those *italicized*) were where massive walkouts took place in 2018: Virginia (32.7%) had the largest penalty, followed by *Arizona* (31.8%), New Mexico (29.5%), *Oklahoma* (29.0%), *Colorado* (28.8%), Washington (28.1%), Oregon (27.3%) and *North Carolina* (25.3%).⁶ The teaching penalty also exceeded 25% in Georgia (25.1%).

FIGURE B

The teacher weekly wage penalty is greater than 20% in 21 states and D.C.

Teacher weekly wage penalty, by state, pooled data from 2014–2019



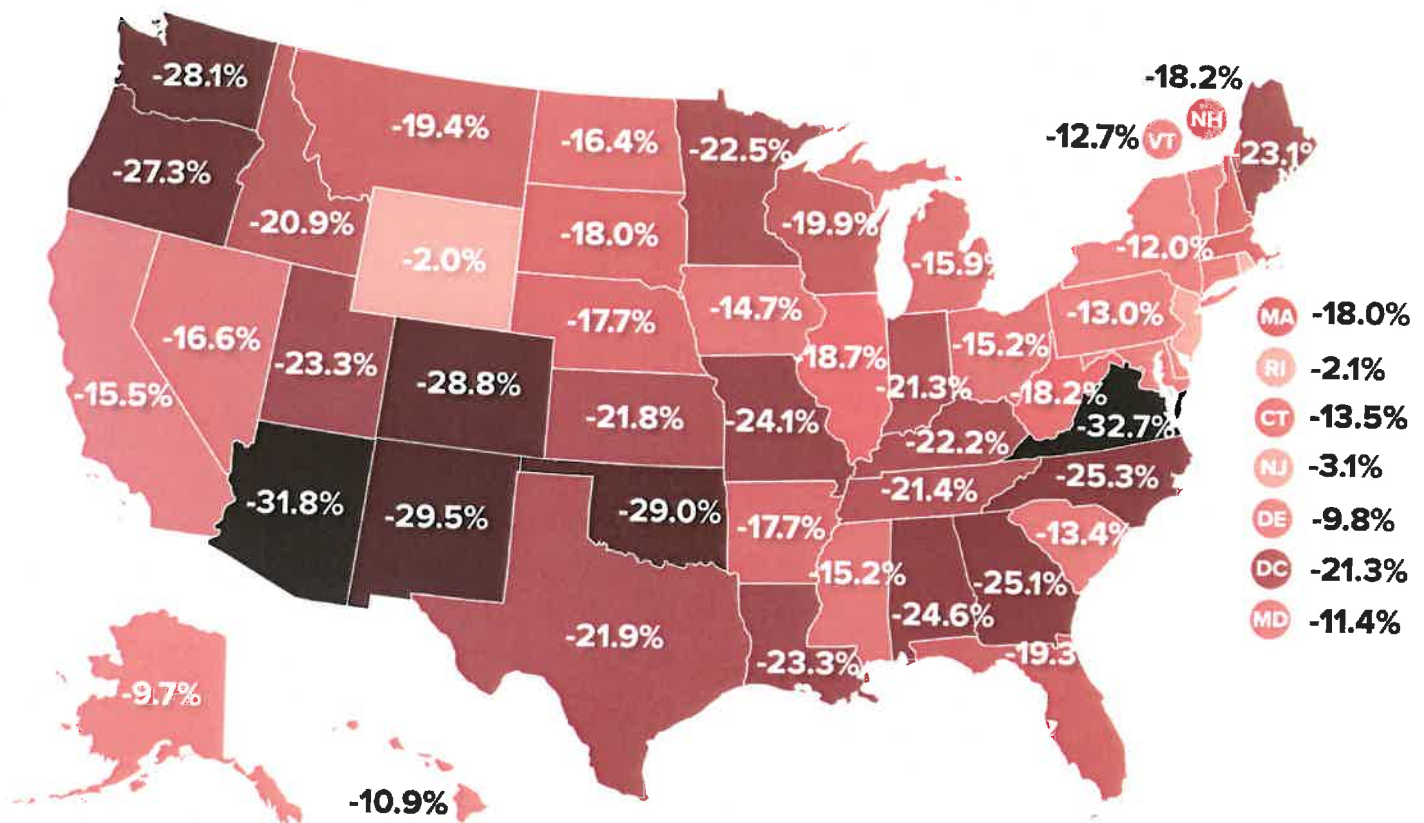
Notes: Figure reports state-specific regression-adjusted teacher weekly wage penalties: how much less, in percentage terms, elementary, middle, and secondary public school teachers earn in weekly wages than their college-educated, nonteaching peers. See *Allegretto and Mishel 2019*, especially Appendix A, for more details.

Source: Authors' analysis of pooled 2014–2019 Current Population Survey Outgoing Rotation Group data

①

How underpaid are teachers in your state?

Depending on the state, teachers make between 2.0% and 32.7% less than other comparable college-educated workers



Notes: Figure reports state-specific regression-adjusted teacher weekly wage penalties: how much less, in percentage terms, elementary, middle, and secondary public school teachers earn in weekly wages than their college-educated, nonteaching peers. See Allegretto and Mishel 2019, especially Appendix A, for more details.

Source: Authors' analysis of pooled 2014–2019 Current Population Survey Outgoing Rotation Group data accessed via EPI Current Population Survey Extracts, Version 1.0.2 (EPI 2020).

In no state, on average, does the relative wage of teachers surpass that of other college graduates. Wyoming, Rhode Island, and New Jersey have the smallest wage penalties—at 2.0, 2.1, and 3.1%, respectively.

Several of the states where teacher protests occurred in 2018–2019 continue to have some of the largest teacher wage disadvantages. In order to have a sample large enough to produce estimates separately for every state, we pooled together six consecutive years of data. This approach makes it impossible for us to determine, in a meaningful way, how the strikes affected wages since teacher activism exploded in 2018 and 2019—especially as many of the actions were at the city level. As a result, for now, we can only note that the teacher earnings gap did narrow at the national level in 2019 and that teacher mobilizations in 2018 and 2019 were concentrated in the states that continue to have some of the largest teacher pay penalties.⁷

Adding benefits to the picture

Our analysis thus far has focused entirely on teachers' weekly wages relative to those of other comparable college graduates. Yet benefits such as pensions and health insurance are an increasingly important component of the total compensation package. Teachers do enjoy more attractive benefits packages than other professionals; thus, our measure of relative teacher *wages* overstates the teacher disadvantage in *total compensation*.⁸

Table 1 provides the basic information necessary to compare benefits packages of primary, secondary, and special education public school teachers with benefits packages of comparable workers (specifically, workers in professional occupations).⁹ This table draws on the BLS Employer Costs for Employee Compensation (ECEC) series. "Benefits" in our analysis refers to the employer costs for health and life insurance, retirement plans, and payroll taxes (i.e., Social Security, unemployment insurance, and workers' compensation). The remaining components of compensation are "W-2 wages," a wage measure that corresponds to the wages captured in the CPS data used above; W-2 wages are the wages reported to employees and to the Internal Revenue Service. W-2 wages include "direct wages," defined by the BLS as "regular payments from the employer to the employee as compensation for straight-time hourly work, or for any salaried work performed" and other wage items including "supplemental pay." Supplemental pay includes premium pay for overtime, bonus pay, profit-sharing, and "paid leave."¹⁰

TABLE 1

The teacher compensation penalty was 10.2% in 2019

Trends in the teacher compensation penalty and its components, 1979–2019

Year(s)	W-2 wage share of compensation		Public school teachers		
	Professionals	Public school teachers	Wage penalty	Benefits advantage	Compensation penalty
1979	n.a.	n.a.	-7.1%	n.a.	n.a.
1993	n.a.	n.a.	-5.1%	2.4%	-2.7%
2004	81.3%	79.3%	-12.8%	2.2%	-10.7%
2007	80.7%	77.2%	-11.7%	4.0%	-7.7%
2010	79.8%	75.6%	-11.9%	4.9%	-7.1%
2017	78.1%	71.4%	-20.9%	7.4%	-13.5%
2018	78.5%	70.9%	-22.0%	8.3%	-13.7%
2019	78.6%	70.7%	-19.2%	9.0%	-10.2%
Percentage-point change					
1979–1993	n.a.	n.a.	2.0	n.a.	n.a.
1993–2007	n.a.	n.a.	-6.6	1.6	-5.0
1994–2007	-0.6	-2.1	n.a.	n.a.	n.a.
2007–2019	-2.1	-6.5	-7.5	5.0	-2.5
2010–2019	-1.2	-4.9	-7.2	4.1	-3.2
2018–2019	0.1	-0.2	2.8	0.7	3.4
1993–2019	n.a.	n.a.	-14.1	6.6	-7.5

Notes: Teachers are elementary, middle, and secondary public school teachers (compensation data do not include kindergarten teachers or special education teachers, who are included in the wage data). The benefits advantage is the degree to which teachers' higher benefits relative to professionals offset their wage penalty. See [Allegretto and Mishel 2019](#), especially Appendix A, for more details.

Source: Authors' analysis of Current Population Survey Outgoing Rotation Group data and Bureau of Labor Statistics Employer Costs for Employee Compensation data.

The first pair of columns in Table 1 under “W-2 wage share of compensation” present the share of W-2 wages in total compensation for professionals in all occupations and for state and local K–12 public school teachers. The W-2 wage share of compensation and the benefits share of compensation sum to one. These W-2 shares allow us to examine how important wages are relative to benefits in the total compensation package. In 2019, for example, teacher W-2 wages made up 70.7% of their total compensation. Professionals have less benefits per dollar of compensation, with 78.6 cents going to wages for every dollar of compensation (implying that 21.4 cents go to benefits). Therefore, for every dollar of W-2 wages, public school teachers do receive more in benefits. One reason health and pension costs are higher for teachers is that teacher health benefits are provided for a full year while teacher salaries are for less than a full year.

The columns under “Public school teachers” in Table 1 provide the information for our calculations. The “Wage penalty” column reports the teacher wage penalty from Figure B, followed by the “Benefits advantage” that teachers have; combining these two figures gives us an estimate for the teacher total compensation penalty, shown in the last column. In other words, the benefits advantage offsets the estimated relative wage disadvantage with respect to teachers.

The *growth* in the benefits advantage means that the relatively better benefits that teachers have somewhat offset the worsening wage picture for teachers. The benefits advantage for teachers in 2019 was 9.0%, significantly higher than the 2.4% teacher benefits advantage in 1993. The total teacher compensation penalty was 10.2% in 2019—an improvement over the previous year’s 13.7% penalty though 7.5 percentage points worse than the 2.7% compensation penalty for 1993.

Final thoughts

We have been sounding the alarm about the relative erosion of teacher earnings and total compensation for 16 years. Embedded in the worsening teacher wage penalty is the opportunity cost of choosing a career in teaching. As wages and compensation of teachers fall further behind that of other professionals it becomes harder to attract students to and retain teachers in the profession. These inequities must be addressed if we are to ensure that the brightest, most highly skilled professionals are at the head of each and every classroom, and to retain experienced teachers in the mix.¹¹

Great challenges lay ahead as schools across the country open either virtually, in-person, or with a mix (Garcia and Weiss 2020). Even if schools had their budgets from last year, it would be more than a strain to invest in the supplies, protocols, and personnel needed to effectively and safely open up amid the pandemic. State and local revenue shortfalls due to the COVID-19-led recession have already materialized and public education employment has collapsed. As EPI economist Elise Gould (2020) pointed out, K–12 employment saw huge declines in April and May due to pandemic-induced shortfalls in revenue. In August, after a bit of a recent rebound, employment in K–12 education is down by 5.7%, or 462,100 jobs from February 2020 levels—at a time when schools are in need of more personnel. Importantly, this sector never fully recovered the jobs lost over the Great Recession—before the pandemic-induced job losses, there was a shortfall of over 300,000 local public education jobs if we take into account the growth in student enrollment (Gould 2020), thus we would add another approximately 300,000 to the recent 462,100 shortfall to capture the true breadth of the crisis.¹²

A return to the prepandemic economy is far off. It is not clear how much more cutting will be necessary as state legislators balance their budgets. It is only with the help of the U.S. Congress that we can remedy the draconian cuts. The money in relief packages, such as the CARES Act, has not been near enough. The federal government can borrow at zero interest and should do so to provide upwards of one trillion dollars to state and local governments (Bivens and Cooper 2020).

In the last recession and recovery, reduced spending for K–12 schools and the corresponding cutbacks in teacher salaries were conscious policy choices and were frequently done to accommodate tax cuts for corporations and the rich.¹³ It is critically important that these policy errors not be made again. Instead, state and local governments will

need federal support to maintain and improve the resources that schools require, especially as adjustments to a COVID-19 environment add further expenses.

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Endnotes

1. See *How Does Teacher Pay Compare* (Allegretto, Corcoran, and Mishel 2004); *The Teacher Penalty* (Allegretto, Corcoran, and Mishel 2008); and updated briefs (Allegretto, Corcoran, and Mishel 2011; Allegretto and Tojerow 2014; Allegretto and Mishel 2016, 2018, 2019).
2. The wage model includes controls for both public school teacher and private school teacher. The weekly wage penalty estimates are based on the coefficient on the public school teacher indicator.
3. In the 2008 analysis, the wage premium reflects a comparison of annual earnings of public school teachers with those of similarly educated workers, using a regression approach as in this paper.
4. In 2018, Phi Delta Kappan's (PDK's) annual poll of public attitudes toward public schools found that "Two-thirds [of Americans] say teacher salaries are too low, a new high in data since the first PDK poll in 1969." It also found that "78% of public school parents say they would support teachers in their community if they went on strike for more pay." In 2020, Theresa Vargas's column in the *Washington Post* posited that the coronavirus pandemic was fueling a new appreciation for teachers across the country.
5. The 1960 share comes from Allegretto, Corcoran, and Mishel 2008 and is based on U.S. Census Bureau (Public-Use Microdata Samples, or PUMS) available at <https://usa.ipums.org/usa/index.shtml>; the current share comes from authors' analysis of the CPS data set used for this 2020 report.
6. For more on teacher walkouts and strikes in 2018 see BLS 2019; Ballotpedia 2020; Romero, Healy, and Turkewitz 2018. Public school teachers in North Carolina and Oregon were also among those involved in the major work stoppages in 2019, according to BLS 2020.
7. BLS's work stoppages reports present major work stoppages for educators at the municipal and state levels; see BLS 2019 and 2020.
8. We draw heavily on our prior work analyzing the "benefits bias"—which we now label the "benefits advantage" (see Allegretto, Corcoran, and Mishel 2004, 2008).

9. The ECEC provides compensation data for a narrower category of “primary, secondary, and special education school teachers” and for a broader category of “teachers.” We analyze the narrower category, which closely matches the definition of teachers in our CPS-ORG data, using data limited to state and local public-sector workers. The inclusion of kindergarten and special education teachers in the benefits analysis does not produce any more substantial differences than if they were excluded (as they are in the CPS sample used to estimate the wage penalty). Greater methodological detail is provided in Appendix A of Allegretto and Mishel 2019.
10. For details, see Appendix A of Allegretto and Mishel 2019.
11. See the reports in EPI’s “Teacher Shortage” series, at <https://www.epi.org/research/teacher-shortages/>, for discussions of pay inequities and other factors that dissuade professionals from entering or staying in the teaching profession.
12. Authors’ analysis of data from the Current Employment Statistics public data series. Additional shortfall estimate reflects the 43,300 shortfall in February 2020 from 2008 levels and the 261,100 more teachers needed to meet increases in student enrollment.
13. See for example Williams and Johnson 2013. Also Cooper (2020) explains how overall cuts in state and local public-sector budgets was a conscious choice over the alternative that many states did not take, which was to raise taxes; as Cooper notes, jurisdictions that did not cut public-sector workers fared better in the last recovery. For a summary of how K–12 education spending plummeted after the Great Recession, see Bivens 2017, Figure E.

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