

# CONTRACT FOR FAILURE

THE IMPACT OF TEACHER UNION CONTRACTS  
ON THE QUALITY OF CALIFORNIA SCHOOLS

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WITH

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## FOREWORD

“Thus far, the leading writers of the current school reform movement have shirked from a critical examination of teachers’ unions and collective bargaining,” wrote Todd A. DeMitchell and Richard Fossey in their 1997 book *The Limits of Law-Based School Reform*. “With very few exceptions, one will search in vain in the school reform literature for even the appearance of the word union.”

The Pacific Research Institute’s Center for School Reform takes the bull by the horns with this report, examining every gory detail of the documents that are the ultimate arbiter of so much of the daily doings of our public schools – the collective bargaining agreements. In the last 25 years in California, there probably has not been a single significant action undertaken in a public school district without someone first asking the question: “Does the contract allow it?” Yet collective bargaining agreements are among the least studied of all aspects of public education. Indeed, the authors’ own experience illustrates how difficult it is just to get copies of these contracts, despite the explicit language and intent of the state’s public records laws.

While most politicians, commentators, and members of the public remain in the dark about the effects of collective bargaining on California’s schools, there is one group of individuals with exceptional knowledge of teachers’ contracts. Their expertise is so vast that school boards and administrators often rely on them for interpretations of those documents. These individuals are the paid staffers of the teacher unions.

Both the California Teachers Association (CTA) and the California Federation of Teachers (CFT) are able to place an experienced labor negotiator in virtually every school district. Their lobbyists work in Sacramento to modify the state’s collective bargaining laws to suit them. Their activists work long

hours to put friendly candidates on school boards all over the state, thereby influencing both sides of the bargaining table. In fact, union representation of public school teachers may be the very last growth sector for organized labor, whose membership has been steadily declining for 50 years.

This report explains and quantifies how union contracts can have severe detrimental effects on the delivery of education. Contracts hamper not only administrators, school boards, and superintendents, but parents, students, and the teachers themselves. Most important, the authors show us a way out, by taking a page from the teacher unions' own book.

California's teacher unions have spent years and millions of dollars on efforts to reduce class size. More recently, they have become stronger advocates for smaller schools. But efforts to reduce or break up large school districts have met with fierce union opposition. Why? This report has the answer.

In the 76 California school districts where enrollment is over 10,000 students, 65 have teacher contracts with CTA, eight with CFT, two with unions who are affiliated with both CTA and CFT, and one has no contract.

In the 123 California school districts where enrollment is under 500 students, only 54 have teacher contracts with CTA, three with CFT, two with independent organizations, one with the Teamsters, and a majority – 63 – have no contract.

The lesson is clear: It's much easier to organize a few districts with a lot of teachers than a lot of districts with a few teachers. So, if you like an intimate school atmosphere where you not only know your child's teacher and principal by sight, but also the superintendent and the members of the school board, don't expect much help from the teacher unions. They would prefer one Los Angeles Unified School District to 23 Clovis school districts or 2,300 Warner school districts.

As you read through this report, you may begin to feel dismayed by the stranglehold collective bargaining agreements have on your school district, your school, and your child's education. I am sorry to tell you it promises to get worse before it gets better.

In a July 24, 2001 speech to local union presidents, CTA President Wayne Johnson declared: "If we are going to be held accountable, we should bargain curriculum, rather than have it forced down our throats by some curriculum deputy superintendent that doesn't have a clue. If we are going to be held accountable, we should bargain textbook selection. We should bargain lesson plans, portfolios, etc. We should bargain grading standards. We should bargain everything that relates to the classroom and teaching. If we are ever to have professional rights, we have to have the rights to make professional decisions about our profession. I am going to recommend to the State Council in October that CTA write and sponsor legislation that will expand the scope of bargaining and bring real professional status to teachers."

This report assumes most California citizens do not want their children's education used as a bargaining chip by a special interest group. The Pacific Research Institute has performed a great service in providing a map of the road we are on, and the directions to the off-ramp.

**Mike Antonucci**

Director

Education Intelligence Agency

Sacramento, California

November 2001

## EXECUTIVE SUMMARY

Few forces wield a greater impact on education in California than the state's teacher unions. In an average California school district, 85 percent of the operating budget is tied to teacher and other employee salaries and collective bargaining contracts. Labor researchers have found that collective bargaining "standardizes" work conditions and diminishes the ability of district officials or school principals to hire and fire teaching staff. Despite being a key influence, little attention has been given to the collective bargaining process in the education reform debate.

A school system that strives for excellence requires motivated students, superior teachers, an exemplary principal, and elected board members who provide leadership and accountability. Teacher time is best used in direct instruction, planning lessons, and assessing student performance. School principals have a significant impact on achievement by maintaining an orderly environment, supporting teachers' needs, and providing school-based leadership. The injection of collective bargaining into this system has far-reaching consequences for education quality and student performance.

*Contract for Failure* examines the impact of 25 years of collective bargaining on the effectiveness of California's schools. It is the most comprehensive and perhaps the only study to analyze individual district teacher contracts in California. The authors find that the impact of collective bargaining in California's 994 school districts is enormous. Of the 460 districts examined, 337 – almost 75 percent – yield the teacher union too much power over curriculum, professional development, the scope of academic freedom, accountability, rewards based on performance, and teacher self-governance.

## ANALYZING THE CONTRACTS

A team of researchers scored five key articles contained in California teacher contracts that significantly impact school management and student performance, including how districts and unions manage grievances, teacher evaluations, transfer and assignment, board authority, and teachers' time in and out of the classroom. Each contract was assigned a total composite score and ranked within quintiles: 1st = no restrictions, 2nd = least restrictive, 3rd = restrictive, 4th = very restrictive, and 5th = most restrictive.

The study sample represented almost half of the statewide total of school districts and a cross-section of districts based on size, location, student population, and teacher representation. In addition, approximately 150 school districts around California have no union representation. This study included 80 in the sample.

## WHO MANAGES THE SCHOOLS AND THE CLASSROOMS?

Collective bargaining is a complex process that obstructs the ability to make timely decisions, particularly regarding personnel. This study found that in the collective bargaining process, unless there is a particular problem brewing, school boards are primarily concerned with the issues of money: entitlement and ability to pay teachers salaries. While important in attracting and maintaining good teachers, salary concerns are overblown in comparison to the real issue of classroom control. To assess the measure of control school boards and teacher unions are exerting over the system, one is required to read the fine print. The authors found some disturbing trends:

- **Board Authority.** Too many school boards have agreed to binding arbitration or do not carefully define management rights. These boards have yielded too much authority to the union.
- **Grievance Procedure.** A large number of districts allow almost any issue to be grieved, including issues not specifically covered by the

contract (such as board policies and regulations). Many of the state's contracts call for too many parties to participate in the grievance procedure or require a complex, multi-step procedure.

- **Transfer and Assignment.** Getting the right teacher with the right training at the right time is key to an effective school. Teacher contracts in California contain too many restrictions on principals to hire and often involve other parties (such as site committees controlled by the union). Many contracts seriously limit the pool of applicants (to internal candidates) and use seniority rather than considerations of teacher quality.
- **Evaluating Teachers.** California school districts have not developed competent systems to evaluate and assist ineffective teachers and to terminate those who are unable to meet the district's mission. This is due in large part to restrictions found in teacher contracts. For instance, most contracts do not allow objective measurements of student performance (standardized tests) to be considered in a teacher evaluation. Many contracts place further restrictions on evaluations by allowing persons other than the principal to evaluate or by allowing non-management to determine the objectives that form the basis of the evaluation.
- **Classroom Management.** California's teacher contracts release too many teachers too many hours from direct instruction in the classroom. Teachers can be away from the classroom for many reasons, from lesson preparation to attending grievance and evaluation procedures to union business.
- **Classroom and Teacher Autonomy.** California's teacher contracts do not adequately address the rights of teachers to remain autonomous from teacher unions. Very few contracts advise teachers of their constitutional right to object to union dues that fund political causes not related to teacher benefits. As of January 1,



2001, teachers are required to either join the union or pay their “fair share” fees for the union to represent them, even if the teacher does not want representation. This study will serve as a benchmark to measure the impact of the new agency-fee law on teacher contracts. Of the 212 district contracts that contained an agency-fee requirement, 85 percent contained restrictions in other areas of the contract as well.

#### COLLECTIVE BARGAINING IN CALIFORNIA, FROM SISKIYOU TO IMPERIAL COUNTY

Despite some variation, school boards across California have agreed to provisions that negatively impact classrooms and student achievement.

- Almost 75 percent of the contracts analyzed in this study contain numerous restrictions on the ability of school boards and district staff to manage, teachers to teach, and students to learn (see Figure 6.1).
- The 10 largest school districts (Oakland, Sacramento, Los Angeles, San Diego, San Francisco, San Bernardino, Fresno, Orange, Santa Ana, and San Juan) tend to have more restrictive contracts. For example, San Francisco Unified School District scored in the highest quintile and the San Juan (Sacramento County), Sacramento, Los Angeles, and San Diego districts scored in the second highest quintile. The average composite contract score for the 10 largest districts was 12 and a little under five for districts in the more rural northern region.
- Districts with the most favorable scores and the most flexible contracts are located almost entirely in the northern and central regions. Also, districts with smaller enrollments tend to have no union representation or much more flexible contracts.

- This project analyzed the personnel and school management practices of several districts with no teacher contracts or union representation, including Clovis (Fresno County), Snowline (San Bernardino), and Warner Springs (San Diego County). When compared to their counterpart districts, districts without union representation scored higher on the state’s student assessment (SAT-9). Teachers in these districts reported high satisfaction with district management, school board policies, and teachers’ ability to have a meaningful input on classroom and school practices.
- Districts with the most restrictive clauses regarding school and classroom management also spent a much higher percentage of their budget on salaries and benefits. The average percentage for districts with no contracts or minimal restrictions was 74 percent compared to districts in the highest quintiles, where the percentage was almost 81 percent.

#### THE PATH TO REFORM

This study identifies key collective bargaining issues and practices found in districts statewide. But the work is only half done. It is now up to the board members, teachers, parents, and taxpayers to determine how the collective bargaining process can be improved, or whether collective bargaining is even appropriate for their district. This study also makes a series of recommendations to legislators and other policymakers to improve the process, including:

- The majority of contracts analyzed in this study severely restricts board authority. Legislators should ensure that the state’s collective bargaining laws limit agreements to those areas required by law and minimize the number of issues negotiated in the “meet-and-

confer” process. Curriculum, assessment, pedagogy, and instruction materials should not be part of the bargaining process.

- Collect timely data on the state’s collective bargaining agreements. Currently, no public agency collects information on the contents and provisions of district collective bargaining agreements. Each district should be required to respond to a state agency survey (California Department of Education or Public Employee Relations Board) that summarizes specific contract provisions.
- Repeal Agency-Fee Rules. Mandatory agency-fee rules as discussed in this study impose restrictions on teachers and are incompatible with the principles of professionalism and freedom of association.
- On a broader level, legislators should consider the impact of the collective bargaining process when enacting specific legislation. For instance, current law requires legislators to state the mandated costs of introduced legislation. In the same manner, when developing education measures, legislators should state clearly whether the issue should be subject to collective bargaining negotiations or the meet-and-confer process.

of the education process has become part of a bureaucratic status quo that must be changed if reforms are to succeed and California’s children are to receive the education they deserve.

#### REJECT THE STATUS QUO, LIBERATE THE CLASSROOM

With every right there is an equal responsibility. Yet, no one is holding unions responsible for the role they have played in bring education down to its present dismal level, in which California languishes near the bottom. Albert Shanker, former president of the American Federation of Teachers, admitted, “we’re not going to change the way schools function without simultaneously changing the way unions function.”

School board members change regularly through election, school administrators come and go, teachers move on to other opportunities, but the one enduring voice in the debate is that of the teacher unions. Their domination

## INTRODUCTION

### A. CONTRACT FOR FAILURE

Few forces wield a greater impact on education in California than the state's teacher unions. In theory, these unions act as professional organizations concerned with protecting the occupation of teaching. In practice, they operate as Big Labor, a power broker defending special interests within a bureaucratic system, from the Public Employee Relations Board (PERB) to the California State Board of Education to the California Commission on Teacher Credentialing (CTC).

Teacher unions are a powerful political force, with the money and clout to influence elections. The California Teachers Association (CTA), for example, spent \$15 million to defeat a school-choice ballot initiative in 1994 and \$30 million for the same reason in 2000. Teacher unions also wield enormous influence on legislation, backing bills that restrict charter schools and resisting other reforms. Less noticeable but every bit as formidable is the influence that comes through the collective bargaining process.

Once a national leader in education, California now ranks near the bottom in student achievement, despite record spending levels. A major reason for this plunge is the power of unions, through the collective bargaining process, to influence the details of classroom instruction in a way detrimental to student achievement. Though formidable, this influence takes place largely out of the public eye.

For example, whether one agrees or disagrees that small class size matters, or whether peer review is the best way to evaluate teachers, these recent reforms, proposed by two state governors, have been corrupted at the district level by the teacher unions. The ink was not dry on Governor Davis's peer-review legislation, which left the details to collective bargaining,

before the teacher unions began to insert language in contracts to weaken the law's effects.

At the district and school level, collective bargaining has a major impact on educational quality and reform. Professor Joe A. Stone of the University of Oregon has found that collective bargaining increases the total cost of instruction from eight to 15 percent.<sup>1</sup> In an average California school district, 85 percent of the district's operating budget is tied to collective-bargaining contracts, for both certificated and classified personnel. Professor Stone also found that in the classroom or school workplace, collective bargaining "standardizes" work conditions and diminishes the ability of district officials or school principals to hire and fire teaching staff. Despite this key influence, extending in the very classroom, very little attention has been given to the collective-bargaining process in the education reform debate in California.

A school system that strives for excellence requires motivated students, superior teachers, an exemplary principal, and elected board members who provide leadership and accountability. Teacher time is best used in direct instruction, planning lessons, and monitoring student performance. School principals have a significant impact on achievement<sup>2</sup> by maintaining an orderly learning environment, supporting teachers' needs, and generally providing school-based leadership. The injection of collective bargaining into this system has far-reaching consequences for education quality and student performance.

Under the California K-12 educational system, elected members of school boards are primarily responsible to the public. Boards can hold administrators accountable for carrying out board directives. In the collective bargaining

process, it is important to note that boards of education are management; the teacher unions are labor.

In the search for what can be “fixed” to prepare our young people for the challenges they will face in the 21st century, education reformers, policy officials, and the public alike have been reluctant to challenge teacher unions. Yet, no other change in the past three decades has had a more profound effect on classroom instruction than the unionization of public school employees, specifically teachers.<sup>3</sup>

Those hoping to understand and reform California’s education system must take into account a process that has diminished the autonomy of teachers, the authority of administrators and school boards, and even the input of parents into important decisions influencing their children’s education. Instead, the power to make important education decisions has shifted to a third party with a vested interest in adults, not the children. In a kind of silent coup, union power has steadily colonized the system to the point that this influence is now so pervasive that by 1999, California’s non-partisan Legislative Analyst’s Office (LAO) could calmly describe the process as business as usual.

Districts that enter into collective bargaining agreements *share* power with unions over a wide range of decisions that affect district educational policies and the distribution of district resources. [Emphasis added].<sup>4</sup>

## B. UNDERSTANDING THE ROLE OF COLLECTIVE BARGAINING

*Contract for Failure* examines the impact of 25 years of collective bargaining on the effectiveness of California’s schools. It is the most comprehensive, and perhaps the only, study to analyze individual district teacher contracts in California. Its purpose is to help parents, teachers, administrators, taxpayers, and school board members understand the role of collective bargaining in California public education. The authors analyze key contract provisions that could be improved to help school districts provide a quality education to their

students. The analysis required that the authors tackle key questions about the constraints on the state’s school boards, administrations, teachers, and ultimately our students.

- Do union contracts transform the relationship between administrators and teachers?
- Do these collective bargaining agreements change the education environment for our children?
- Since students are primarily educated in the classroom, how does collective bargaining affect their learning?
- Because of the language in these legal agreements, who is in charge of the classrooms in our schools?

In answering these questions, this study shows that the impact of collective bargaining on California’s 994 school districts is enormous. Of the 460 districts examined, 337 – almost 75 percent – had negotiated contracts that eroded the authority of the school board and district management to make important decisions. Equally important, these contracts harmed teachers and their ability to perform. The contracts analyzed in this study yielded the union too much power over curriculum, professional development, the scope of academic freedom, accountability, rewards based on performance, and teacher self-governance.

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1. Randall W. Eberts and Joe A. Stone, *Unions and Public Schools: The Effects of Teacher Collective Bargaining on Student Outcomes* (Lexington, MA, Lexington Books, 1984).

2. *Ibid.*

3. David Y. Denholm, *The Impact of Unionism on the Quality of Education* (Washington, D.C.: Public Service Research Foundation, Fall 1995).

4. California Legislative Analyst’s Office, *K–12 Master Plan: Starting the Process*, 1999.

## WHAT IS COLLECTIVE BARGAINING?

Collective bargaining is a process of negotiating a legal contract between a school district and a bargaining unit of employees that shares a community of interest, such as all certified teachers. A bargaining agreement sets forth the wages and terms that cover the conditions of employment for the employees of the bargaining unit.

Because a collective bargaining contract requires the participation and approval of the union, it restricts flexibility of the school management in making decisions. Collective bargaining creates a shared-management relationship for the operation of the school. To the extent that discussion about an issue is included in the contract, it restricts the flexibility, discretion, and power of school boards and administrators to make key decisions.

The process limits rewards for performance, confines and restrains classroom instruction, and hinders innovation. Proponents of collective bargaining believe that the process, since it requires collaboration between a union and a district and results in higher compensation and different working conditions, will, by definition, promote an atmosphere of academic excellence. However, critics of the process point to contrary evidence. In fact, while most teacher unions have achieved increased compensation and improved benefits as well as better working conditions, the net result of collective bargaining has been negative for teachers and students.<sup>1</sup> Numerous studies have shown that dropout rates are higher, student achievement is lower, and employment relations more adversarial in unionized districts.

Collective bargaining is a complex process that obstructs the ability to make timely decisions, particularly regarding personnel. As LaRae Munk, co-author of this study and an experienced labor attorney notes, “In order to effectively

deliver education services the administration must be able to put the *right teacher, with the right training, in the right place, at the right time.*”<sup>2</sup>

### A. HISTORY OF COLLECTIVE BARGAINING IN PUBLIC EDUCATION

It has been aptly said that in order to understand where we are going, it is necessary to know where we have been. Therefore, it is essential to review the history and progression of collective bargaining in the public K–12 education system in California. Clearly, the history of collective bargaining displays a noticeable trend toward large national unions gaining more influence over our educational process at the expense of elected community representatives on school boards, on-site administrators, and even the individual voices of our educators.

The growth of education unions rapidly expanded with the passage of state laws granting teacher unions exclusive bargaining rights. In 1975, Governor Jerry Brown signed into law the “Rodda Act”<sup>3</sup> which, for the first time, required school districts to engage in collective bargaining with teacher unions.<sup>4</sup> This legislation gave the teacher unions the legal authority to demand recognition as the bargaining representative for all teachers in the newly organized bargaining unit. The long-range effect of this legislation is still evolving. However, it is reasonable to conclude that public education in California was forever changed with the passage of a law that permitted teachers to shift the focus from student performance to wage and employment issues, which are the union’s priorities in collective bargaining.

The Rodda Act replaced the Winton Act, which did not embody collective bargaining.<sup>5</sup> Rather, it only required that school districts “meet and confer” with teacher organizations. The Winton Act did not authorize school

districts to enter into binding agreements. Agreements reached as a result of “meeting and conferring” were required to be implemented in the form of governing board resolutions, regulations, or policies generally subject to change at the board’s pleasure.<sup>6</sup>

The legislative goal of the Winton Act was to protect the public school system from wasteful, highly partisan contests between employers and employees.<sup>7</sup> In contrast, the Rodda Act’s legislative purpose was to “promote the improvement of personnel management and employer and employee relations” and “afford certificated employees a voice in the formulation of educational policy.”<sup>8</sup>

Clearly, the legal focus, as measured by the legislature’s statements, shifted from protecting the school system to instead maximizing employee rights. The introduction of an adversarial relationship between school districts and teachers as employees severely undermined the common vision of excellence previously shared by administrators, teachers, parents, students, and community leaders.

#### B. EXPANSION OF COLLECTIVE BARGAINING

California’s state legislature has maximized employee rights by creating a bureaucratic structure, or system, which closely parallels the federal National Labor Relations Act (NLRA).<sup>9</sup> As a result, collective bargaining in California public schools now very closely resembles that of the private sector in all significant respects. Indeed, the representative for the teachers in one district, Surprise Valley in northern California, is the Teamsters, a group typically associated with industrial and commercial settings rather than professional situations. There is, however, one important difference between industrial and public employee unions – consumer choice.

In the private sector, if a business negotiates a contract that results in costly and cumbersome wages and work rules that drive up the price and impact service, consumers could and would choose to shop at a different

store with lower prices and better service. As co-author LaRae Munk has noted, with government, or public sector bargaining, “there are no such competitive forces ... unlike consumers in the private sector, taxpayers cannot easily vote with their feet to choose a better service provider.”<sup>10</sup>

In large part, professional negotiators on both sides carry out California public school negotiations. Under the Rodda Act, as with the Winton Act before it, a school district may not insist that the negotiators be employees of the school district or employees of the employee bargaining organization.<sup>11</sup> This development has actually added an additional layer of bureaucracy, which hinders effective communication between educators and local elected school boards. Most negotiations are conducted on behalf of the teacher union by paid and professionally trained representatives and on behalf of the district by professional labor negotiators or attorneys. **Chart 2.1**, developed by the education reform organization EdSource, illustrates the complex process.

The scope of negotiations is statutorily “limited” to “matters relating to wages, hours of employment, and other terms and conditions of employment.”<sup>12</sup> Terms and conditions of employment are defined in the California law as:

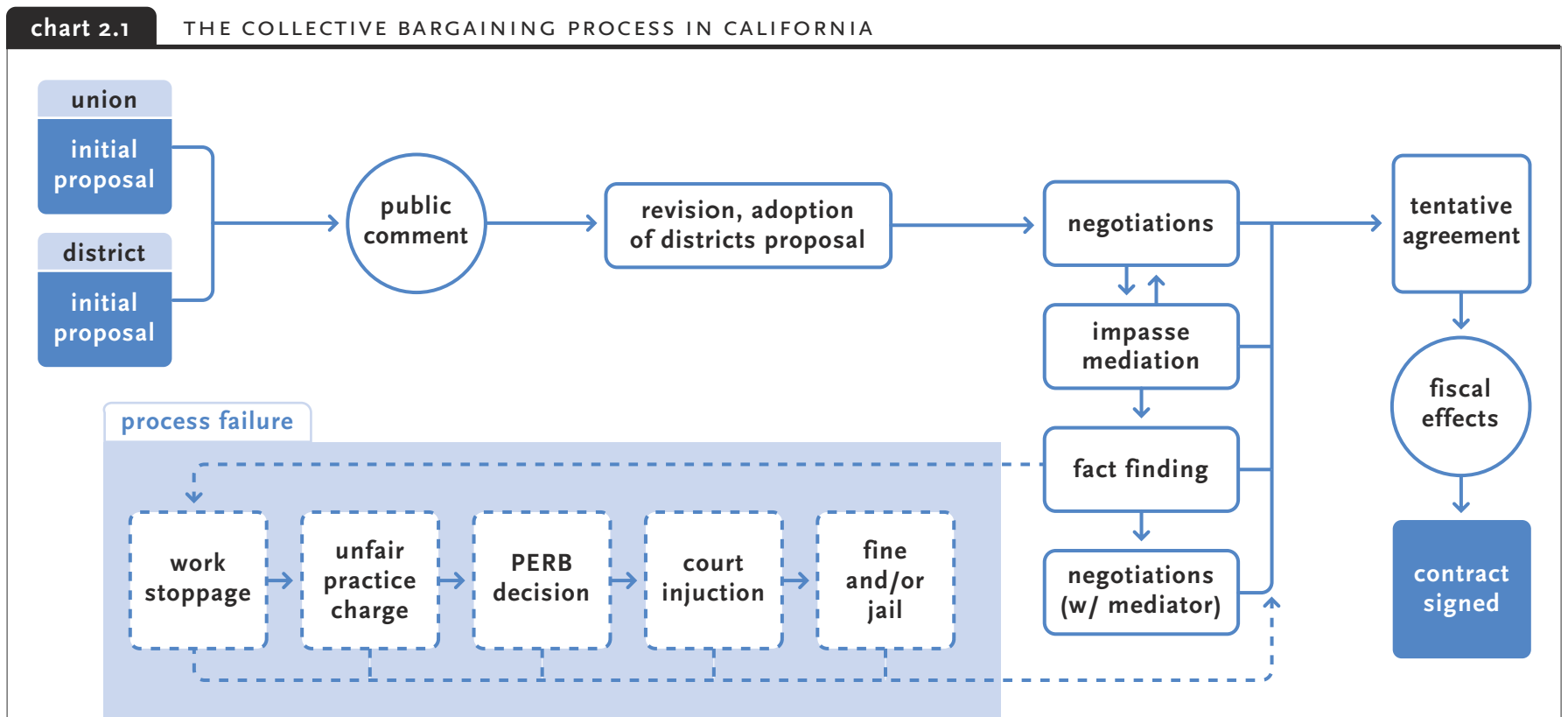
- Health and welfare benefits,
- Leaves of absence,
- Transfer and reassignment policies,
- Safety conditions of employment,
- Class size,
- Evaluation procedures,
- Union or association security,
- Grievance processing procedures,
- Layoff of probationary certificated school district employees, and
- Alternative compensation or benefits.

Teacher unions also possess the right to consult on “the definition of educational objectives, the determination of the content of courses and curriculum and the selection of textbooks to the extent such matters are within the discretion of the public school employee.”<sup>13</sup> The Rodda Act provides that “All matters not specifically enumerated are reserved to the public school employer and may not be a subject of meeting and negotiating.”<sup>14</sup>

On paper, the Rodda Act is drawn narrowly since it has only two categories of bargaining, mandatory and illegal. Scope of bargaining under the NLRA embraces three categories of bargaining topics<sup>15</sup> (1. mandatory,

2. permissive, and 3. illegal). However, in practice, state agencies and the courts have been quite expansive in interpreting the Rodda Act.

Power has continued to swing toward the labor unions because the Rodda Act has been interpreted to include topics other than those subjects specifically named. Equally, the Rodda Act’s provision for the reservation of “all matters not specifically enumerated” to the employing school district has not prevented, in practice, other issues being negotiated. In short, the scope of bargaining under the Rodda Act is much broader than one might conclude upon a mere reading of the words of the Act itself.



The result is that collective bargaining in California public schools can and, in most cases, does have a profound effect on every aspect of educational operations, from employment conditions to student performance. And yet, members of the general public, and indeed school boards, pay too little attention to the substantive language in their collective bargaining agreements. When it comes to collective bargaining, unless there is a particular problem brewing, school boards are primarily concerned with the issues of money: entitlement, and ability to pay teacher salaries.

While important in attracting and retaining good teachers, teacher salary concerns are overblown in comparison to the real issue of control of the K–12 educational system. To assess the measure of control a school board and teacher unions are exerting over the system, one is required to read the contractual fine print. In some districts this may require as much as 175 pages in the actual agreement, along with hundreds of pages of arbitration decisions and court rulings that have interpreted the agreement.<sup>16</sup>

School systems are not governed according to the size of teacher salary schedules. The success or failure of our schools is more a matter of how the system, on a daily basis, delivers education services to students. At present, it cannot be understood without a detailed study of the collective bargaining agreements that currently hold sway in California’s classrooms.

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1. Howard L. Fuller and George A. Mitchell, *The Educational Impact of Teacher Collective Bargaining in Milwaukee, Wisconsin* (Milwaukee, WI: Institute for the Transformation of Learning, Marquette University, 1998).
  2. LaRae G. Munk, *Collective Bargaining: Bringing Education to the Table* (Midland, MI: Mackinac Center for Public Policy, Michigan, 1998).
  3. Government Code Sections 3540, *et seq.*
  4. Collective bargaining rights were provided to all public school employees as well as teachers. Government Code Section 3540.1(j).
  5. *Westminster School District of Orange County v. Superior Court for Orange County* (1972) 28 Cal.App.3d 120.
  6. *Grasko v. Los Angeles City Board of Education* (1973) 31 Cal.App.3d 290.

7. California Federation of Teachers, *AFL-CIO v. Oxnard Elementary Schools* (1969) 272 Cal.App.2d 514.
8. Government Code Section 3540.
9. *Public Employment Relations Board v. Modesto City Schools District* (1982) 136 Cal.App.3d 881.
10. Munk, *op. cit.*, p. 6.
11. 47 *Opinions Atty. Gen.* 12-31-65.
12. Government Code Section 3543.2(a).
13. Government Code Section 3543.2.
14. *Ibid.*
15. “Subjects of Bargaining,” *The Developing Labor Law, 1996 Supplement* (Washington, D.C.: Bureau of National Affairs, 1996), pp. 323–48.
16. See, for instance, *San Francisco Unified School District and United Educators of San Francisco Collective Bargaining Agreement, 1998–2001*



## ANALYZING CALIFORNIA TEACHER UNION CONTRACTS

### A. GENERAL ASSUMPTIONS

The basic premise of this study is that teacher union contracts affect the ability of school boards, administrators, and teachers to operate effectively. When school districts and unions negotiate contracts, the agreements impact classroom instruction and student achievement because the contracts affect teachers. Some collective bargaining provisions clash with student achievement. Indeed, a direct correlation can be made between teachers and the students' ability to learn if a collective bargaining provision reduces:

- Direct teaching time,
- Instructional planning time, or
- Time for student evaluation.

It is reasonable that an educational program is less effective and unsuccessful when collective bargaining provisions impose substantial limitations on teaching time. A number of researchers have also evaluated the relationship between administrative leadership and student achievement. It is not the intent of this study to attempt an exhaustive review of this research. However, it is reasonable and necessary to address the burden placed on school administrators. Collective bargaining provisions can reduce an administrator's ability to:

- Maintain an orderly and supportive learning environment,
- Support teachers' instructional needs, or
- Evaluate and assess effectiveness of instruction.

These critical support functions must be in place if learning is to flourish. Agreements that restrict these functions impair student learning. The third side of a balanced program for excellence is school board authority for oversight and implementation of the district's education systems.

This promotes a strong learning environment through sound financial management, physical maintenance, and essential support services. Collective bargaining agreements, other legal agreements, and state and federal regulations indirectly correlate with student performance when they invite negative consequences that unduly limit a school board's ability to:

- Hold teachers accountable,
- Determine and direct educational priorities, and
- Serve as a voice for the local community that they represent.

### B. SELECTING THE DISTRICT SAMPLE

This study selected more than 460 out of some 994 school districts in California, approximately half of the statewide total. For ease of analysis, it grouped separately the 10 largest school districts in the state—Oakland, Sacramento, Los Angeles, San Diego, San Francisco, San Bernardino, Fresno, Orange, Santa Ana, and San Juan (Sacramento County). The sample represented a cross-section of districts based on size and location, student population, and teacher representation, whether by the California Teachers Association (CTA), an affiliate of the National Education Association, or the California Teachers Federation (CTF), an affiliate of the American Federation of Teachers (AFT).

Approximately 150 school districts across California have no union representation for teachers. This study included 80 in the sample. For the most part, these districts operate under board policies and regulations similar to those under the Winton Act. The median enrollment for districts without collective bargaining agreements was small, only 105 students, although the sample includes Clovis, a central valley district with more than 30,000 students.

Table 3.1 shows the distribution of districts by enrollment and union representation. Table D in the Appendix lists the collective bargaining unit of each district represented in the study sample.

**table 3.1** UNION REPRESENTATION IN DISTRICTS BY ENROLLMENT SIZE

Student Enrollment	Number of Districts	Union Representation		No Union Representation	
		CFT	CTA	No Contract	Other*
0-499	123	3	54	63	3
500-999	65	5	50	9	1
1,000-1,999	53	5	45	3	0
2,000-2,999	40	2	36	2	0
3,000-4,999	44	4	40	0	0
5,000-9,999	59	6	49	2	0
10,000-19,999	39	5	34	0	0
20,000-29,999	17	3	14	0	0
30,000-39,999	10	0	9	1	0
10 Largest	10	0	8	0	2

\* Three districts with enrollment under 1,000 have formed independent associations. Surprise Valley with an enrollment of 285 is represented by the Teamsters. San Francisco and Los Angeles school districts are represented jointly by the CTA and CFT.

California is a large state with important political and demographic regional characteristics, from voting behavior to buying habits. In order to identify whether school districts handle collective bargaining in different ways, the study distributes all the districts among six regions as shown in Table 3.2.

As Table 3.2 shows, several regions had a large number of small districts that accounted for disproportionately less of the total sample enrollment. Regions with a number of large districts accounted for most of the enrollment. As the study will later show, the size of the district correlated with more restrictive teacher contracts.

**table 3.2** DISTRIBUTION OF DISTRICTS IN SAMPLE BY ENROLLMENT SIZE

Region	% of Total Student Enrollment	Number of Districts	% of Districts
Northern	7.0	127	27.7
Bay Area	13.9	42	9.1
Coastal	5.9	39	8.5
Central	17.7	132	28.8
Los Angeles	27.6	42	9.2
Southern	27.8	75	16.4

By analyzing such a large sample and by distributing the districts randomly according to enrollment, type, and region, this study accurately reflects the range of collective bargaining practices throughout the state.

#### C. PROCESS FOR SELECTING WHICH CONTRACT PROVISIONS TO ANALYZE

Collective bargaining agreements or teacher contracts contain numerous, sometimes hundreds, of articles or issues that are negotiated between the

union and the district. The contract provisions analyzed in this study were selected because they have potential for direct or indirect correlation with student performance. The contract articles selected were those that relate to:

- I. School administration management, through contract articles that restrict:
  - a. Management rights, including education policy, curriculum, and school discipline,
  - b. Placement of teachers including transfer and assignment, recruiting, retaining, evaluation, seniority, and class size, and
  - c. Discipline and discharge of teachers including grievance procedures and termination.
  
- II. Teachers, through contract articles that impact:
  - a. Time-on-task provisions such as release time, leave time, and professional development requirements,
  - b. Classroom management such as curriculum, academic freedom, school discipline, and autonomy, and
  - c. Performance accountability such as peer review, work rules, including union membership requirements, and salary and benefits.
  
- III. State and federal requirements, through such contract articles that incorporate statutory benefits or regulations.
  
- IV. Parents and students, through such contract articles as the scope of negotiations and the structure of negotiations, as well as evaluation and student discipline and accountability.

#### D. REVIEWING THE CONTRACTS

California's Public Records Act, the state version of the Freedom of Information Act, requires that district collective bargaining contracts remain open to public scrutiny. The Pacific Research Institute sent letters to each district in the sample requesting its current contracts. While most districts complied, many did so only after the second or even third request. That a team of funded researchers backed by an established research organization encountered so much difficulty in obtaining a district's collective bargaining agreement speaks volumes about the inadequacy of the state's sunshine laws and about the inability of citizens, taxpayers, and parents to gain access to the collective bargaining process.

The contracts were examined at a week-long session at Stanford University and again by two authors of this study. Readers included former teachers and superintendents, education researchers, and graduate students. Two readers examined each contract and, for consistency, a third team reviewed them again.

Readers were asked to identify language or articles that shifted the control over the student-teacher relationship and school practices from teachers, school and district administrators, and the school board to the union and the contract itself. The five articles examined were:

- Grievances,
- Teacher evaluations,
- Transfer and assignment,
- Board authority, and
- Teachers' time in and out of the classroom.

The types of clauses readers were asked to identify for each of the above issues are summarized in **Table 3.3**. The results of the reading process were then scored.

**table 3.3** HOW CONTRACT ARTICLES WERE SCORED

Article	Restriction	Score
<b>Grievance</b>	Binding arbitration	3
	Issues other than those in contract grievable	3
<b>Evaluation</b>	Forms included in contract	3
	Cannot use standardized test scores	1
	Cannot use Site Improvement Plan objectives	1
	Cannot use Individualized Education Plan objectives	1
	Observations must be scheduled	1
	"Teacher can file grievance for an 'unsatisfactory' evaluation"	1
	Teacher must agree with principal's objectives	2
<b>Transfer &amp; Assignment</b>		
Who decides if not principal	Others decide	3
	Others included in decision	2
	"Others involved, principal decides"	1
Pool of applicants is restricted	Seniority decides	3
	Seniority indirectly influences	2
	Seniority a factor	1
	Cannot consider outside applicants if insiders apply	3
	Priority given to inside applicants	2
	Preference given to inside applicants	1
	"Re-transfers not allowed for 'x' years"	1

**table 3.3** HOW CONTRACT ARTICLES WERE SCORED (CONT.)

Article	Restriction	Score
<b>Board's Authority Restricted</b>	Academic freedom article	1
	Peer assistance and review	1
	Curriculum committee has majority of teachers	1
	Site-based management	1
	Shared decision-making	1
	District philosophy and goals are outlined in contract	1
<b>Release Time</b> (teacher out of classroom)	Time for grievance meetings uncapped	1
	Time for evaluation meetings uncapped	1
	Time for bargaining uncapped	1
	Time spent by union officers uncapped	1
	Time for reassignment duties uncapped	1
	Time for attending school restructuring meetings uncapped	1

#### E. SCORING THE CONTRACTS

For each of the five articles and numerous clauses analyzed, a three-point scale assessed the degree that the contract restricted the learning environment. Articles that posed no restrictions on teachers, principals, and board members were assigned a favorable ranking of 0. A “1” ranking indicates the contract imposes slight restrictions. A less favorable “2” ranking indicates there has been a loss of autonomy or flexibility through the imposition of restrictive language and the school board has agreed to restrictions on the administration’s ability to oversee the management of

the school district. An unfavorable “3” ranking indicates that the contract has reduced the principal’s authority and the district’s autonomy. The union has become virtually a day-to-day participant in administrative decision-making. Districts with no contracts were automatically assigned a score of “0”.

District contracts were then given a composite score (from 0, indicating no contract or no restrictions to a maximum 20, indicating that the district has scored unfavorably on all 5 articles). As Table 3.3 above shows, the number of clauses included in each scoring area varied: from two issues or clauses under Grievance to eight under Evaluation.

As seen in Table 3.3, more than 20 clauses were analyzed in this study. The table detailing the scores for each of the contract clauses in each of the districts included in the sample is too large to be reproduced in this study. However, the table will be posted on Pacific Research Institute's web site: [www.pacificresearch.org](http://www.pacificresearch.org).

Table 6.2 on pages 42–43 summarizes district contract scores by rank: 0 = no restrictions; 1-4 (1st quintile) = least restrictive; 5-8 (2nd quintile) = moderately restrictive; 9-12 (3rd quintile) = restrictive; 13-16 (4th quintile) = very restrictive; and 17-20 (5th quintile) = most restrictive.

Appendix A on page 53 summarizes the district contract scores for each article and lists the total contract score. SAT-9 scores were collected for each of the districts and are included in a separate table that also lists the district's contract score (see Appendix B on page 71).

Fiscal data, including revenue and expenditures per ADA (average daily attendance) and teacher salaries, were collected. These data are presented in Appendix C on page 87. Finally, district contracts were analyzed for whether they required notification of Hudson rights and whether an agency fee was required. These data are presented in Appendix D on page 105.

#### F. HOW SCHOOL BOARD MEMBERS, TEACHERS, PARENTS, AND THE PUBLIC SHOULD USE THIS STUDY

This study identifies key collective bargaining issues and practices found in half of the districts statewide. For those readers whose district has been included in the sample, the work is only half done. It is now up to the board members, teachers, parents, and taxpayers in these districts to determine how the collective bargaining process can be improved, or whether collective bargaining is even appropriate for their district. As the study shows, a number of California districts do not have collective bargaining agreements at all, and some have decertified unions as bargaining agents for teachers.

For those in districts not included in the sample, this study gives practical advice and real-world examples that can help all informed citizens analyze their district's collective bargaining agreement and launch appropriate reforms. The authors and the Pacific Research Institute encourage all Californians to do so at the earliest opportunity.

## WHO MANAGES THE SCHOOLS?

The contract articles discussed in this section affect the ability of the board, district, and school staff to make decisions without interference from a third party – in this case the teacher union.

### A. SCHOOL BOARD OR MANAGEMENT RIGHTS

A district board of education is elected by the community and responsible for governing the schools in the district. If the board fails to carry out this responsibility to the satisfaction of the community, the community has the power, through the electoral process, to remove and replace them with others. The board of education is, thus, clearly accountable to the community. An outside association elected to represent teachers in a school district, on the other hand, is responsible only to its members. It is important to distinguish this fundamental difference in accountability and to draft collective bargaining agreements accordingly.

Prior to the initiation of any collective bargaining negotiations, a school board and local administrators should have a clear understanding of their public responsibility for establishing policies and operating the district's schools efficiently. The authority of school boards has its foundation in California law. In addition, decisions from the California Public Employment Relations Board, California courts, as well as binding arbitration decisions, establish certain authority exclusively in school boards. These provisions provide a basic framework within which collective bargaining agreements should be negotiated. Therefore, school boards need to view each union proposal against that framework. The question should be asked: Does this union proposal limit the district's ability to make the decisions necessary to implement policies that enhance student learning?

This study identified several collective bargaining articles that limit, constrain, or prevent the school board from efficiently exercising its responsibility to the public. Once an article is included in the collective bargaining contract, changes can only occur when the board and the union agree to the change. It is of equal concern even if a provision is negotiated and not ultimately addressed in the contract language. If the board does not take preventive measures, it might lose the right to exercise its rights over conditions outside of the collective bargaining process.<sup>1</sup>

It is important to note that some of the articles of a contract identified in this study as curtailing the board's authority might have merit and deserve attention from the school district, its staff, and its board of education, but only if they are implemented outside of a collective bargaining agreement. Otherwise, the school board loses the full authority granted by the voting public.

Boards of education have the means to be "collaborative" and yet still retain the ultimate authority and flexibility to make decisions necessary for the school and the students. The board has the ability to hear advice and recommendations from the professional staff, both teaching and administrative, through collaborative actions.

When the board of education retains control of decisions regarding the articles reviewed in this section, the board remains accountable to the public, especially if it retains the right to make the final decision in a contract dispute. If, however, the contract contains a provision for binding arbitration, where an outside arbitrator makes a final and binding decision on any contract disputes, then the ability to hold the board accountable is greatly diminished. Arbitrators may decide that an action taken by the school district constitutes a unilateral change in employment conditions. Similarly, an arbitrator may

interpret the collective bargaining language in a manner that imposes spending requirements on the district, or prohibits other decisions that the school board and community believe are vital for a strong learning environment.

**EXAMPLE**

A standard management rights clause that inadequately sets forth the rights of the school district is found in the vast majority of California contracts:

The Board of Education hereby retains all rights, authorities, and duties conferred upon and vested in it by the Laws and Constitution of the United States and the state of California. Such rights, authorities, and duties include the right to determine and administer policy and are limited only by the terms of this contract.

The vague wording allows the union and arbitrators to define the school board’s rights in the agreement as well as to limit the scope of authority for the day-to-day operation of the school. This wording does nothing to strengthen or uphold the rights of the school board. An article that delineates with some detail the rights of the district is the surest means of protecting the public and its authorized representatives.

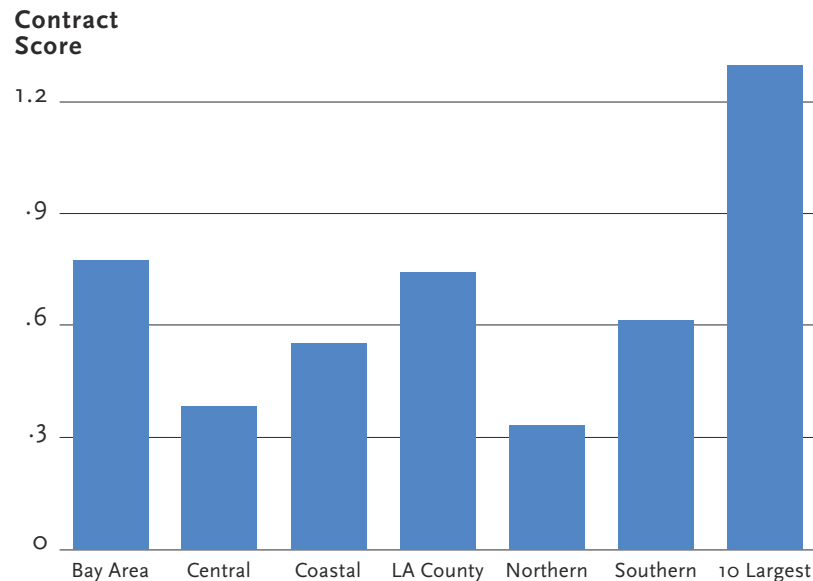
Some districts adopt statutory language, such as contained in the Rodda Act, believing that this relieves them of the obligation to negotiate over matters that are not specifically listed in the statute. However, through numerous court decisions, the obligation to bargain over subjects well beyond those listed in the California code has been expanded.<sup>2</sup> A school board should not rely on the statutory language, but should establish the clear parameters of the right to manage the district.

In this study, collective bargaining agreements that defined, limited, or otherwise constrained the decision making of school boards were rated with a “1”. Those articles identified by topic are:

1. Peer assistance and review,
2. Site-based management,
3. Shared decision-making,
4. Committee assignments that limit administrative participation, &
5. District philosophy, mission, and goals.

Figure 4.1 shows how districts scored on average, by region and for the 10 largest districts. Contracts in regions with larger or more urban districts scored higher and placed more restrictions on the board’s authority. Figure 4.2 shows that high school and unified school districts

**figure 4.1** RESTRICTIONS ON BOARD’S AUTHORITY: AVERAGE DISTRICT SCORE BY REGION

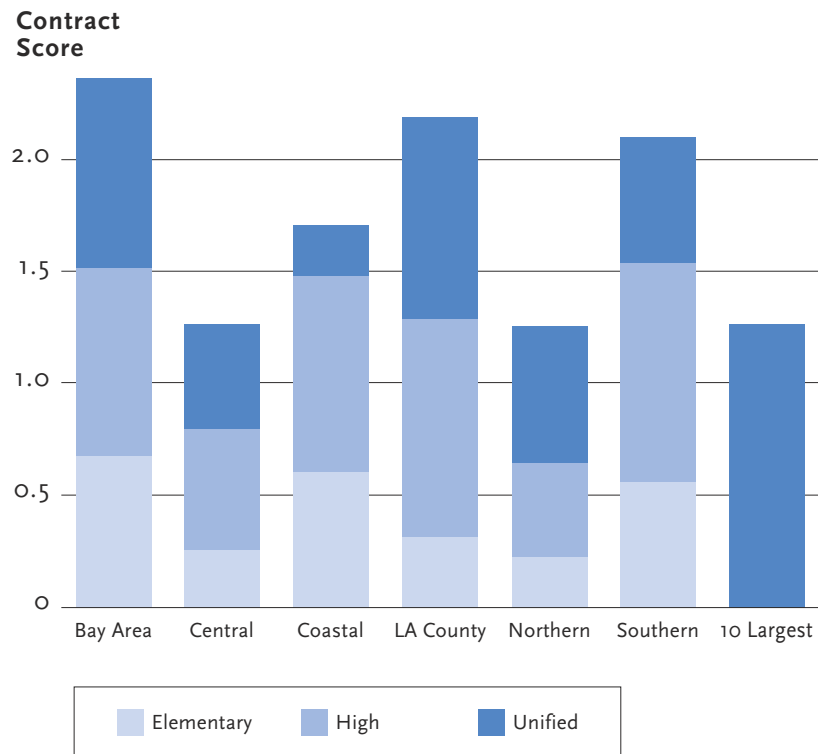


Source: Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).



tend to have contracts that place more restrictions on the board's authority than do elementary districts.

**figure 4.2** RESTRICTIONS ON BOARD'S AUTHORITY:  
AVERAGE SCORE BY TYPE OF DISTRICT



**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

## B. GRIEVANCE PROCEDURE

The grievance procedure defines the process that must be followed for a teacher or the union to seek redress of a claimed contract violation. The process should contain sufficient latitude to preserve the administration's ability to supervise the day-to-day operation of the district, in the best interest of all staff members and students.

Most contracts between districts and the teacher union contain an article that describes the process to resolve teacher complaints. Removing this process from the policies of the school district, controlled by the elected officials, to the collective bargaining contract seriously undermines a board's authority. School districts, like all organizations, need effective procedures for employees to seek redress for any complaints regarding working conditions. However, when the grievance procedure is covered by the contract, the union becomes a party to the resolution. The most restrictive contracts examined in this study allowed the union a large degree of power over employment conditions by making those conditions subject to a grievance procedure.

Board policies on terms and conditions of employment should not be incorporated in the collective bargaining agreement and should not be subject to a grievance procedure where the teacher association is a party. But as labor commentator Myron Lieberman has pointed out, teacher unions often attempt to include all such policies in the contract in order to preserve the union's ability to file grievances with respect to the issues involved in those policies.<sup>3</sup> The board, in order to protect its authority, must include express language that excludes the board policies from being subject to the terms of grievance procedures.

It is essential that the collective bargaining agreement clearly define the conditions under which a teacher may file a grievance. School boards cannot maintain management discretion and flexibility if the grievance procedure is open-ended. Grievance filings should be permitted only in

cases of violations of the collective bargaining agreement and not over matters that are within the school board's authority. This is not to say that school administrations should not be responsive to non-contractual complaints, but such matters should be reviewed outside of the scope of the formal grievance procedure.

When the collective bargaining agreement allows a grievance to be filed for complaints about board policies or other board actions, this expands the reach of the grievance procedure article. A transfer of power has thus occurred from the local elected school board members. The community is far less able to change the operation of schools by electing officials who share their views.

Consider the effect of having an outside arbitrator decide if the district is appropriately implementing "board policies" or "administrative regulations" or better yet "district practices," or finally "any matter." Parents and other community members are not participants in the arbitration process and remain powerless to hold an outside arbitrator accountable.

Grievance procedures should honor the authority of the school administration and school board to make final decisions regarding the day-to-day operation of the district. When a collective bargaining agreement establishes binding arbitration, the decisions regarding the management of the school, including the use of the school's physical and financial resources, can be made by a third party. Their own motives and the agenda of that third party may not be in the best interest of the students or overall management of the district. Without binding arbitration, the school board still would not have final authority to change the grievance procedure language, but with binding arbitration, the school district may have requirements forced on it that will affect the future of the school's ability to deliver superior education services to students. A recent incident in Plymouth, Michigan typifies the seriousness of this problem.

School administrators insisted a teacher remove a bulletin board that was deemed offensive and inappropriate for lower elementary students.

The teacher was able to file a grievance because of language in the collective bargaining agreement. The community and parents vocally supported the administration, contending that the bulletin board offended community values and standards. However, because of language in the agreement, an arbitrator will decide whether that bulletin board will be required to remain down or returned to the elementary school hall. This individual, likely not a community member, and who may or may not share the district's common values or interests, is required for professional reasons to base his or her decision strictly on the provisions within the collective bargaining agreement.<sup>4</sup>

When teacher complaints are not resolved within the framework of the policies and regulations of the school district but instead within the framework of the collective bargaining agreement and binding arbitration, the authority of the elected board of education is eroded. It cannot be emphasized enough that only the elected members of the school board are responsible to the parents of students and the community at large. The teacher union is responsible only to the teachers it serves and exists solely to improve working conditions and "protect teachers."

The collective bargaining agreements reviewed in this study that clearly defined and limited the scope of grievances and allowed the school board to carry out its designated public responsibility with minimal limitations were scored "1". Placing final authority for certain aspects of the day-to-day management of the school district within the power of the arbitrator's pen is a clear loss in the school board's right to carry out its designated public responsibility. Binding arbitration sets up the scenario for the union to become virtually a day-to-day participant in the administrative decision-making. Those districts evaluated in this study that embraced arbitration warranted an unfavorable "3" ranking. Additionally, contracts that allowed issues outside the contract, such as board policies, to be grieved were viewed as restrictive and received a "3" ranking.

The number of steps involved in a grievance procedure also impacts day-to-day management of a school. A complex, multi-step procedure requires an inordinate amount of time for administrators as well as time out of the classroom for teachers. In the districts examined in this study, procedures ranged from simplistic to very lengthy and complex.

#### EXAMPLES

School districts across California have negotiated collective bargaining agreements with grievance procedure language that allows administrators and classroom teachers to control the student learning environment with minimal direct interference from outside union representatives and arbitrators. Other school districts have placed themselves and their students fully within the authority of others.

The language in the following example from the West Covina district confines grievances to a violation of the collective bargaining language and scored a “o”. Language that leaves the final resolution of the grievance within the school board’s authority was given a ranking of “1”.

A “grievance” is a claim by one or more unit members of the Association that there has been a violation, misinterpretation or misapplication of a provision of this Agreement.

The language of the contract from the Westmoreland school district not only defined what constituted a grievance, but also expressly provided that “Policies of the District” must be challenged through procedures outside of the collective bargaining agreement. The language below makes clear what matters are subject to the grievance process:

A “grievance” is a formal written allegation by an employee or the Association, who has been adversely affected by a violation of a specific

express term of this Agreement. Actions to challenge or change the Policies of the District must be undertaken under separate legal processes. Other matters for which a specific method of review is provided by law or by rules of the employer are not within the scope of this procedure.

Similar in intent, but stated in simpler terms, the language below, while slightly different, still makes it clear that board policies are not grievable within the formal grievance procedure of the collective bargaining agreement.

Policies, practices, or regulations of the District cannot be challenged through the grievance procedure unless contrary to the provisions of this collective agreement.

The following contract language places the school district in the position to establish what information must be provided for consideration of a complaint within the grievance procedure.

Grievances will be filed and processed on forms developed by the District.

Such language allows the school district to respond to the complaint based on an allegation of the violation of a specific collective bargaining article and not just a general claim that the collective bargaining agreement has been breached. When the grievance form is included within the collective bargaining agreement grievance procedure, then revisions of the form become subject to the bargaining process and must have approval of the union before the form can be implemented or revised.

The following example from Beaumont Unified expressly establishes that the final decision regarding grievances remains within the authority of the school board.

The Board alone has the power to make a binding determination of a grievance.

This language protecting the authority of the school board was scored “o”. Processing a grievance through this procedure allows the district to address the concern but does not prevent the board from fulfilling its legal obligation to the public.

On the other hand, the example below from Imperial Unified allows complaints beyond the terms of the agreement, expands the procedure to cover board policies, and subjects the process to the judgment of an arbitrator. This wording substantially impairs the school board’s ability to meet its statutory obligation to the public and was scored a “3”.

A “grievance” is a written allegation by a member of the bargaining unit or the Association alleging that one or more unit members have been adversely affected by a violation, misinterpretation or misapplication of some specific provision or provisions of the Agreement or a Board Policy.

Some contracts included even more expansive language. Combined with binding arbitration, that language eliminates the power of the school board to make final decisions regarding the resolution of complaints. The contract and an arbitrator now determine how disputes are settled on a very broad scale. For instance, the language below from San Marcos Unified scored an unfavorable “3”.

A “grievance” is a claim by one or more unit members or the Association that they or it have been affected by a violation, misinterpretation or misapplication of a specific provision of this Agreement, or a violation, misapplication or misinterpretation of

any law, existing Board Policy, practice or regulation relating to provisions of this Agreement.

Without provisions for binding arbitration, the school board remains the final forum for resolution of teacher complaints. It is similar to complaint procedures found in many school districts that do not have a collective bargaining agreement. If binding arbitration joins language in a collective bargaining agreement as described below, then the contract and an outside arbitrator will determine how any dispute will be settled.

If at any time any teacher or the Association believes there is any problem in the administration of this contract, or any other matter, these concerns may be resolved as follows.

Binding arbitration sets up the scenario for the union to become virtually a day-to-day participant in the administrative decision making. Any contract that did so scored an unfavorable “3”. Collective bargaining articles that relinquished final decisions to arbitration also rated a “3”. Some of the most common wording was:

The decision of the arbitration panel shall be final and binding on the parties.

*or*

The decision of the arbitrator shall be final and binding.

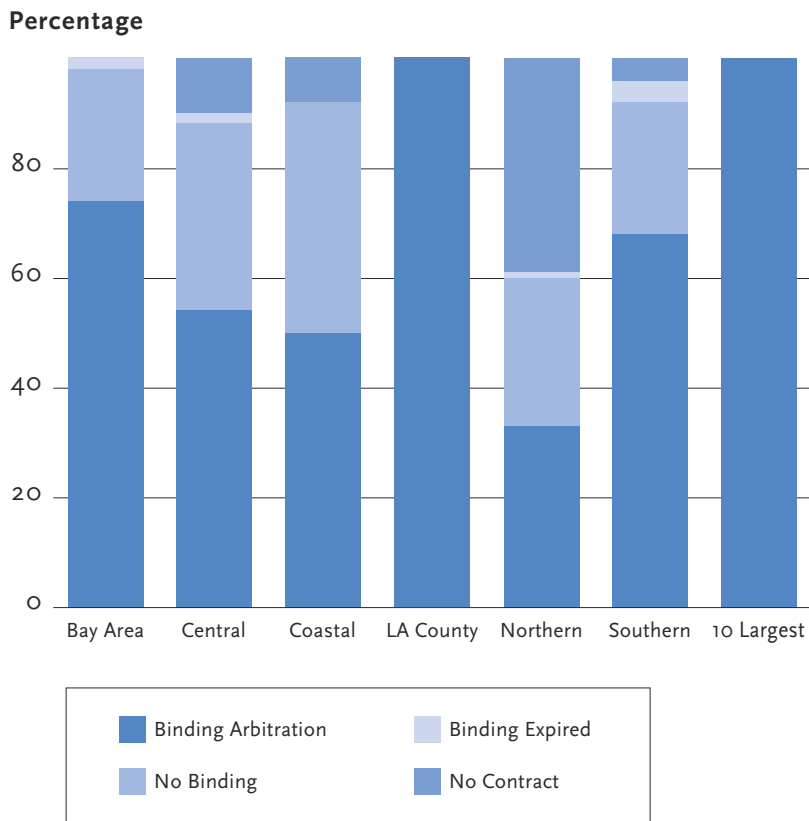
While different, the following language also granted ultimate authority for resolution of disputes to an outside arbitrator.

It shall be the function of the arbitrator to make an award, if necessary, which will resolve the grievance.

Figure 4.3 shows the number of districts analyzed in this study that allow binding arbitration. Figure 4.4 shows that binding arbitration is equally strong in elementary, high school, or unified districts. All contracts in the

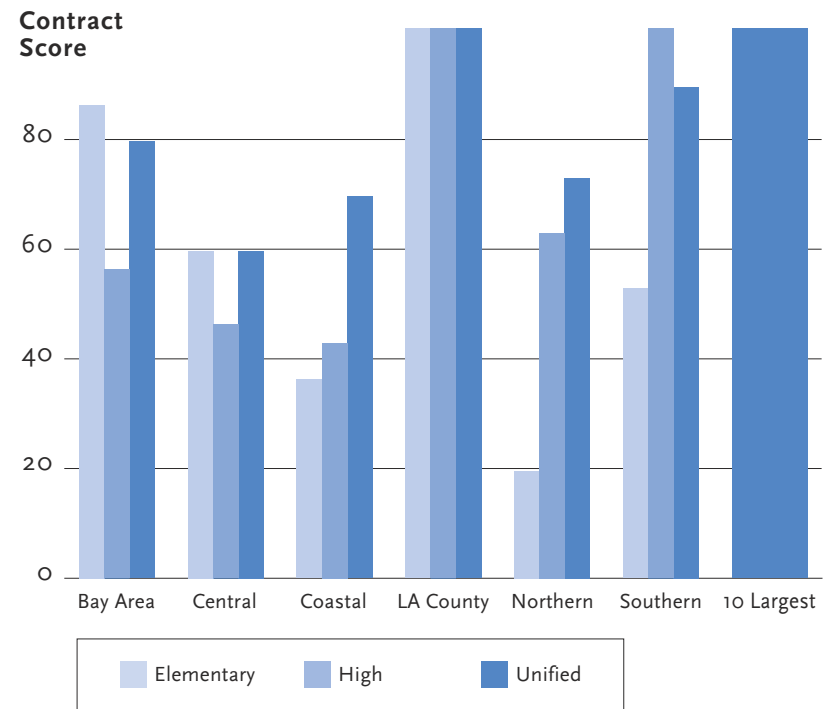
10 largest districts, in Los Angeles County, and 73 percent of the contracts in the Bay Area allowed binding arbitration. These regions account for a major portion of the state’s students, whose learning is threatened by

**figure 4.3** PERCENTAGE OF GRIEVANCE CLAUSES IN DISTRICT CONTRACTS RESTRICTED BY BINDING ARBITRATION



Source: Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

**figure 4.4** RESTRICTIONS ON GRIEVANCE PROCEDURES BY TYPE OF DISTRICT & REGION



Source: Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

unions, rather than enhanced by empowered school boards and district staff, making decisions on the students' behalf.

### C. THE RIGHT TEACHER WITH THE RIGHT TRAINING AT THE RIGHT TIME

Agreements must allow school boards to meet their obligation and responsibility as the only elected officials authorized to ensure that the education environment provides the best opportunity for children to learn. School boards must be able to place the right teacher with the right training in the right classroom at the right time.

Teachers are the most important school resource in determining how and what children learn.<sup>5</sup> Four distinct but inter-related policies establish the scope of a school board's authority to place a teacher in a specific classroom:

1. Seniority,
2. Transfer and assignment;
3. Evaluation, &
4. Class size.

The collective bargaining articles that address the seniority rights of teachers, as they relate to reduction-in-force situations, as well as transfers and assignments, are pivotal in defining the extent of a school board's authority. Transfer and assignment articles may also be significant in the recruitment and retention of teachers.

Seniority is defined as the length of time a teacher has been employed or, in some agreements, the cumulative years of teaching experience.<sup>6</sup> Seniority language within a collective bargaining agreement establishes a teacher's job security, as well as the parameters for transferring and assigning teachers to different classrooms. Most contracts provide that if a school district intends to lay off teachers because of a decline in enrollment, or budget problems, the teacher with the least seniority must be displaced.<sup>7</sup> Seniority

provisions may also define the terms and conditions for teacher evaluations. For example, a tenured teacher, in many districts, is only evaluated every two or three years.

When staff placement decisions are based on seniority, there are consequences for student learning. The teachers with the most seniority are not necessarily those most responsive to innovation or most able to spark the excitement of learning.<sup>8</sup> While the displacement of a state's Teacher of the Year because of lack of seniority may seem extreme and unusual, all too frequently quality teachers are removed from the classroom where their skills are best utilized.<sup>9</sup>

Districts lay off teachers for budgetary reasons, to stretch the district's dollars. However, since salaries are determined by seniority in most districts, layoff of the most junior teacher usually means this is the teacher straining the budget the least.<sup>10</sup> In fact, seniority plays a more significant role in setting salaries than a teacher's evaluation. Evaluation of teacher performance rarely has an impact on salaries.<sup>11</sup> Yet, because of seniority provisions and the protections afforded teachers through collective bargaining a poor teacher may remain in the profession, without improving his or her performance, and still receive a salary increase.<sup>12</sup>

In addition to affecting transfers, assignments, layoffs, and salaries, seniority may also determine the teacher who is placed in the large or small class of students. State regulations may establish the number of students that may be placed in a class, but the collective bargaining language may well determine the teacher instructing those students. One issue identified in an analysis of California's class-size reduction initiative was that teachers in larger classes were demanding, through collective bargaining, transfer procedures based on seniority that would allow them to move to smaller classes.<sup>13</sup>

The teacher union, in its understandable and appropriate role of representing members, seeks to restrict the ability of the administration to change the location, level, and type of assignment without the teacher's consent.

This is the perspective of the industrial union that, given equal credentials, each member of the association is also equal in ability. This perspective does not take into consideration that, unlike workers on an assembly line, merit could differentiate one teacher from another for the purpose of assignment and transfer. Despite union solidarity, some teachers are simply more effective than others in helping children learn.<sup>14</sup>

One type of article that unions have successfully negotiated favors seniority as a mechanism to assign or re-assign staff and, at the same time, reduces the pool of position applicants to current union members. Under this type of language, before anyone from “outside” of the school district may be considered, assignments must be offered to the most senior member of the unit who may desire that particular position.

School administrators view the liberty to place the right person in the right classroom as fundamental to effective student performance. Agreements that place conditions on the transfer and assignment decisions of the administration pre-empt authority and surrender significant influence and effectiveness to the union. Those agreements examined in this study that are so extensive that the union must agree upon every transfer or assignment prevent strategic placement of teachers with the right students, and also are expensive and time consuming.

The factors reviewed to determine the requirements for transferring or assigning a teacher in California’s contracts were:

1. Who is the decision-maker – the principal or others?
2. What was the available pool of applicants – internal candidates only or an open pool from outside as well?
3. Was a preference given to inside applicants? and
4. Were recent transferees limited on future re-assignment opportunities?

#### EXAMPLES

The following examples illustrate the range and the level of “restrictions” observed in the California collective bargaining agreements reviewed for this study. Contracts that contained no or minimal restriction and that allowed the district to make the final decision in assigning teachers received a favorable ranking of “1”.

Nothing in this article shall be construed as prohibiting the District from making the final decision as to the transfer and assignment of teachers.

Similarly, where there was provision for consultation and even the presentation of proposals by others, but the final decision on transfers was left to the principal, the agreement was seen as only a minimal obstruction to the effective placement of teachers.

In the event there are no volunteers for transfer, the administrator shall meet with the Association site representative for the purpose of reviewing, clarifying and seeking input ... The administrator shall meet with the faculty to review and clarify the criteria ... The administrator shall develop a written proposal for the involuntary transfer ... for presentation to the faculty.

Where individuals or committees other than the principal make the placement decisions, the language in the collective bargaining agreement definitely interrupts or interferes with the obligation of the administration to manage the district. Particularly because union members usually are required by the terms of the contract to hold the majority of positions on school committees, this type of language regarding transfers and assignments places the union in a position of shared oversight of the district. Contracts granting transfer and decision-making authority to others were

ranked an unfavorable “3”. The example below from Pleasant Valley allows school staff or the teacher’s peers to determine placement.

In the event a permanent or probationary unit member finds it necessary to be involuntarily reassigned or transferred within the school district due to proposed readjustment of instructional assignments, the following procedure will be invoked in the following order, which presupposes utilization of voluntary transfer or reassignment:

- A. The appropriate team/grade level unit members will endeavor to determine a fair and equitable procedure to remedy the situation. This process would be decided by consensus.

*Consensus* – Defined As Unanimous Decision By Secret Ballot, By Those Decision-Makers (Team/Grade-Level Members, Or Entire Staff of Site) Such That Each Decision-Maker Can Make The Statement That They Can “Live With” A Proposed Decision.

*Decision-Makers* – Are Those Staff Members Within Grade Levels That Might Be Affected By The Proposed Change(s).

The sample below is typical of contract language in many of the contracts analyzed and illustrates when peers make the final decision regarding assignment:

[T]he remaining teachers assigned to each grade level will meet to determine who will teach on each track. If they cannot reach agreement then the teacher with the most District seniority will be given his/her preference.

There are agreements that hinder administration decision-making, but the imposition does not prevent the exercise of their discretion at the time

of the final decision. Those contracts received a “2” ranking. In the contract article below, from El Centro Elementary, teachers screen potential peers at the site where there is a vacancy.

A Screening Committee will be established, whenever possible, to screen and interview applicants for teaching vacancies in the District. Whenever possible, at least 50% of the Screening Committee will be made up of teachers from the school in which the vacancy occurs.

The authors found definitions of the duties, obligations, and rights of both teachers and administrators and their placement. Some contracts define the parameters for hiring teachers for new positions while others establish the boundaries for hiring teachers from inside and outside the district. To the extent that language confined the ability of the administration and school board to hire or place the best teacher with the best credentials in the classroom, the article rated an unfavorable “3”.

The most egregious articles seriously hampered placement of the most eligible and trained teacher. For instance, under the language cited below, from Azusa Unified an art teacher with three years of experience who also holds a mathematics credential would be placed in a math opening before the district could hire an outside applicant with teaching credentials, extensive experience, and a doctorate in applied mathematics.

The District shall, according to procedures in this Article, grant a transfer request to any unit member holding an appropriate valid credential and who meets the vacancy specification prior to filling vacancies with applicants new to the District.

When the transfer and assignment decisions were made solely on the basis of seniority, the collective bargaining agreement rated “3”. Districts that



## > STATE STUDY FINDS UNION CONTRACT RULES IMPEDE STUDENT ACHIEVEMENT

A recent state-ordered study of the West Contra Costa Unified School District (WCCUSD) has found that “strict and cumbersome” union contract rules impede student achievement and hinder management efficiency. The study was conducted by the Fiscal Crisis and Management Assistance Team (FCMAT), which contracts with the state to advise and train school districts on management and financial issues.

According to the *West County Times*, state legislators ordered the \$800,000 review in fall 2000 “when they awarded the district an additional \$4 million over five years, following a yearlong community campaign for forgiveness of the district’s \$20 million debt from a 1991 financial bailout.”<sup>1</sup>

The WCCUSD collective bargaining process, says the FCMAT study, “appears to constrain the district’s ability to foster pupil achievement.”<sup>2</sup>

The study contains findings that parallel those in PRI’s study. In PRI’s analysis, the WCCUSD was ranked a relatively high composite score of 12. The WCCUSD test scores are some of the lowest in the state: only 35 percent of the district’s elementary students scored at or above 50 percent on the SAT–9 reading and only 40 percent in math. At the high school level only 23 percent of the students scored at or above 50 percent in reading and 34 percent in math.

The FCMAT study found, like PRI’s analysis, that “professional development, personnel evaluations, staff collaboration time, the length of the workday—each of these areas is governed by the collective bargaining agreement and shows evidence of hampering the common district goal to increase students’ academic performance.”<sup>3</sup>

FCMAT found that the WCCUSD employer-employee relationship is “characterized by a long history of continuous negotiations.” As a result, the WCCUSD devotes “an extensive, perhaps excessive, amount of administrative time to collective bargaining matters, probably much more than other districts this size or larger.”

The FCMAT study found the district’s union contract rules regarding teacher selection particularly troubling:

The current certificated transfer policy of the district has created serious structural and logistical problems that tend to keep the organization from timely participation in an adequate teacher recruitment program. Given the transfer notification requirements of the contract, the district enters the process of selection of new staff far too late in the year to adequately address its significant personnel needs. This puts the district at a competitive disadvantage in the employee marketplace, thereby impacting the organization’s ability to appropriately and effectively staff its schools.

The practices regarding teacher selection followed by the WCCUSD are common across the state but the impact of restricting the teacher pool by giving too much preference to district employees is particularly harmful to urban districts with large and shifting minority populations. The WCCUSD, like many districts in California, faces a student population that is shifting from primarily white to one that is increasingly African American, Asian, and Hispanic. Such districts must be able to respond to the needs that these population shifts demand by widening and diversifying their pool of applicants. Moreover, to counteract the WCCUSD’s low student achievement scores, the district needs to attract teachers with strong reading and mathematics backgrounds. This can be done only if, as the FCMAT report suggests, union contracts allow that the right teacher with the right training be hired or transferred.

1 Suzanne Partington, “School study suggests changes,” *West County Times* (Pinole, CA, July 4, 2001), p. A3.

2 Fiscal Crisis and Management Assistance Team, *West Contra Costa Unified School District: Assessment and Improvement Plan*, July 2000, p. 15. FCMAT reports can be downloaded at [www.fcmat.org](http://www.fcmat.org).

3 *Ibid.*, p. 15.

received a “3” create the least opportunity for the school district to match the right teacher with the classroom where he or she is needed the most. For instance, the following example is typical of many of the contracts analyzed. Such language requires that a teacher who has taught sixth grade for 15 years, but never taught kindergarten, be placed in a vacant kindergarten position ahead of a veteran kindergarten teacher with 10 years experience.

If two (2) or more unit members with the appropriate credentials qualify for a transfer pursuant to 7.6 (Step 3), the unit member with greatest seniority shall (be) select(ed) before the unit member with least seniority.

The Valle Lindo contract states:

When two or more unit members meet the above criteria, length of service in the District shall determine priority.

Such language could require that a 10-year school librarian who is certified to teach English be given preference over a three-year teacher who has actually taught English. California contracts may also require that senior teachers not be assigned another grade level without their consent. This is the most repressive language the authors encountered. It effectively prevents district officials from putting the right teacher with the right student.

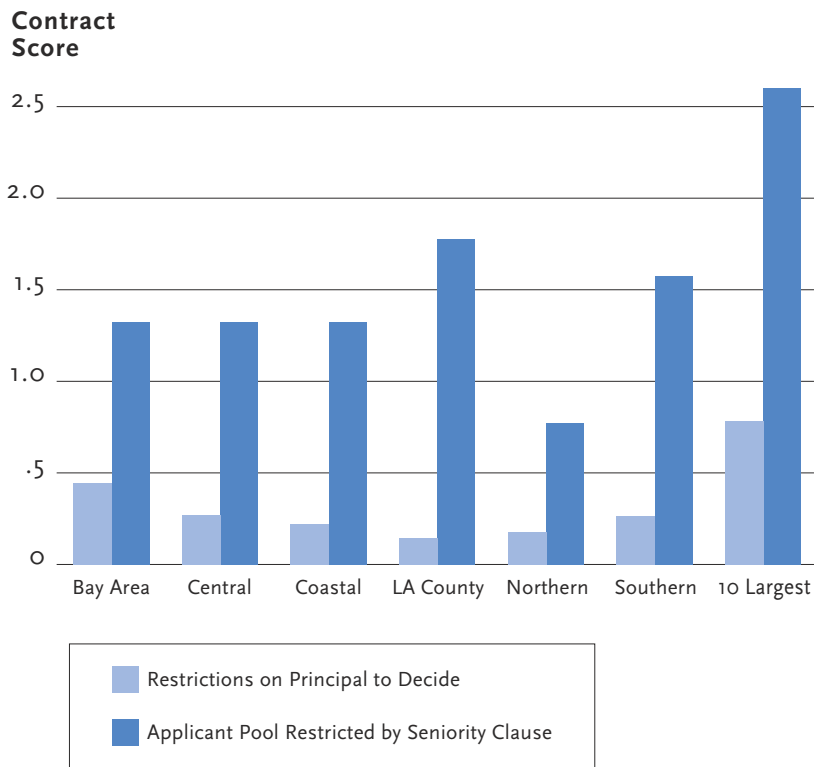
As shown in **Figure 4.5**, most district transfer-and-assignment articles focused more on the rights and needs of the individual to be transferred or assigned rather than the needs of students or decision makers. **Figure 4.6** shows the unified school districts with the most restrictive provisions for transfer and assignment.

**D. EVALUATING TEACHERS**

Every school district must have the flexibility to evaluate its employees and to regularly monitor not only a teacher’s skills and training but also his or her ability to impart knowledge to students effectively and appropriately. The mere possession of a credential or university training does not necessarily equip a teacher for this important and difficult task.

If schools are to be more than just another employer in the community, each staff member must be evaluated on results. Evaluating the performance of teachers is essential to ensuring that the mission of the school is

**figure 4.5** RESTRICTIONS ON TRANSFER & ASSIGNMENT: AVERAGE DISTRICT SCORE BY REGION



**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

accomplished. Employing skilled teachers who are able to meet the instructional needs of students is the single most important responsibility of schools and school boards.

No employer can determine whether an employee is completing his or her assigned duties without a clearly defined set of objectives to be achieved and a system of evaluating those objectives. A teacher's experience, both in years as well as an experiential knowledge base, has been positively related to student performance. Similarly, teachers who establish high expectations for their students are found to motivate students to strive for the highest levels of excellence.<sup>15</sup> A school district must be able to review the teaching efforts of its staff as well as the education product that results from those efforts.

California school districts, along with most of those nationwide, have not developed competent systems to evaluate and assist ineffective teachers and to terminate those who are unable to meet the district's mission. A recent Pacific Research Institute study found that what most "ails the teacher work force is not a general shortage of qualified candidates or inadequate support. The real problem is that excellent teachers are not rewarded for their superior work, and failing teachers are rarely held accountable for their poor performance."<sup>16</sup>

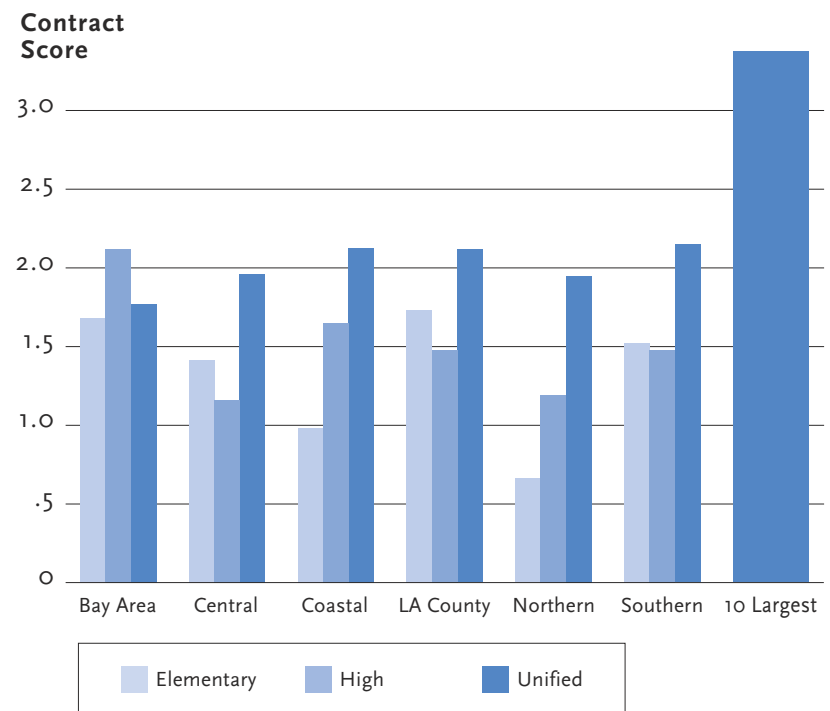
Failure to hold teachers accountable is the single greatest flaw of collective bargaining and underlies its adverse effect on the quality of education.<sup>17</sup> As noted earlier in this study, there is no correlation between a teacher's performance and the only reward or incentive school districts have available – a teacher's salary. When evaluations do not count, there is no motive for administrators to perform thorough evaluations or for teachers to take the comments and suggestions seriously.<sup>18</sup>

The relationship between performance and salaries has been the subject of extensive research. It is not the intent of this study to review that research or argue its validity; rather, this is an effort to review whether there are provisions in California's contracts that permit a free exchange of obser-

vations regarding performance or whether those observations are confined by the terms of the collective bargaining agreements.

A critical caveat to any discussion of evaluation is that effective teaching requires teachers to experiment with different methods of communications and practices. Even the most rigorous evaluation may not be fully equipped to assess the best practices in a quantifiable and objective way. For a full assessment, the judgment of the evaluator becomes key.<sup>19</sup> However, a good

**figure 4.6** RESTRICTIONS ON TRANSFER & ASSIGNMENT:  
AVERAGE DISTRICT SCORE BY REGION & TYPE



**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

evaluation system can only serve to help teachers. A rigorous evaluation system must be in place before a district can intervene to assist a struggling teacher and to provide that teacher with additional skills. California's union contracts, by imposing numerous restrictions on evaluations, prevent a school district from performing one of its most important functions.

A similar, if not worse, quagmire exists for those administrators who attempt to dismiss a teacher who fails to meet even minimal standards. As one administrator lamented, "I am like the CEO of a little corporation. I am judged by whether or not I achieve the equivalent of a profit – how much the children gain in learning. But unlike any other CEO, I can't hire the people who work here or fire them when they're incompetent."<sup>20</sup> Yet another education researcher, Sol Stern of the Manhattan Institute, commented:

Teacher evaluation is a ... bureaucratic exercise that yields little assistance, but does contribute to the weariness of the teacher. Some teachers receive evaluations without ever having been observed; some are given unsatisfactory evaluations with no offers of assistance, no clear understanding of administrative expectations and no administrative support. There is a wide disparity among principals, supervisors, and teachers regarding factors that contribute to the teacher's evaluation.

Officials say their efforts to [deal with unsatisfactory teachers] are thwarted by a powerful teacher union and a contract loaded with due process protections for teachers and daunting hurdles for principals . . . it's nearly impossible to get rid of a teacher unless he or she is involved in a criminal act.<sup>21</sup>

A recent Pacific Research Institute study found that around California, between 1990 and 1999, only 227 cases reached the final phase of termination hearings. The authors write: "If all these cases occurred in one year, it

would represent one-tenth of one percent of tenured teachers in the state. Yet, this number was spread out over an entire decade." In Los Angeles alone, over the same time period, only one teacher went through the dismissal process from start to finish.<sup>22</sup>

Painstaking examination of California contracts revealed the boundaries placed on administrators when they attempt to evaluate the teaching staff for effectiveness. Teacher unions have historically focused on what teachers are to be evaluated on, how and when observations of instruction will occur, and what criteria will be used to determine levels of competence and skill.

Agreements that placed few parameters on the principal's ability to observe a teacher's performance in the classroom earned a "o" ranking because they contained no restrictions. The conditions in these contracts ranged from the principal having complete discretion and flexibility to determine the criteria for evaluation, to conditions that permitted the observation of the teacher in a highly structured and scheduled environment.

Student achievement is a logical indicator of instructional skills and appropriateness of content. Collective bargaining agreements were reviewed to determine whether they excluded student progress as an evaluation tool. Agreements ranged from permitting the consideration of student performance to prohibiting such considerations. Some avoid the subject of student performance altogether.

Bargaining agreements were also analyzed to determine whether they subjected the evaluation or the evaluation process to the contract grievance procedure. Contract articles that permitted the union to participate in the formal grievance process, whether through participation in the evaluation follow-up meeting, or through the filing of a grievance over the content of the evaluation, prevent the candor required for effective appraisal of performance.<sup>23</sup>

The authors also examined contracts for other groups or individuals required to be a part of the evaluation process. The most common model

was a form of peer review and assessment, also known as Peer Assistance and Review (PAR). The focus of this study was entirely directed to the evaluation of teachers' skills, not the remediation of those who need to improve their skills; these are distinctive areas. However, there is currently a large movement, particularly through PAR, to involve others in the effort to improve teachers' skills and performance in delivering instruction to students. At the time this study was conducted, most district contracts were being revised to include some sort of PAR process.

#### EXAMPLES

Collective bargaining language that includes consideration of student performance in the teacher evaluation process may take several different forms. Objective measurement of student performance rather than subjective measurement would be most logical. In fact, these standardized measures serve as the means California and other states use to measure school and school district progress. However, some school district contracts contain articles designed to reduce and restrict the use of standardized assessment devices.

Those collective bargaining agreements that allowed an evaluation to include student performance measures were ranked a favorable "1". Collective bargaining agreements that expressly prohibit the use of standardized test scores as a measure of student performance were considered the greatest burden for administrations attempting to include student performance as part of the evaluation process. These scored an unfavorable "3".

The broadest possible language made the evaluation process the sole responsibility of the school district. This language was scored a "1" with some reservations because the district could still be required to bargain over the impact of the provision. Any topic included in a contract is subject to bargaining, such as illustrated by the Glendale Unified contract:

The District retains the sole responsibility for the evaluation and assessment of performance of each unit member, subject only to the procedural requirements of this Article. Accordingly, no dispute arising under this Article shall challenge the substantive objectives, standards, or assessment techniques or evaluations determined by the evaluator or District, nor shall it contest the judgment of the evaluator; any disputes shall be limited to a claim that the procedures of this Article have been violated.

Some school districts have retained the authority to evaluate teachers and determine the objectives that form the basis of the evaluation. Other collective bargaining agreements provide that the school district retain the authority to evaluate based on an established objective measurement of student progress. The following contract articles are powerful and very inclusive. Each provided administrators with flexibility as well as discretion in the choice of evaluation tools and even refer to the use of peer evaluation. Each ranked "o" as not interfering with the administration's responsibility to evaluate teachers.

#### **Sample 1:** Central district

Objectives for realizing the standards of expected student progress shall be initially set by the evaluator and may be modified at any time during the school year by mutual agreement of the evaluator and the evaluatee.

#### **Sample 2:** Westmoreland district

The evaluator shall determine such specific objectives after review of input from appropriate sources including the evaluatee.

#### **Sample 3:** Valle Lindo district

Methods of assessment of student progress shall be utilized, consistent with the stated objectives. Such methods of assessment may

include use of State, District, School and/or site test norms utilizing pre and post testing methods; product output measuring quality and/or quantity; performance output; judgment by peers, pupils or parents; observation and records; and other techniques.

Slightly more intrusive but still sufficiently minimal to rate “1” were those articles that provide that teachers shall be a party to establishing the objectives for student performance, but in which the teacher does not participate in choosing the objectives by which he or she will be evaluated. The following was found in many district contracts:

Each employee shall participate in the setting of objectives and standards of student achievement for each class taught... the primary evaluator shall provide to the evaluatee the Guidelines for Effective Teaching form upon which the evaluation will be based, and advising the evaluatee in writing of any special teaching methods and techniques to be utilized in the evaluation.”

A similar clause with more basic language was this sample from Lakeside Union Elementary:

If the parties can't reach mutual agreement as to the goals and objectives, that will be noted on the evaluation form, and the evaluator shall proceed with goals and objectives determined by the evaluator.

Contracts that allowed at least some student performance data to be used permitted administrators the broadest authority to evaluate performance as well as the greatest variety of evaluation tools. The following sample from Monrovia Unified provided for the use of student performance from normative data, but not those generated by standardized tests. Language of this type ranked “1”.

Assessment Techniques For Evaluate Objectives: Techniques of assessing attainment of objectives ... may include: The use of State, District, school, and/or site test norms (but not publishers' norms established by standardized tests).

A ranking of “2” was given to those agreements that place parameters on the administration's ability to evaluate a teacher. For instance, some collective bargaining agreements require the evaluation criteria be mutually agreed upon between the evaluator and the teacher. The following is typical:

Standards of expected student progress and measurement techniques shall be mutually developed between evaluator and evaluatee.

Another restrictive measure requires administrators to give teachers advance notice of an observation of classroom performance. This creates a concern that the structured setting may not accurately reflect the normal pattern of instruction. However, the example below scored a “2”, because the administration has the ability to at least establish the frequency of evaluation. The administrator was still ultimately responsible for the scope and breadth of the evaluation.

The evaluator will provide a notice to the unit member three days prior to a formal evaluation or upon a mutually acceptable date and time.

Articles that allowed the district to measure the proficiency of students, with teacher approval, were scored a “2”, such as the language below from Irvine Unified:

Student performance on the (District) Proficiency exams may be included as a part of a teacher's evaluation only with the teacher's approval.

A contract that permitted a teacher to file a grievance over the substance of his/her evaluation scored “2” because such agreements discourage the evaluator from providing an honest appraisal. Having to justify to an arbitrator the evaluation ratings regarding a teacher’s competency certainly would not encourage principals to be forthright in their comments and assessments.

In the event that the evaluatee disagrees with the evaluation, the evaluatee shall institute the grievance process beginning at the informal level.

On the other hand, those districts that retained authority for the substance of the evaluation while still permitting, through the collective bargaining agreement, a grievance to be filed on the evaluation process, were viewed as retaining full control and authority over the assessment of a teacher’s ability to communicate knowledge effectively. A number of contracts, such as the following, from Glendale Unified, feature that type of language.

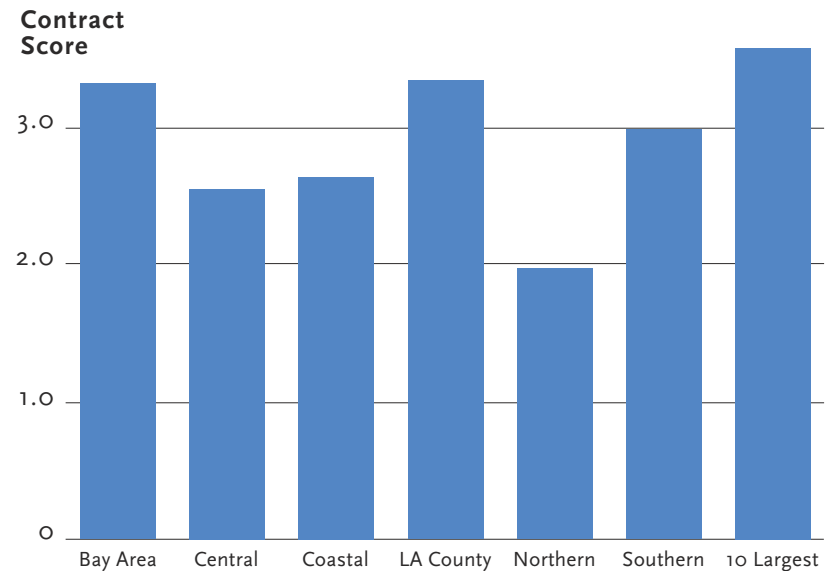
The District retains sole responsibility for the evaluation and assessment of the performance of each employee, subject only to the above procedural requirements. Accordingly, no grievance arising under this Article shall challenge the substantive objectives, standards or criteria determined by the evaluator or the District, and no grievance shall contest the judgment of the evaluator. Any grievance arising under this Article shall be limited to a claim that the procedures set forth in this Article have been violated. [*What follows is a reassurance to teachers that the district will protect them from arbitrary judgments in evaluation.*] However, evaluation disputes arising within the above-mentioned exclusions from grievance/arbitration are subject to administrative review by appeal to the Deputy Superintendent, Educational Services ... Said administrator shall

confer with the employee and the site administrator prior to making the final decision.

As **Figures 4.7** and **4.8** show, in the Bay Area, Los Angeles County, and in the state’s 10 largest districts, contracts hamper the district from evaluating its teachers. These regions feature larger districts, which tended to have more restrictive contracts.

No discussion of evaluation is complete without considering the consequences of a poor evaluation. A school district that does not have the ability

**figure 4.7** RESTRICTIONS ON EVALUATION:  
AVERAGE DISTRICT SCORE BY REGION

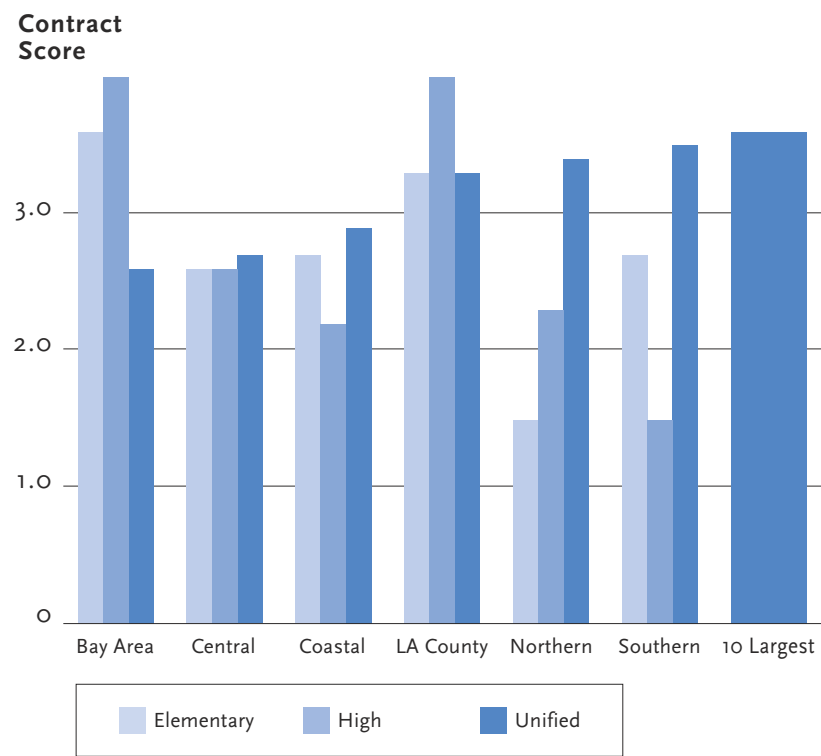


**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

to dismiss an incompetent teacher or to require a teacher to get additional training fails the very students the district is required to serve. Author Thomas Sowell summarizes this concern:

While mediocrity and incompetence among teachers limit the quality of work possible in public schools, institutional rules and practices

**figure 4.8** RESTRICTIONS ON EVALUATION: AVERAGE SCORE BY TYPE OF DISTRICT AND REGION



**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

often protect teachers whose performances fall far short of those limits.... At the heart of this pattern of evasion of responsibility for firing an incompetent teacher is the ironclad tenure system and its accompanying elaborate (and costly) “due process” procedures for dismissal. Although tenured teachers are 80 percent of all California teachers, they were less than 6 percent of those involved in dismissals. Meanwhile, temporary teachers, who were only 7 percent of all California teachers, were involved in nearly 70 percent of all dismissals. These statistics were especially striking because the research scholar discovered what data on test scores already suggest – that “incompetent teachers are more likely to appear among the most senior segment of the teaching force than among the least senior.” In other words, where the problem is the worst, less can be done about it.<sup>24</sup>

Even the American Federation of Teachers (AFT) acknowledges that it and other teacher unions must share responsibility for teacher quality. In 1998, at its annual convention, the AFT agreed that “where dismissal proceedings are time consuming, costly, and inefficient, they need to be streamlined.”<sup>25</sup> It is now time for the AFT, its national counterpart the NEA, and all state and local affiliates to make this statement more than just rhetoric and remove some of the obstacles that prevent teachers and administrators from controlling California’s classrooms.

1. Myron Lieberman, *Understanding the Teacher Union Contract: A Citizen's Handbook* (New Brunswick, NJ, Transaction and Social Philosophy and Policy Foundation, 2000).
2. *Ibid.*
3. *Ibid.*
4. Editorial, “Schools: Toleration, Not Celebration,” *Detroit News*, September 27, 2000.
5. Richard J. Murnane, *Seniority Rules and Educational Productivity: Understanding and Consequences of a Mandate for Equality* (Stanford University, 1980).
6. *Ibid.*



7. *Ibid.*
8. *Ibid.*
9. Editorial, "teacher unions," *The American Biology Teacher*, Vol. 58, no. 5, May, 1996.
10. Murname, *supra*.
11. *Ibid.* The one national exception known to the authors is worth noting. Tamworth, New Hampshire's collective bargaining agreement provides that the superintendent may recommend a teacher with a poor evaluation be retained at the same salary step for the subsequent employment year.
12. *Ibid.*
13. David C. Illig, *Early Implementation of the Class Size Reduction Initiative* (Sacramento, CA, California Research Bureau, 1997).
14. Murname, *supra*.
15. Howard L. Fuller and George A. Mitchell, *The Educational Impact of Teacher Collective Bargaining in Milwaukee, Wisconsin* (Milwaukee, WI, Institute for the Transformation of Learning, Marquette University, 1998).
16. Thomas C. Dawson and K. Lloyd Billingsley, *Unsatisfactory Performance: How California's K-12 Education System Protects Mediocrity and How Teacher Quality Can Be Improved* (San Francisco, Pacific Research Institute, 2000).
17. Fuller and Mitchell, *supra*.
18. Murname, *supra*.
19. *Ibid.*
20. Sol Stern, "How Teacher Unions Handcuff Schools," *City Journal* (New York NY, Manhattan Institute, Spring 1997).
21. *Ibid.*
22. Dawson and Billingsley, *supra*.
23. Lieberman, *supra*.
24. Thomas Sowell, *Inside American Education* (New York, NY, The Free Press, 1993), p. 30.
25. American Federation of Teachers, 1998 *Convention Annual Report Resolutions*, Washington, D.C.

## WHO IS IN CHARGE OF THE CLASSROOM?

This section analyzes how collective bargaining agreements undermine the professionalism, worth, and diligence of teachers by shifting critical decisions about classroom activities away from the instructor. Collective bargaining agreements regulate the time spent on instruction and preparation, classroom management, curriculum, academic freedom, autonomy, performance accountability, and teacher self-governance.

### A. DEDICATING A TEACHER'S TIME TO THE CLASSROOM

Ask any adult to name five individuals who most influenced his or her life and the list will often include a teacher who dedicated time and energy to shape a young life. Time is often the key factor, with teachers going beyond the call of duty. But with the pressure placed on the use of teachers' time by the minutiae of the collective bargaining agreement, the unions have succeeded in eliminating not only the discretion and authority of the administration but also that of the teacher.

Ultimately, the best use of a teacher's time is to be present in the classroom instructing and encouraging students' progress.<sup>1</sup> Additionally, at the end of the instructional day, teachers plan lessons, review student work, and, if necessary, contact parents regarding individual students' progress. A teacher's absence from the classroom affects the achievement level of students. Teachers may be removed from the classroom for a variety of reasons, ranging from meeting union responsibilities to professional development training. Equally, the endless number of administrative and clerical duties resulting from union, administrative, or state and federal regulatory paperwork may disengage teachers mentally from the priority of teaching.

The replacement of the person primarily responsible for teaching also diminishes student achievement. There are valid reasons why teachers are released briefly from classroom duties. However, it is important that students suffer fewer distractions and inconsistencies, and that the primary classroom teacher consistently provides the instruction.

California's collective bargaining agreements were reviewed to determine the types of absences that remove teachers from the classroom, the duration and frequency of absences allowed, and whether the absences had specific time limits (capped or uncapped). Release-time provisions that minimally impaired the administration's right to require teachers to carry out their designated responsibility of educating children ranked a favorable "1". Most of the articles allow administrators and teachers, or administration and union leaders, to meet within the school day, so as to least inconvenience themselves, despite the consequence this practice might have on student learning.

A recent development that affects the time students spend on tasks with their primary teacher is the practice of releasing elementary school teachers from teaching duties for lesson preparation. This preparation period may occur before, during, or after students are present or during instructional hours. If the primary teacher is replaced during a preparation period with someone who was not fully informed of students' needs, or the level of instruction that has occurred, then the contract clause was scored a "2". For instance, a teacher's aide present during preparation period clearly leaves the students without the benefit of their own teacher's professional skills.

Those agreements that permit teachers to be "off task," in order to handle employment matters, rated an unfavorable "3". These collective bargaining agreements allow the union to further entrench itself as a day-to-

day participant in administration. Language in these contracts permitted an unspecified amount of time teachers could be removed from the classroom for the following:

1. Grievance hearing,
2. Evaluation meetings,
3. Collective bargaining sessions,
4. Union business for union officers,
5. Transfer and re-assignment, or
6. Committee meetings such as site-based, PAR, and curriculum meetings

#### EXAMPLES

The Atwater Elementary district, as demonstrated in the contract language below, clearly understood that teachers are the most important resource in determining how much students learn.

All conferences and investigations by, or on behalf of, the grievant pursuant to this procedure, shall be conducted outside of the time the grievant is responsible for students.

This maintains continuity of instruction time. Teachers must address complaints apart from their classroom duties. The language rates a “o” ranking. Unfortunately, the language below is more common in California contracts:

Any teacher who is requested to appear in such investigations, meetings or hearing as a witness will be accorded the same right – released without loss of pay – as an Association representative.

Since this allows an unlimited amount of time for the teacher to be absent from the classroom to participate in grievance proceedings, the language scored a “3”.

Contract clauses that release teachers from the classroom to participate in various requirements of an evaluation permit yet another opportunity for student learning to be interrupted. Such contract language was ranked “3”.

[E]mployee shall be given release time to write and enter response on the summary evaluation.

Similarly, contracts that gave release time to the union negotiating team were scored a “3”. The following language is typical of many contracts and permits such absences from the classroom.

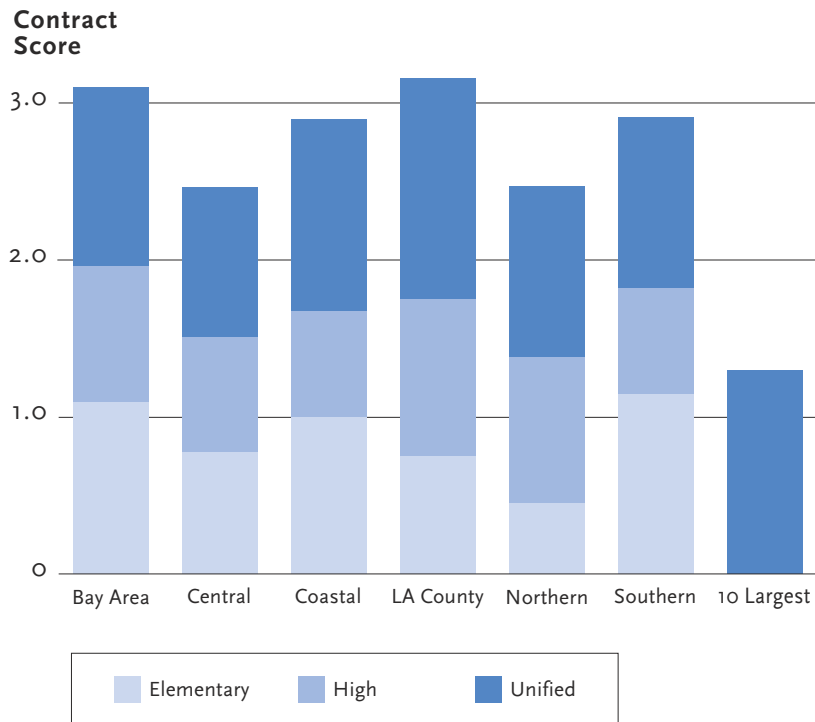
The exclusive representative shall be allowed release time for a maximum of five (5) regular negotiating team members, plus the president for the purpose of attending sessions for negotiations.

Release time granted under the terms of the collective bargaining agreement for those teachers who are officers of the union often carries an additional burden for the administration. As illustrated in the language below, even though union officers may be released from all teaching duties for one or more full academic years, frequently they do not lose benefits or seniority for those periods of absence. This impacts the district financially and, when the union officer returns to a classroom teaching assignment, it also impacts the district’s teaching assignment roster. Contracts that allowed for this practice rated an unfavorable “3”.

The association president or his/her designee shall be provided release time at no loss of salary or other benefits for the duration of the agreement.

Figure 5.1 shows that contracts in every type of district have released teachers from classroom instruction. Those decision makers responsible to California taxpayers, as well as parents and students, need to question whether the benefits of such absences are gained at too high a price.

**figure 5.1** RELEASE TIME PRACTICES: AVERAGE SCORE BY TYPE OF DISTRICT AND REGION



**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

## B. CLASSROOM MANAGEMENT AND AUTONOMY

Student achievement is highest in an environment where the teachers have classroom autonomy and participatory ownership of the instructional materials and methods employed in their classrooms. Issues that alter such ownership include control of the curriculum, professional development requirements, the scope of academic freedom, accountability, rewards based on performance, and the power of the union to discipline teachers who may disagree with its agenda and philosophy. Simply stated, California's collective bargaining agreements have created a rigid system, loaded with rules.

Research shows that these rules are harmful to education and that school-based autonomy and flexibility are key ingredients of effective schools.<sup>2</sup> The amount of hours that teachers devote to their work is not a trivial matter because teaching is time-intensive. Clearly, at the elementary and secondary level the performance of students is directly in proportion to the time teachers are allowed to work directly with students, whether in class or after school. Limitations on that time interfere with teachers' expectations and the resulting student performance.<sup>3</sup>

Education research has shown that classroom instruction is less innovative in unionized schools, where teachers have much less power to make decisions regarding the modes of instruction.<sup>4</sup> That teachers are less able to employ appropriate and effective methods might explain the discrepancy between research that argues, on the one hand, that unionization enhances student achievement, while other research has found that unionization lowers student performance and increases dropout rates.

Understandably, if a teacher teaches in a traditional classroom structure, the "norm of instruction" must be toward the center, or average, student in the classroom.<sup>5</sup> As Professor Stone of the University of Oregon observes, "If the effects of collective bargaining tend to reduce the academic success of weak students, then one would also expect an increase in drop-out rates."<sup>6</sup> But regardless of the direct relationship between unionization and student

achievement, the evidence consistently establishes that unionization changes the effectiveness of school policies and applications, which directly alters the manner and methods teachers may use in direct instruction.<sup>7</sup> As Howard Fuller and George Mitchell of the Institute for Transformation of Learning at Marquette University point out in a discussion of the mammoth Milwaukee, WI, teacher contract:

Prior to collective bargaining, a six-point, one-page document addressed such issues as length of the school day, teacher preparation time, and duties outside the classroom ... most policies have been replaced by extensive contract provisions that: define the length of the “teacher day;” describe “collateral duties related to ... teaching functions” that “teachers are required to perform;” and specify activities that are not included in the regular school day... The contract also provides limits for activities that are part of the regular teaching schedule.<sup>8</sup>

Practical application of the type of rules described by Fuller and Mitchell, for a majority of school districts, has resulted in a long history of disputes that typically come down to decisions about who is in charge of the classroom.

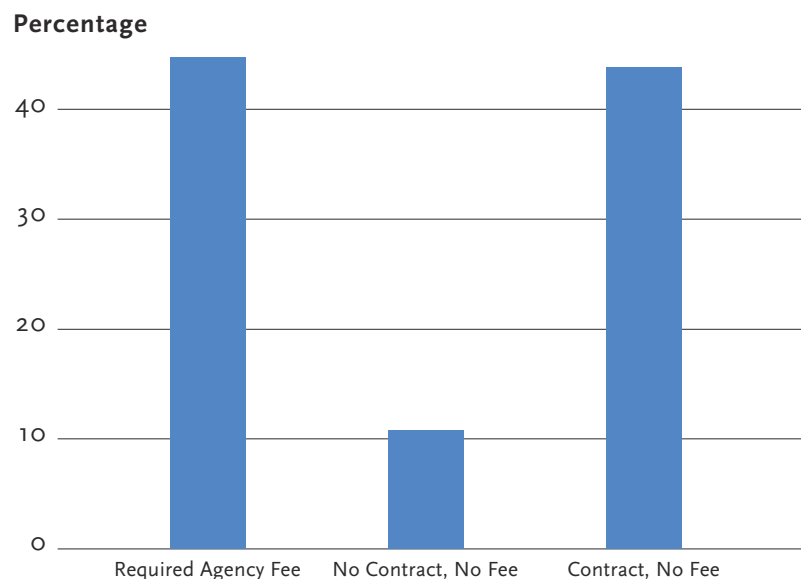
Disputes of related matters have also resulted when teachers attempt to regain ownership either through strengthening their qualifications or through self-governance decisions. For instances, when a union contract forbids teachers from working without compensation, a group of teachers who sought to pay for their own professional development training was denied the opportunity.<sup>9</sup>

The most egregious efforts to control teachers and eliminate their classroom autonomy come in the form of the collective bargaining rules that establish union status as the exclusive representative of the teachers. Under recently passed California legislation, SB1960, non-union employees, as a condition of employment, now are required to make payments to

the union “for the services the union provides in collective bargaining.” Ken Hall of School Services of California (SSC), an opponent of SB1960, noted that a substantial number of district employees who had voted down agency-shop fees now would be required to pay union dues. It is estimated that requiring these teachers to pay union dues, whether they were members or not, represented a windfall of \$20 million to the California Teachers Association (CTA).<sup>10</sup>

This study was conducted before SB1960 went into effect. In the sample of school districts reviewed, the number of districts that required the teachers

**figure 5.2** PERCENTAGE OF DISTRICT CONTRACTS WITH AGENCY-FEE REQUIREMENT



**Source:** Table D, Appendix—Union Representation, Hudson Rights Notification, and Required Agency Fee, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

to pay a mandatory “fair share” or agency fee was 236 of the 412 districts that were covered by collective bargaining agreements (see **Figure 5.2** and Appendix D). While many of the districts whose contracts did not require that teachers pay an agency fee employed a relatively small number of teachers, the fact that more than 50 percent of the school districts in the state had voted down the agency fee or had avoided including the requirement in their contracts is significant and confirms the SSC analysis.

This study will serve as a benchmark to measure the impact agency-fee requirements have on the character of contracts negotiated in California in the future. The authors found a positive correlation between restrictive contracts and the agency-fee requirement. Of the districts whose contracts contained an agency-fee requirement:

- 88 percent also required binding arbitration and
- 85 percent scored high in the analysis of release time, permitting unlimited time out of the classroom for teachers to participate in the grievance process.

California’s new agency-fee law impacts teacher autonomy in other ways. California law now requires that *all* teachers either join the union or pay “fair share” fees for the union to represent them, even if the teacher does not want the representation. Clearly, this mandatory determination does not give any consideration to those teachers who oppose the practices and methods of the unions.

The U.S. Supreme Court decision *Chicago teacher union, Local 1 v. Hudson*<sup>11</sup> determined that teachers’ protected U.S. Constitutional rights included the right to pay only collective bargaining costs that benefit them directly, to object to the amount collected, and to avail themselves to an independent authority for resolution of the dispute. School districts have an independent duty to notify teachers of these protected rights and should

negotiate notice of *Hudson* rights in the contract where mandatory dues and agency fees are required. Of the 236 districts that required agency-fee payments, only 13 collective bargaining agreements provided an equivalent notification of the members’ *Hudson* rights (see Table D). In fact, many contracts included a phrase that required unit members to pay all costs incurred if they challenged any portion of the agency-fee provision, an illegal requirement under current law.

It is clear from the above findings that school districts must turn away from a collective bargaining process that carefully imposes on teachers chilling and well-specified controls such as agency-fee requirements. Such requirements create an environment that emphasizes rules over the teaching methods best suited for all students.

#### C. HOW CAN PARENTS, STUDENTS, AND COMMUNITY MEMBERS INFLUENCE THE COLLECTIVE BARGAINING PROCESS?

Collective bargaining agreements often insulate teachers from the complaints and influences of parents, students, and leaders of the community. The teacher unions are not fundamentally different from any private-sector union, a reality belied by the Teamsters representing teachers in one district. Their primary objectives are to increase salaries, gain favorable terms of employment, and ensure job security. This reality stands in stark contrast to the public relation campaigns of teacher unions who claim to be seeking only the common good of quality education. Myron Lieberman, a former AFT member and officer, observes:

Teacher union positions on parental complaints illustrate a basic inconsistency in the union approach to parents. On the one hand, the unions and the teachers they represent are supposed to give a high priority to parental involvement. On the other hand, the union seeks to protect teachers from parent complaints.... Although the

union claims to be the protector of pupil learning and pupil welfare, union and teacher interests sometimes conflict with pupil interests. To be sure, the union's position is that it seeks only to ensure that teachers are treated fairly when parents complain; however, a brief look at their actual proposals – and, all too often, at actual contractual provisions – shows that the unions protect teachers by rendering it extremely difficult for parents to express their concerns or to question teacher conduct.<sup>12</sup>

Of course, most of California's teachers are committed to their students and the students' families. However, provisions that protect teachers at the expense of constructive criticism from the parents, or in extreme circumstances limit a school's ability to address a parental complaint, cause parents, taxpayers, and other community members to lose confidence in the public school system. As David Denholm, a critic of the teacher unions, has pointed out:

There is ample evidence that community and parental involvement in the schools is essential to successful education. Yet unions, whether intentionally or not, through collective bargaining, tend to exclude the community from the schools. Union contracts frequently provide that a teacher may not be required to meet with a parent without a union representative present. They also provide that teachers may not be required to stay after school to work with the students or to assist in school activities. These provisions are generally intended to protect teachers, but are, all too often, used by the union to bully them into reducing community involvement. A teacher who stays after school to work with students who are falling behind, after all, sets a bad example. If it is not stopped, this sort of behavior will come to be expected by all teachers despite the contract provisions protecting them.<sup>13</sup>

Parents are also frustrated when their attempts to influence the substantive core of education are rejected or when they are told "leave education to the professionals."<sup>14</sup>

#### EXAMPLES

Contracts that allow complaints from community members to be dealt with by the administration working with the individual teacher, without the required involvement of the union, ensure that most matters can be resolved without escalation, strain, or tension between the parties. Collective bargaining agreements analyzed in this study that did not address parental complaints or that had contract wording that permitted a district the discretion to fulfill its responsibility were scored a favorable "1". Such wording might be similar to the following sample:

Complaints from community members against an individual teacher which may affect the evaluation of that teacher shall be referred to the principal or his/her designee. All complaints so referred will also be promptly brought to the attention of the teacher involved if that complaint may affect his/her evaluation.

This type of wording permits the administration to exercise authority over the complaint and to address all parental or community concerns with the individual teacher. Some collective bargaining agreements confine the complaint within the boundaries of a detailed complaint process. For example, some contracts require the formation of a conference committee in order for the parental complaint to be addressed. It is left up to the committee whether the charges get the opportunity to be heard beyond that committee level – the parent does not have the right, under the terms of the collective bargaining agreement, to be heard before the school board.<sup>15</sup>

1. Randall W. Eberts and Joe A. Stone, *Unions and Public Schools: The Effect of Collective Bargaining on American Education* (Lexington, MA, Lexington Books, 1984).
2. Fuller and Mitchell, *supra*.
3. Stern, *supra*.
4. Joe A. Stone, *Collective Bargaining and Public Schools: A Critical Survey of the Evidence* (Eugene, OR, University of Oregon, 1998).
5. *Ibid.*
6. *Ibid.*
7. *Ibid.*
8. Fuller and Mitchell, *supra*.
9. *The American Biology Teacher, supra*.
10. Ken Hall, "Democratic Legislature Likely to Adopt Mandatory Agency Fee Legislation," *Fiscal Report* (Sacramento: School Services of California, April 28, 2000).
11. *Chicago teacher union, Local 1 v. Hudson*, 475 US 292, 106 S Ct 1066, 89 LEd2d 232 (1986).
12. Lieberman, *supra*.
13. David Denholm, *The Impact of Unionism on the Quality of Education* (Washington, D.C., Public Service Research Foundation, 1995).
14. Sheldon Richmond, *Parent Power: Why National Standards Won't Improve Education* (Washington, D.C., Cato Institute, Policy Analysis No. 396, April 26, 2001).
15. *Contract of San Francisco Unified School District and United Educators of San Francisco*, 1998-2001.



## REGAINING CONTROL OF THE CLASSROOM

### A. COLLECTIVE BARGAINING IN CALIFORNIA, FROM SISKIYOU TO IMPERIAL COUNTY

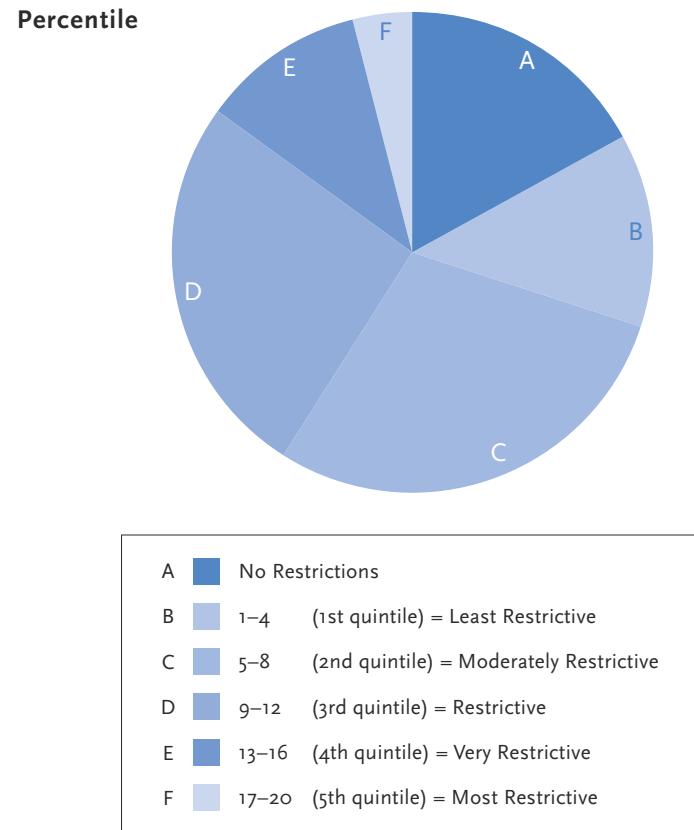
Despite some variation, school boards across California have agreed to provisions that negatively impact classrooms and student achievement. As seen in **Figure 6.1**, almost 75 percent of the contracts analyzed in this study scored an unfavorable five or higher, indicating many restrictions on the ability of school boards and district staff to manage, teachers to teach, and students to learn.

**Table 6.1** ranks each district by its contract score: 0 = no restrictions; 1–4 (1<sup>st</sup> quintile) = least restrictive; 5–8 (2<sup>nd</sup> quintile) = moderately restrictive; 9–12 (3<sup>rd</sup> quintile) = restrictive; 13–16 (4<sup>th</sup> quintile) = very restrictive; and 17–20 (5<sup>th</sup> quintile) = most restrictive.

The 10 largest school districts tend to have more restrictive contracts. For example, San Francisco Unified School District (SFUSD) scored in the highest quintile (score 17–20) and the San Juan, Sacramento, Los Angeles, and San Diego districts scored in the second highest quintile (score 13–16). The average composite contract score for the 10 largest districts was 12, and a little under five for districts in the more rural northern region. (See **Figure 6.2**.)

Indeed, districts with the most favorable scores are located almost entirely in the northern and central regions. Of the 138 district contracts with scores from 0 (no contract or least restrictive) to four, 37 percent are in the northern region and 37 percent in the central region. The same trend holds when districts with no union representation are analyzed: 45 percent of the districts with no collective bargaining agreements are located in the northern region and 45 percent in the central region.

**figure 6.1** SUMMARY OF DISTRICT CONTRACT SCORES



**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

**table 6.1** SUMMARY OF DISTRICT CONTRACT SCORES BY RANK**No Restrictions (score=0)**

Atwater, Belleview, Big Creek, Blake, Blue Lake, Bogus, Bonny Doon, Buena Vista, Burnt Ranch, Burrel, Capay, Casmalia, Castle Rock, Clear Creek, Clovis, Coffee Creek, Cutten, DiGiorgio, El Nido, Elk Hills, Emigrant Gap, Feather Falls Union, Fieldbook, Flournoy Union, Forks of Salmon, Garfield, General Shafter, Gorman, Graves, Holt, Hot Springs, Island Union, Jefferson (Elementary), Junction City, Kashia, Kings River, Kirkwood, Klamath River, Laguna, Lake, LeGrand, Liberty, Lincoln, Los Olivos, Meridian, Montebello, Mt. Baldy, Mulberry, Mupu, Nicasio, Nuestro, Palo Verde, Panoche, Peninsula, Plainsburg, Pleasant Valley, Plumas, Pond, Quartz Valley, Rancho Santa Fe, Raymond-Knowles, Richfield, Santa Ynez, Shiloh, Silver Fork, Snelling-Merced Falls, Snowline, Spencer Valley, Stone Corral, Three Rivers, Tres Pinos, Twin Hills, Twin Ridges, Warner, Waukena, Whitmore, Willow Grove

**Least Restrictive—1st Quintile (score=1–4)**

Acalanes, Alexander Valley Union, Anderson, Apple Valley, Balico-Cressey, Belmont-Redwood Shores, Bret Harte, Camino Union, Cardiff, Covina Valley, Cuyama, Dos Palos Oro-Loma, Eastern Sierra, Etna Union, Evergreen Union, Fallbrook Union, Folsom-Cordova, Fort Jones, Fort Sage, Fruitvale, Galt, Happy Camp, Hickman, Hope, Horicon, King City, Lafayette, Lompoc, Mammoth, Millville, Morgan Hill, New Jerusalem, Newhall, Novato, Orcutt, Pioneer, Placer, Salinas, San Jacinto, San Lucas, Santa Paula, Sequoia, Shasta, Solana, Solvang, Sonora, Soulsbyville, Strathmore, Summerville, Sunol Glen, Surprise Valley, Two Rock, Union Hill, Vineland, Washington Colony, Washington (HSD), Woodlake

**Moderately Restrictive—2nd Quintile (score=5–8)**

Alta-Dutch Flat, Antelope Valley, Arcata, Baldwin Park, Barstow, Bear Valley, Beaumont, Belridge, Big Pine, Bishop (USD), Bishop Union (ESD), Brawley, Buellton, Butteville, Calistoga, Center, Central, Centralia, Coast, Columbia, Compton, Corcoran, Corning, Cutler-Orosi, Cypress, Denair, Dry Creek, East Whittier, Edison, El Tejon, Farmersville, Fowler, Fresno, Gilroy, Glendale, Grant, Grenada, Harmony, Helendale, Hemet, Hughson, Johnstonville, Julian, Junction, Kelseyville, Kenwood, King City, Kings River-Hardwick, Kingsburg (ESD and HSD), Klamath-Trinity, Lake Tahoe, Lakeside, Lassen, Lemon Grove, Lemoore, Little Lake, Live Oak, Loma Prieta, Loomis, Lost Hills, Lucerne Valley, Magnolia, Manteca, Mattole, McKinleyville, McSwain, Meadows, Mendota, Menifee, Mojave, Monroe, Montague, Monte Rio, Moraga, Muroc, New Haven, Newport-Mesa, Oakdale, Ojai, Orland, Pajaro Valley, Palmdale, Parlier, Perris, Piedmont, Planada, Pleasant Valley, Plumas, Point Arena, Pomona, Porterville, Poway, Redding (ESD), Richland-Lerdo, Rio Dell, Roseville (ESD & HSD), Round Valley, San Leandro, San Luis Coastal, San Mateo, Santa Ana, Santa Cruz, Santa Rita, Santee, Savanna, Scotts Valley, Selma, Shafter, Sierra Sands, Siskiyou, Soledad, Stanislaus, Stony Creek, Sulphur Springs, Tehachapi, Temple City, Templeton, Torrance, Trinity, Turlock, Val Verde, Valley Center, Wasco, Waugh, West Fresno, West Side, Westmoreland, Westside, Wheatland, Yreka

**table 6.1****SUMMARY OF DISTRICT CONTRACT SCORES BY RANK (CONT.)****Restrictive—3rd Quintile (score=9–12)**

ABC Unified, Albany, Amador, Anaheim, Aromas/San Juan, Ballard, Bassett, Berkeley, Beverly Hills, Bonita, Bonsall, Burlingame, Cabrillo, Cajon Valley, Campbell, Carlsbad, Carpenteria, Centinela, Central, Charter Oak, Chula Vista, Cloverdale, Colton, Corning, Coronado, Dixie, Ducor Union, El Centro, Elverta, Eureka, Foresthill, Geyserville, Glendora, Gonzales, Grant Joint HSD, Guerneville, Heber, Hermosa Beach, Huntington Beach (ESD & HSD), Imperial, Irvine, Janesville, Jefferson, Kentfield, Kit Carson, LaCanada, Lakeport, Lammersville, Lancaster, Las Lomas, Laytonville, Lewiston, Liberty, Lincoln, Livermore, Long Beach, Mariposa, McCabe, Merced City, Monrovia, Moreland, Moreno Valley, Mountain Empire, Mountain View, Murrieta, Napa Valley, North County, North Monterey, Norwalk-La Mirada, Oak Grove, Oakland, Oakley, Ocean View, Orange, Oxnard, Pacheco, Palm Springs, Petaluma, Pine Ridge, Pittsburg, Placerville, Portola Valley, Ravenswood, Reed, Rescue, Rialto, Richgrove, Rim of the World, River Delta, Riverbank, Romoland, San Bernardino, San Dieguito, San Marcos, San Marino, San Pasqual Valley, Santa Maria, Sequoia, Sierra-Plumas, Soquel, Stockton, Sunnyvale, Tracy, Trinidad, Tustin, Ukiah, Vacaville, Valle Lindo, Vallejo City, Walnut Creek, West Contra Costa, Westwood, William S. Hart, Winters, Winton, Wiseburn, Woodlake, Woodland, Yuba

**Very Restrictive—4th Quintile (score=13–16)**

Adelanto, Alhambra, Arcadia, Azusa, Bakersfield, Big Lagoon, Black Butte, Burbank, Calexico, Carmel, Del Norte, Delhi, Dinuba, Dixon, Exeter, Fillmore, Garvey, Gateway, Gold Trail, Greenfield, Hacienda La Puente, Hanford, Healdsburg, Jefferson (USD), Jurupa, Kern, Lakeside, Lemoore, Live Oak, Las Alamos, Los Angeles, Modesto, Mother Lode, Mt. Diablo, Ocean View, Rosedale, Round Valley, Sacramento, San Diego, San Juan, Santa Paula, Southern Humboldt, Summerville, Sylvan, Upland, Upper Lake, Visalia, Western Placer, Whisman, Willits

**Most Restrictive—5th Quintile (score=17–20)**

Alhambra City, Chino Valley, Fortuna (UESD & UHSD), Franklin-McKinley, Fremont, Lake Elsinore, Lindsay, Montebello, Mt. Diablo, Needles, Pacific Grove, Placentia-Yorba Linda, Saddleback Valley, San Francisco, Sonora, Washington (Unified), Wright

Size of school districts also is a powerful predictor of how complex and restrictive the collective bargaining agreement may be. **Figure 6.3** shows the average enrollment of districts in each of the six regions. Districts in the northern, coastal, and central regions have the lowest enrollments, 4,000 on average. Enrollment in the 10 largest districts ranges from almost 48,000 (San Juan Unified) to almost 696,000 (Los Angeles Unified). The average enrollment of the 10 largest districts is 124,223.

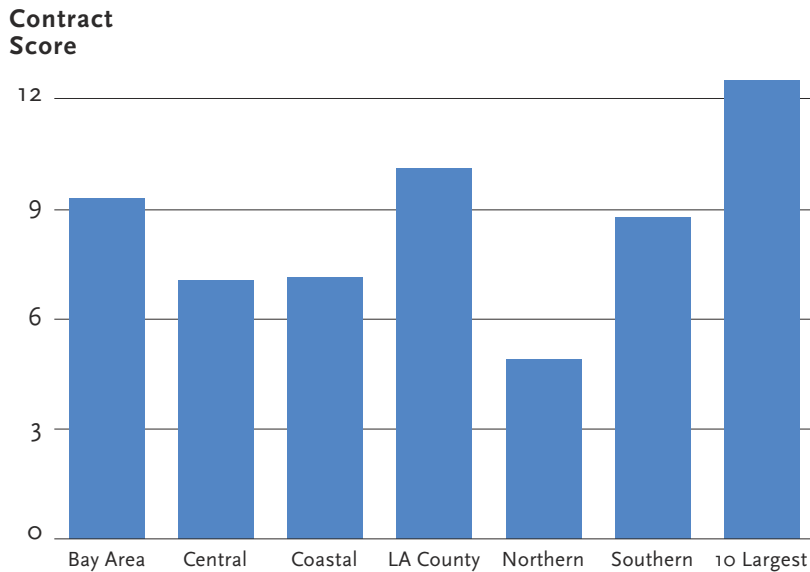
As district enrollment increases, so does the number of restrictions in the contracts. **Figure 6.4** shows the study’s sample (minus the 10 largest districts) broken into deciles by enrollment. The mean contract score for the

entire sample is 7.2, for districts in the Northern region 1.0, up to 10.9 for the districts in the tenth decile, and 12.6 for the 10 largest districts.

**B. THE IMPACT OF COLLECTIVE BARGAINING ON SALARIES, CLASS SIZE, AND TEST SCORES**

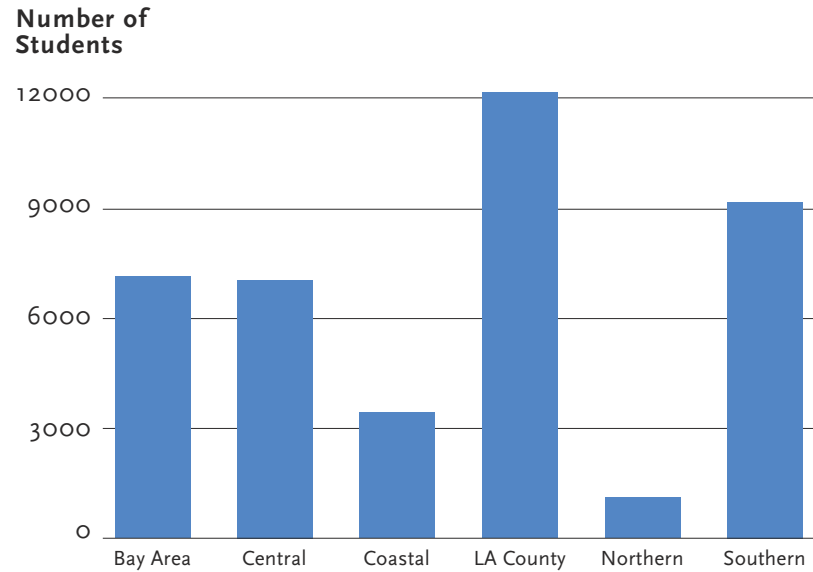
Financial and enrollment data for the districts included in this sample are provided in Table c in the Appendix. School Services of California collected this information for Pacific Research Institute from data provided by the California Department of Education and other sources. While all of the contracts reviewed in this study provided or referred to districts’ salary schedules and many contained language requiring specific class sizes for individual grades,

**figure 6.2** AVERAGE DISTRICT SCORE BY REGION



**Source:** Table A, Appendix—Summary of District Contract Scores, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

**figure 6.3** AVERAGE DISTRICT ENROLLMENT BY REGION



**Source:** Table c, Appendix—Fiscal and Enrollment Data, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

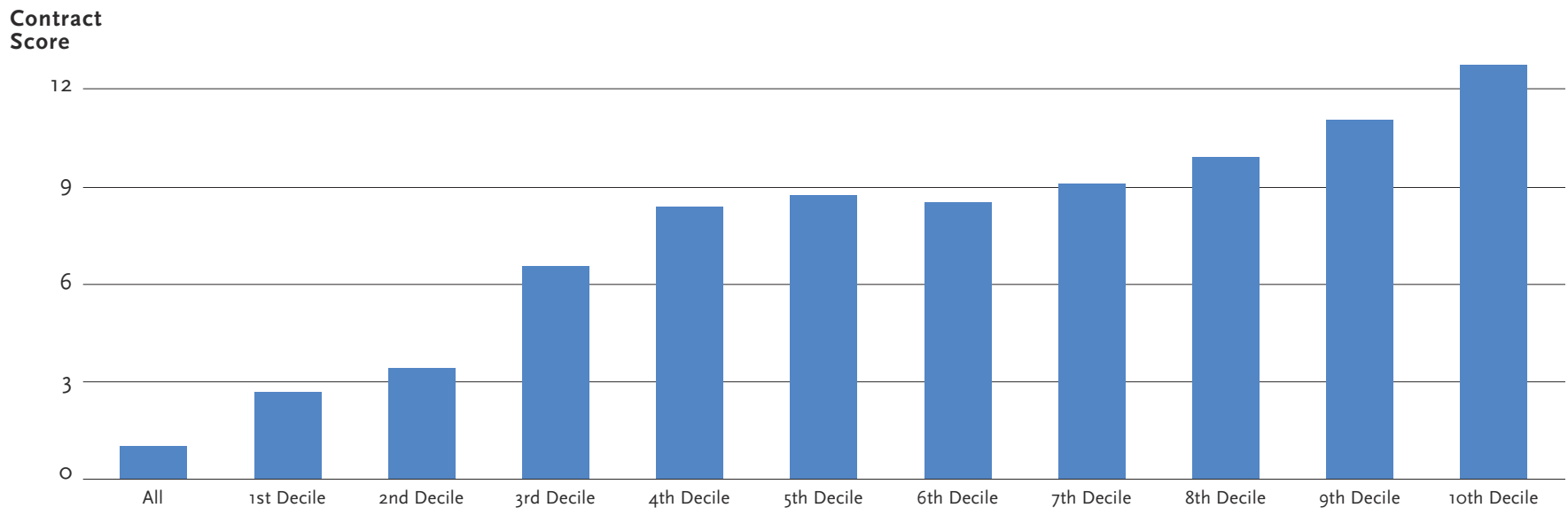
the primary focus of this study was to analyze contracts for their impact on district, school, and classroom management. Therefore, even though teachers' salaries often are the primary focus of labor disputes between unions and districts, with disputes about class size a close second, the authors of this study did not collect data on these issues during the contract reading process.

However, it is possible to determine the impact of collective bargaining on class size and salaries by correlating the data, found in Table c in the Appendix, with the scores given to district contracts. There appears to be no direct correlation between a district's contract score and class size. When district scores, ranging from 1–20, were divided into quintiles and matched against class size, average class size differed by less than two. Part of this can

be explained by state mandates on class size and because districts receive extra funding for keeping class sizes in grades K–3 to 20 or less students. By shifting the dispute over class size to the state level, unions have been able to use their negotiating power to gain concessions on other issues.

However, this study found that the power to negotiate a strong, pro-labor contract on management issues carried over to the bread-and-butter issue of salaries. **Figure 6.5** measures the impact of collective bargaining on salaries and benefits as a percentage of total district expense. Beginning and maximum salaries vary by region and district, based in some part on the standard of living and economy of individual districts and, therefore, are not very reliable for comparative purposes.

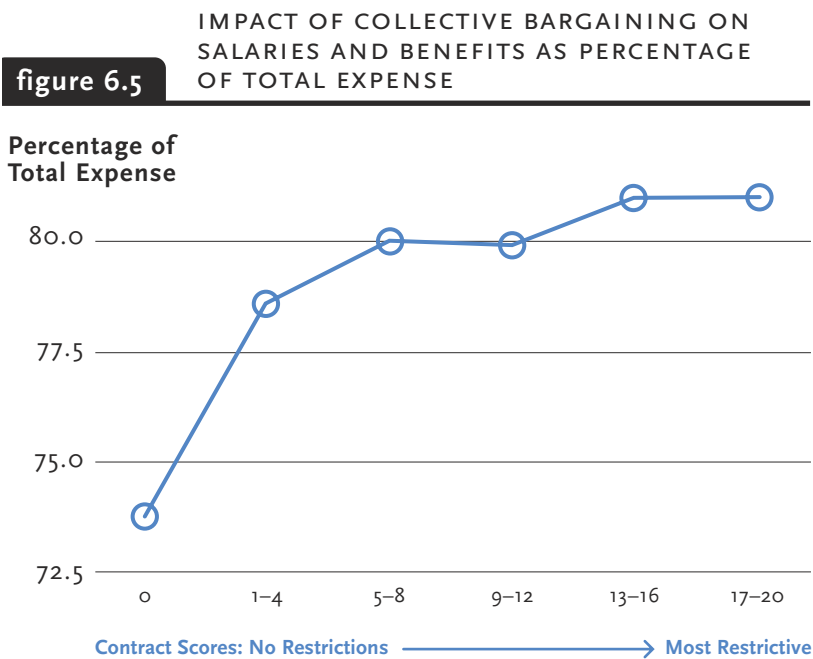
**figure 6.4** IMPACT OF DISTRICT ENROLLMENT SIZE ON COLLECTIVE BARGAINING AGREEMENTS



**Sources:** Table A, Appendix—Summary of District Contract Scores, and Table c, Appendix—Fiscal and Enrollment Data, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

A much better method for comparing a district's salaries is to measure salaries and benefits as a percentage of total district expenditures. Moreover, how much is spent on salaries and benefits does impact how much money is left to spend on other important factors – textbooks, lab supplies, counseling, etc. – that affect student learning.

As Figure 6.5 shows, districts with the most restrictive contracts also pay a much higher percentage of their budget on salaries and benefits. The average percentage for districts with no union contract was less than 74 percent, compared to districts with contract scores higher than 13 where the



**Sources:**

Table A, Appendix—Summary of District Contract Scores, and Table c, Appendix—Fiscal and Enrollment Data, *Contract for Failure* (San Francisco: Pacific Research Institute, 2002).

percentage was almost 81 percent. Given the size of school budgets today, the difference is significant and the impact devastating to students.

Table B in the Appendix provides SAT-9 test scores for 412 of the districts included in this study. Scores for the remaining 48 districts were not available from the Department of Education, most likely because the districts were quite small. (Small districts with test results for fewer than 10 students per grade are not required to report test results.) Scores are provided for students who scored over 50 percent on reading and math in grades 4 and 10.

It is beyond the scope of this study to measure the impact of collective bargaining on test scores. District-level test score results are not very informative but school-level results, for which demographic differences can be taken into account, are much more reliable. The Pacific Research Institute intends to publish further research on the impact of collective bargaining and SAT-9 scores. This research will take into account important demographic differences and will report SAT-9 scores at the school level.

**C. NO CONTRACTS IN CLOVIS, SNOWLINE, OR WARNER SPRINGS**

This study has focused on constraints posed by the collective bargaining process. While the growth and power of the teacher unions is undeniable, there are a significant number of districts in California that do not have collective bargaining agreements with a union, whether CTA or CFT. Teachers in these districts have opted to maintain their independence and have created a working relationship with the administration, one that promotes community and not the adversarial relationship that is an outgrowth of union negotiations. School boards in these districts operate under board regulations and policies, as did all school boards in the state before the Rodda Act.

Some districts are staffed with teachers, who, as a group, have never authorized an association to represent them. There are teachers in other districts who have decided that they no longer need to be represented by a

teacher union and have voted to decertify, to opt out of a union. And while most of these districts are small, with enrollments of fewer than 1,000, two larger districts, Clovis in Fresno and Snowline in San Bernardino County, merit attention.

The Clovis Unified School District is a large suburban district in Fresno County. A teacher union has never represented Clovis teachers. Terry Bradley, the district's deputy superintendent of administrative services, explains:

When the Rodda Act was first approved, rather than grant an exclusive bargaining arrangement to one of the unions, our governing board and superintendent decided that it would be in the best interest of the district to have an election and actively support a “no representation” vote on the part of our faculty.<sup>1</sup>

In 1977, the teachers did vote for no union representation. Instead, the district formed a faculty senate, an institution found in most colleges and universities. The president of the faculty senate is released from duties in order to be actively engaged in meeting teachers' needs. Faculty senate representatives meet with the district to discuss issues typically addressed in collective bargaining agreements. Dr. Bradley describes the process as active and collaborative:

We have a committee of 35 to 40 employees that actually determines who our health insurance providers are going to be. It's a multi-million dollar contract that does not go to the governing board for approval. The board has authorized this committee to do that.<sup>2</sup>

Bradley concluded the interview by expressing his strong belief that “the key is having a school board and superintendent who the various employee groups trust.”

The policy on teacher assignment adopted by the Clovis Board of Education reflects how well a district can operate when it is free from the type of restrictions analyzed in this study:

It shall be the policy of the Board to delegate to the Superintendent authority to assign certificated employees as may be necessary due to specific needs of the District. Any adjustments in assignments shall be made in the best interest of equal educational opportunity for all students.

Clovis is proving that public schools can deliver high student performance with minimal bureaucracy and a budget the same as, or even below, the statewide average. Students are performing above average across a broad range of measures and are setting records for attendance. With no interference from a union, teachers use the methods and curricula they believe will meet the objectives they have set for students. As a result of this autonomy and flexibility, on average, more than 70 percent of Clovis students perform at or above grade level.<sup>3</sup>

Awards aside, the real lesson of Clovis is that good education depends not on bloated budgets but creative and committed teachers and administrators held accountable by engaged communities. Clovis's success also suggests that quality in public education will not be the norm until resources are channeled to classrooms rather than bureaucrats, and parents wrest control over education from teacher unions.”<sup>4</sup>

Further south in San Bernardino County, teachers in the Snowline district also are not unionized, even though unions have made repeated efforts to gain a majority of votes. According to Kathy Sharkey, administrative assistant to the superintendent, cooperation among teachers, administrators, and school board members is the primary reason why teachers in Snowline have never elected to be represented by a teacher union. Ms. Sharkey noted that teachers sit on the superintendent's

council and have established a good working relationship with the administration and school board.

The Warner Unified School District in Warner Springs, San Diego County, while small (fewer than 500 students), may represent a trend that will spread to larger districts now that teachers are required to pay union dues under California's new agency-fee law. Teachers in Warner Springs voted to decertify the CTA and are no longer represented by a teacher union. Warner Superintendent Frank Murphy reports that he and members of the school board deliberately chose not to become involved with, or contribute to, the debate regarding the pros and cons of decertification. He believes that "a lack of voice created the issue."<sup>5</sup>

Doris Burke, a fourth grade teacher, who led the efforts to decertify the CTA, agrees that a change in procedure used by the union galvanized the efforts of non-union members. She observed, "All teachers [whether union or non-union] used to make decisions by getting together in a room and all voting on what to do." During a two-year period when the union had no contract and negotiations were contentious, teacher union members decided no longer to allow non-members to participate. "We had a majority of teachers who wanted to act on their own behalf. They wanted their votes to count and they wanted it to be a democratic process," says Burke. The union would not reinstate a policy of allowing all teachers, union or non-union, to vote. As a result, when an election was finally held, the union lost its right to represent Warner teachers.

The experiences of these three districts demonstrate that teachers, district administrators, and school board members can develop the level of trust that enables districts to operate successfully without a union contract. And teachers in these districts, even though not unionized, have not sacrificed salaries or benefits: beginning and maximum salaries are far above the state's average. Teachers also keep more of their wages because union dues or agency fees are not deducted from their checks.

Perhaps those who have gained the most in these districts are the students. All three districts described above operate on budgets that are at or below the statewide average and yet they achieve far better results. Clovis's student test scores are exceptional; 70 percent of the district's students perform at or above grade level. Between 50 and 60 percent of Snowline's and Warner's students perform at or above grade level. Parents and taxpayers have prevailed as well. Without a collective bargaining agreement, the school board does not need consent from the union to make policy or manage the district; rather, the school board is accountable solely to the community.

#### D. THE PATH TO REFORM

From the analysis of more than half of the state's collective bargaining agreements, it is clear that most of these contracts and their cumbersome union rules hinder efficient district management and, perhaps more important, impact negatively on student achievement. This study also shows how school boards, parents, community members, taxpayers, and policymakers can improve the collective bargaining process and minimize the impact of union rules on the district's ability to promote student achievement. Specific recommendations for school boards to consider when negotiating with unions include the following.

1. **Preserve Board Authority.** School districts should establish clearly defined rights to be retained by the school board and negotiate strong management clauses in the collective bargaining agreement.
2. **Keep Grievance Procedures Confined to What Is Contained in the Contract.** School boards should insist that any grievance procedure included in a contract be applicable only when there is a violation of an express provision of the collective bargaining agreement.



3. **Resist Moving Decisions to an Outside Arbitrator.** Under no circumstances should a board agree to contracts that permit or require binding arbitration.
4. **Retain the Right to Employ the Right Teacher.** Collective bargaining agreements must allow principals the greatest flexibility to place the right teacher in the classroom with the students who need his or her experience and abilities the most. School boards must not accept seniority clauses that permit unqualified teachers to step ahead of the line for assignment or transfer, or that reduce the pool of applicants available for consideration.
5. **Insist on the Authority To Evaluate Teachers.** Boards of education should retain the absolute right to evaluate staff and should resist contracts that place constraints on principals to set objectives, observe instruction, or use objective measures when evaluating teachers.
6. **Keep Teachers in the Classroom, Engaged in Teaching.** School administrators and the unions must mutually agree to provide continuity of instruction for students. The amount of release time and absences from direct instruction in the classroom should be kept to a minimum.
7. **Grant Administrators and Teachers Autonomy from Union Controls and Mandates.** Boards of education should reject contracts that allow unions control of educational programs and that impede the district's capacity to create new systems for promoting student achievement. Instead, school boards, administrators, teachers, parents, and community members should work through a system of board policies and administrative regulations, outside the collective bargaining process.
8. **Include Notification of "Hudson" Rights in Union Contracts.** School boards can best acknowledge that teachers are self-governing professionals by empowering them to act independently of the

district's exclusive bargaining unit. Allowing teachers to object and withdraw financial support from political and other positions taken by the union is a positive step.

Resolute school boards, backed by parents and local support, can achieve the recommendations set forth above. However, local educational communities will need help from state legislators and empowering legislation as well.

Reform-minded state legislators should:

1. **Limit Agreements to those Areas Required by Law, Minimize the Number of Issues Negotiated in the "Meet-and-Confer" Process.** The majority of contracts analyzed in this study severely limits the local board's authority to determine curriculum, test students, set standards for student performance, prescribe teaching methods, and select textbooks and instructional materials. Under current collective bargaining law, these topics are considered outside the negotiation process, but not outside the scope of the "meet-and-confer" process. Legislators should re-examine the Rodda Act to further narrow the scope of topics, not only to be negotiated but also to be addressed in the meet-and-confer process. Curriculum, assessment, pedagogy, and instruction materials should not be part of the bargaining process.
2. **Collect Timely Data on the State's Collective Bargaining Agreements.** Currently no public agency collects information on the contents and provisions of district collective-bargaining agreements. Current law does require the California Department of Education (CDE) to collect salary and benefits information, on a voluntary basis, from all school districts with enrollments of more than 1,000. This law should be amended to require that the district provide, along with the salary range, the number of

teachers earning specific salaries. These data will provide information on whether the number of teachers is skewed toward a particular salary range and may shed light on actual wages earned and the impact of seniority rules on the district's budget.

3. **Require the CDE to Collect Copies of Current Collective Bargaining Agreements from Each District.** The Pacific Research Institute spent considerable time and encountered much difficulty in gathering the contracts and analyzing them for this study. One can only imagine the difficulty the average citizen or parent undergoes when attempting to obtain accurate information about the collective bargaining process in his or her district. Each district should be required to respond to a CDE survey that summarizes specific contract provisions. These could include but not be limited to the clauses and issues examined in this study.
4. **Increase the Ability of the Public to Scrutinize the Process.** School board members not only represent "management" in the collective bargaining process, but as elected officials they represent the public interest. Too often, board members defer to district administrators, paid labor negotiators, or legal counsel in the negotiation process and then are asked to "rubber-stamp" an agreement. In some instances, because of the sophisticated level of negotiations, this may be a prudent course. But in many more cases, school board members are excluded from the process under pressure from the teacher unions or district administrators who may not want board members getting involved in "education" decisions.
5. **Open the Collective Bargaining Process.** California legislators should protect the public interest and school board members' rights to participate in negotiations by "taking off the table" the power of teacher unions to determine who participates. The Rodda Act should be amended to require school board members

to name one or two members to the district's negotiation team.

6. **Repeal SB1960 and Agency Fee Rules.** Mandatory agency fee rules, as discussed elsewhere in this study, impose restrictions on teachers and are incompatible with the principles of professionalism and freedom of association.

#### E. REJECT THE STATUS QUO, LIBERATE THE CLASSROOM

Albert Shanker, former president of the American Federation of Teachers, stated, "It's time to admit that public education operates like a planned economy, a bureaucratic system in which everybody's role is spelled out in advance and there are few incentives for innovation and productivity." Such a school system, he concluded, "more resembles the communist economy than our own market economy." On another occasion, Shanker admitted, "we're not going to change the way schools function without simultaneously changing the way unions function."

There are ways to accomplish that goal. The success of school districts where no union represents teachers dispels the notion that collective bargaining is a necessary component of public education. Many districts do very well without it, as they did before the Rodda Act, streamlining administration and strengthening the hand of teachers in the classroom.

The results of this study constitute strong evidence that, while it does benefit teacher unions, collective bargaining is an impediment to educational quality — part of the problem, not the solution. It imposes an industrial and adversarial model unsuited to an academic field where the primary clients are children and their taxpaying parents. What is ultimately at stake is the future of those children. Their prospects are not enhanced by agreements that prevent elected officials from discharging their responsibilities, nor by articles that restrict administrators and teachers alike.

The decision of some districts to decertify the union shows that operating without a union contract is not just a possibility but a practical and progressive course of action. Teachers, parents, and administrators statewide should explore the possibilities of empowering themselves in this way. Legislators and policymakers, for their part, should both encourage this process and reform the current state of collective bargaining. Implementing the recommendations set forth above will improve the lives of teachers, students, and parents.

On a broader level, legislators should consider the impact of the collective bargaining process when enacting specific legislation. For instance, current law requires legislators to state the mandated costs of introduced legislation. In the same manner, when developing education measures, legislators should state clearly whether the issue should be subject to collective bargaining negotiations or the meet-and-confer process.

In addition, state legislators, in exchange for the rights unions have gained for their members, must hold unions accountable to the public for the consequences that result from those gains. With every right there is an equal responsibility. Yet, no one is holding unions responsible for the role they have played in bringing education down to its present dismal level, in which California languishes near the bottom.

School board members change regularly through election, school administrators come and go, teachers move on to different opportunities, but the one enduring voice in the debate is that of the teacher unions. Their domination of the education process has become part of a bureaucratic status quo that must be changed if reforms are to succeed and California's children are to receive the education they deserve.

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1. Telephone interview with Terry Bradley, conducted by Ruben Peterson, April 2001.

2. *Ibid.*

3. Christopher Garcia, "Humble Clovis Defies the Education Visigoths," *Policy Review* (Washington, D.C., Heritage Foundation, January 1996).

4. *Ibid.*

5. Telephone interview with Frank Murphy, conducted by Ruben Peterson, April 2001.

## APPENDIX A

table a

SUMMARY OF DISTRICT CONTRACT SCORES

District	County	Region	G	E	T1	T2	T3	R	Score	Rank
ABC Unified	Los Angeles	LA County	3	2	0	3	1	3	12	3rd
Acalanes Union High	Contra Costa	Bay Area	3	0	1	0	0	0	4	1st
Adelanto Elementary	San Bernardino	Southern	3	7	0	2	2	1	15	4th
Albany Unified	Alameda	Bay Area	3	3	0	2	1	0	9	3rd
Alexander Valley Union Elementary	Sonoma	Northern	0	0	0	1	1	1	3	1st
Alhambra City Elementary	Los Angeles	LA County	3	9	0	2	2	2	18	5th
Alhambra City High	Los Angeles	LA County	3	6	0	1	2	2	14	4th
Alta-Dutch Flat Union Elementary	Placer	Northern	0	5	0	1	1	1	8	2nd
Amador County Unified	Amador	Central	0	6	0	1	0	2	9	3rd
Anaheim Union High	Orange	Southern	3	3	2	1	2	0	11	3rd
Anderson Union High	Shasta	Northern	3	0	0	1	0	0	4	1st
Antelope Valley Union High	Los Angeles	LA County	3	0	0	3	0	1	7	2nd
Apple Valley Unified	San Bernardino	Southern	0	0	1	1	0	1	3	1st
Arcadia Unified	Los Angeles	LA County	3	3	0	3	3	1	13	4th
Arcata Elementary	Humboldt	Northern	0	2	0	3	0	2	7	2nd
Aromas/San Juan Unified	San Benito	Central	0	1	0	4	1	3	9	3rd
Atwater Elementary	Merced	Central	0	0	0	0	0	0	0	n/r
Azusa Unified	Los Angeles	LA County	3	2	3	5	0	2	15	4th
Bakersfield City Elementary	Kern	Central	3	4	3	4	0	1	15	4th
Baldwin Park Unified	Los Angeles	LA County	3	3	0	1	1	0	8	2nd
Ballard Elementary	Santa Barbara	Coastal	0	5	0	4	1	0	10	3rd
Ballico-Cressey Elementary	Merced	Central	0	3	0	0	0	0	3	1st
Barstow Unified	San Bernardino	Southern	3	0	1	1	1	1	7	2nd
Bassett Unified	Los Angeles	LA County	3	5	0	2	0	2	12	3rd

G=Grievance Score E=Evaluation Score T1=Who Decides if Not Principal T2=Restrictions on Pool of Applicants T3=Restrictions on Board Authority R=Release Time  
n/c=no contract n/r=no restrictions

District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Bear Valley Unified	San Bernardino	Southern	3	1	0	0	1	1	6	2nd
Beaumont Unified	Riverside	Southern	0	1	0	3	0	1	5	2nd
Belleview Elementary	Tuolumne	Central	n/c	0	0	0	0	0	0	n/r
Belmont-Redwood Shores Elementary	San Mateo	Bay Area	0	0	0	3	0	1	4	1st
Belridge Elementary	Kern	Central	3	2	0	0	0	2	7	2nd
Berkeley Unified	Alameda	Bay Area	3	0	0	2	2	2	9	3rd
Beverly Hills Unified	Los Angeles	LA County	3	5	0	1	1	1	11	3rd
Big Creek Elementary	Fresno	Central	n/c	0	0	0	0	0	0	n/r
Big Lagoon Union Elementary	Humboldt	Northern	0	10	0	2	0	1	13	4th
Big Pine Unified	Inyo	Central	3	0	0	1	0	1	5	2nd
Bishop Joint Union High	Inyo	Central	3	5	0	0	0	0	8	2nd
Bishop Union Elementary	Inyo	Central	3	5	0	0	0	0	8	2nd
Bitterwater-Tully Union Elementary	San Benito	Central	n/c	0	0	0	0	0	0	n/r
Black Butte Union Elementary	Shasta	Northern	3	3	3	5	1	1	16	4th
Blake Elementary	Kern	Central	n/c	0	0	0	0	0	0	n/r
Blue Lake Union Elementary	Humboldt	Northern	n/c	0	0	0	0	0	0	n/r
Bogus Elementary	Siskiyou	Northern	n/c	0	0	0	0	0	0	n/r
Bonita Unified	Los Angeles	LA County	3	4	0	1	1	2	11	3rd
Bonny Doon Union Elementary	Santa Cruz	Coastal	n/c	0	0	0	0	0	0	n/r
Bonsall Union Elementary	San Diego	Southern	0	9	0	1	0	1	11	3rd
Brawley Elementary	Imperial	Southern	3	0	0	1	0	1	5	2nd
Bret Harte Union High	Calaveras	Central	0	0	0	0	0	1	1	1st
Buellton Union Elementary	Santa Barbara	Coastal	3	5	0	0	0	2	8	2nd
Buena Vista Elementary	Tulare	Central	n/c	0	0	0	0	0	0	n/r
Burbank Unified	Los Angeles	LA County	3	5	1	4	0	2	15	4th
Burlingame Elementary	San Mateo	Bay Area	3	4	1	1	1	1	11	3rd
Burnt Ranch Elementary	Trinity	Northern	n/c	0	0	0	0	0	0	n/r
Burrel Union Elementary	Fresno	Central	n/c	0	0	0	0	0	0	n/r

**G**=Grievance Score **E**=Evaluation Score **T1**=Who Decides if Not Principal **T2**=Restrictions on Pool of Applicants **T3**=Restrictions on Board Authority **R**=Release Time  
**n/c**=no contract **n/r**=no restrictions

District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Butteville Union Elementary	Siskiyou	Northern	3	3	0	0	0	0	6	2nd
Cabrillo Unified	San Mateo	Bay Area	3	5	0	1	1	2	12	3rd
Cajon Valley Union Elementary	San Diego	Southern	3	4	0	3	0	0	10	3rd
Calexico Unified	Imperial	Southern	3	9	0	1	1	1	15	4th
Calistoga Joint Unified	Napa	Northern	3	3	0	0	0	1	7	2nd
Camino Union Elementary	El Dorado	Northern	0	3	0	1	0	0	4	1st
Campbell Union High	Santa Clara	Bay Area	3	1	0	3	2	1	10	3rd
Capay Joint Union Elementary	Glenn	Northern	n/c	–	–	–	–	–	0	n/r
Cardiff Elementary	San Diego	Southern	0	0	0	0	2	0	2	1st
Carlsbad Unified	San Diego	Southern	3	3	0	1	2	1	10	3rd
Carmel Unified	Monterey	Coastal	3	8	0	2	0	0	13	4th
Carpinteria Unified	Santa Barbara	Coastal	3	3	0	1	1	1	9	3rd
Casmalia Elementary	Santa Barbara	Coastal	n/c	0	0	0	0	0	0	n/r
Castle Rock Union Elementary	Shasta	Northern	n/c	0	0	0	0	0	0	n/r
Center Unified	Sacramento	Central	0	1	0	2	0	2	5	2nd
Centinela Valley Union High	Los Angeles	LA County	3	5	0	1	0	0	9	3rd
Central S.D.	San Bernardino	Southern	3	0	0	1	2	1	7	2nd
Central Unified	Fresno	Central	3	0	0	3	1	2	9	3rd
Centralia Elementary	Orange	Southern	3	0	0	1	0	2	6	2nd
Charter Oak Unified	Los Angeles	LA County	3	4	0	1	0	2	10	3rd
Chino Valley Unified	San Bernardino	Southern	3	11	0	1	1	2	18	5th
Chula Vista Elementary	San Diego	Southern	3	5	0	2	0	2	12	3rd
Clear Creek Elementary	Nevada	Northern	n/c	0	0	0	0	0	0	n/r
Cloverdale Unified	Sonoma	Northern	3	6	0	1	0	1	11	3rd
Clovis Unified	Fresno	Central	n/c	0	0	0	0	0	0	n/r
Coast Unified	San Luis Obispo	Coastal	3	1	0	1	0	1	6	2nd
Coffee Creek Elementary	Trinity	Northern	n/c	0	0	0	0	0	0	n/r
Colton Joint Unified	San Bernardino	Southern	3	3	0	4	0	1	11	3rd

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District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Columbia Elementary	Shasta	Northern	3	3	0	1	1	1	9	3rd
Compton Unified	Los Angeles	LA County	3	3	0	2	0	1	9	3rd
Corcoran Joint Unified	Kings	Central	3	0	0	3	0	0	6	2nd
Corning Union Elementary	Tehama	Northern	3	4	0	2	0	1	10	3rd
Corning Union High	Tehama	Northern	3	0	0	0	1	1	5	2nd
Coronado Unified	San Diego	Southern	3	3	0	1	0	3	10	3rd
Covina-Valley Unified	Los Angeles	LA County	3	0	0	1	1	1	3	1st
Cutler-Orosi Unified	Tulare	Central	3	3	0	1	1	0	8	2nd
Cutten Elementary	Humboldt	Northern	n/c	0	0	0	0	0	0	n/r
Cuyama Joint Unified	Santa Barbara	Central	3	1	0	0	0	0	4	1st
Cypress Elementary	Orange	Southern	0	3	0	2	0	2	7	2nd
Del Norte County Unified	Del Norte	Northern	3	7	0	1	3	2	16	4th
Delhi Unified	Merced	Central	6	4	0	1	1	1	13	4th
Denair Unified	Stanislaus	Central	3	3	0	1	0	0	7	2nd
Di Giorgio Elementary	Kern	Central	n/c	0	0	0	0	0	0	n/r
Dinuba Unified (Unified 1998)	Tulare	Central	3	5	0	3	0	2	13	4th
Dixie Elementary	Marin	Bay Area	0	6	0	2	0	1	9	3rd
Dixon Unified	Solano	Central	3	4	3	3	1	1	15	4th
Dos Palos Oro-Loma Joint Unified	Merced	Central	0	1	0	0	2	0	3	1st
Dry Creek Joint Elementary	Placer	Northern	3	1	0	1	0	2	7	2nd
Ducor Union Elementary	Tulare	Central	6	1	0	3	1	1	12	3rd
East Whittier City Elementary	Los Angeles	LA County	3	3	0	1	0	0	7	2nd
Eastern Sierra Unified	Mono	Central	3	0	0	0	0	1	4	1st
Edison Elementary	Kern	Central	3	2	0	1	0	0	6	2nd
El Centro Elementary	Imperial	Southern	3	5	2	1	0	1	12	3rd
El Nido Elementary	Merced	Central	n/c	0	0	0	0	0	0	n/r
El Tejon Unified	Kern	Central	3	2	0	2	0	0	7	2nd
Elk Hills Elementary	Kern	Central	n/c	0	0	0	0	0	0	n/r

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District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Elverta Joint Elementary	Sacramento	Central	3	5	0	1	0	1	10	3rd
Emigrant Gap Elementary	Placer	Northern	n/c	0	0	0	0	0	0	n/r
Etna Union High	Siskiyou	Northern	3	0	0	0	0	1	4	1st
Eureka Union Elementary	Placer	Northern	0	4	0	3	0	3	10	3rd
Evergreen Union Elementary	Tehama	Northern	3	0	0	0	0	0	3	1st
Exeter Union High	Tulare	Central	3	6	0	2	2	1	14	4th
Fallbrook Union High	San Diego	Southern	0	1	0	0	1	0	2	1st
Farmersville Unified	Tulare	Central	0	3	0	2	0	1	6	2nd
Feather Falls Union Elementary	Butte	Northern	n/c	0	0	0	0	0	0	n/r
Fieldbrook Elementary	Humboldt	Northern	n/c	0	0	0	0	0	0	n/r
Fillmore Unified	Ventura	Coastal	3	4	0	4	1	2	14	4th
Flournoy Union Elementary	Tehama	Northern	n/c	0	0	0	0	0	0	n/r
Folsom-Cordova Unified	Sacramento	Central	0	0	0	1	1	1	3	1st
Foresthill Union Elementary	Placer	Northern	0	8	0	0	1	0	9	3rd
Forks of Salmon Elementary	Siskiyou	Northern	n/c	0	0	0	0	0	0	n/r
Fort Jones Union Elementary	Siskiyou	Northern	0	3	0	0	0	0	3	1st
Fort Sage Unified	Lassen	Northern	0	1	0	2	0	1	4	1st
Fortuna Union Elementary	Humboldt	Northern	3	10	0	3	0	2	18	5th
Fortuna Union High	Humboldt	Northern	3	10	0	3	0	2	18	5th
Fowler Unified	Fresno	Central	0	6	0	1	0	1	8	2nd
Franklin-McKinley Elementary	Santa Clara	Bay Area	3	5	3	2	2	2	17	5th
Fremont Unified	Alameda	Bay Area	3	6	0	4	2	2	17	5th
Fresno Unified	Fresno	Ten Largest	3	2	0	2	1	0	8	2nd
Fruitvale Elementary	Kern	Central	0	0	0	1	0	0	1	1st
Galt Joint Union High	Sacramento	Central	0	0	0	1	0	0	1	1st
Garfield Elementary	Humboldt	Northern	n/c	0	0	0	0	0	0	n/r
Garvey Elementary	Los Angeles	LA County	3	6	0	3	1	1	14	4th
Gateway Unified	Shasta	Northern	3	9	1	1	1	0	15	4th

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District	County	Region	G	E	T1	T2	T3	R	Score	Rank
General Shafter Elementary	Kern	Central	n/c	0	0	0	0	0	0	n/r
Geyserville Unified	Sonoma	Northern	3	3	1	3	1	0	11	3rd
Gilroy Unified	Santa Clara	Bay Area	3	1	0	2	1	1	8	2nd
Glendale Unified	Los Angeles	LA County	3	1	0	1	2	1	8	2nd
Glendora Unified	Los Angeles	LA County	3	3	0	1	1	1	9	3rd
Gold Trail Union	El Dorado	Northern	3	5	0	2	1	2	13	4th
Gonzales Unified	Monterey	Northern	3	2	3	0	0	1	9	3rd
Gorman Elementary	Los Angeles	LA County	n/c	0	0	0	0	0	0	n/r
Grant Elementary	Shasta	Northern	3	1	0	1	0	0	5	2nd
Grant Joint Union High	Sacramento	Central	3	4	0	1	0	1	9	3rd
Graves Elementary	Monterey	Central	n/c	0	0	0	0	0	0	n/r
Greenfield Union Elementary	Monterey	Coastal	3	6	0	2	1	2	14	4th
Grenada Elementary	Siskiyou	Northern	0	5	0	1	0	0	6	2nd
Guerneville Elementary	Sonoma	Northern	0	4	0	0	3	2	9	3rd
Hacienda LA Puente Unified	Los Angeles	LA County	3	6	0	3	1	1	14	4th
Hanford Joint Union High	Kings	Central	3	4	3	2	2	1	15	4th
Happy Camp Union Elementary	Siskiyou	Northern	0	3	0	0	0	1	4	1st
Harmony Union Elementary	Sonoma	Northern	0	1	0	2	1	1	5	2nd
Healdsburg Unified	Sonoma	Northern	3	7	0	1	0	2	13	4th
Heber Elementary	Imperial	Southern	3	2	0	2	1	2	10	3rd
Helendale	San Bernardino	Central	0	6	0	1	0	1	8	2nd
Hemet Unified	Riverside	Southern	3	1	0	1	0	1	6	2nd
Hermosa Beach City Elementary	Los Angeles	LA County	3	4	0	0	0	2	9	3rd
Hickman Elementary	Stanislaus	Central	0	2	0	0	1	1	4	1st
Holt Union Elementary	San Joaquin	Central	n/c	0	0	0	0	0	0	n/r
Hope Elementary	Santa Barbara	Coastal	0	3	0	0	1	0	4	1st
Horicon Elementary	Sonoma	Northern	0	3	0	0	0	0	3	1st
Hot Springs Elementary	Tulare	Central	n/c	0	0	0	0	0	0	n/r

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District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Hughson Unified	Stanislaus	Central	0	3	0	1	1	0	5	2nd
Huntington Beach Elementary	Orange	Southern	3	5	0	2	1	1	12	3rd
Huntington Beach Union High	Orange	Southern	3	2	0	3	1	0	9	3rd
Imperial Unified	Imperial	Southern	6	1	0	0	1	1	9	3rd
Irvine Unified	Orange	Southern	3	5	0	2	0	0	10	3rd
Island Union Elementary	Kings	Central	n/c	0	0	0	0	0	0	n/r
Janesville Union Elementary	Lassen	Northern	3	4	0	2	0	1	10	3rd
Jefferson Elementary	San Mateo	Bay Area	3	1	3	1	0	2	10	3rd
Jefferson Elementary	San Benito	Central	n/c	0	0	0	0	0	0	n/r
Jefferson Union High	San Mateo	Bay Area	0	5	2	2	2	2	13	4th
Johnstonville Elementary	Lassen	Northern	0	6	0	0	0	0	6	2nd
Julian Union High	San Diego	Southern	3	2	0	0	1	1	7	2nd
Junction City Elementary	Trinity	Northern	n/c	0	0	0	0	0	0	n/r
Junction Elementary	Siskiyou	Northern	0	5	1	0	0	1	7	2nd
Jurupa Unified	Riverside	Southern	3	6	0	3	1	2	15	4th
Kashia Elementary	Sonoma	Northern	n/c	0	0	0	0	0	0	n/r
Kelseyville Unified	Lake	Northern	0	2	2	3	1	0	8	2nd
Kentfield Elementary	Marin	Bay Area	0	7	1	0	1	1	10	3rd
Kenwood Elementary	Sonoma	Northern	3	1	0	1	0	1	6	2nd
Kern High	Kern	Central	3	4	0	5	0	1	13	4th
King City Joint Union High	Monterey	Coastal	3	0	0	2	1	1	7	2nd
King City Union Elementary	Monterey	Coastal	0	0	0	1	1	2	4	1st
Kings River Union Elementary	Tulare	Central	n/c	0	0	0	0	0	0	n/r
Kings River-Hardwick Union Elementary	Kings	Central	0	3	2	1	1	0	7	2nd
Kingsburg Joint Union Elementary	Fresno	Central	0	3	0	1	2	1	7	2nd
Kingsburg Elementary Community Charter	Fresno	Central	0	3	0	1	2	1	7	2nd
Kingsburg Joint Union High	Fresno	Central	0	3	0	1	2	1	7	2nd
Kirkwood Elementary	Tehama	Northern	n/c	0	0	0	0	0	0	n/r

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District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Kit Carson Union Elementary	Kings	Central	0	8	0	0	0	1	9	3rd
Klamath River Union Elementary	Siskiyou	Northern	n/c	0	0	0	0	0	0	n/r
Klamath-Trinity Joint Unified	Humboldt	Northern	0	2	0	4	1	1	8	2nd
LA Canada Unified	Los Angeles	LA County	3	4	0	2	1	2	12	3rd
Lafayette Elementary	Contra Costa	Bay Area	0	2	0	0	0	0	2	1st
Laguna Joint Elementary	Marin	Northern	n/c	0	0	0	0	0	0	n/r
Lake Elementary	Glenn	Northern	n/c	0	0	0	0	0	0	n/r
Lake Elsinore Unified	Riverside	Southern	3	8	2	6	1	0	20	5th
Lake Tahoe Unified	El Dorado	Northern	0	2	0	2	0	2	6	2nd
Lakeport Unified	Lake	Northern	3	3	1	3	1	0	11	3rd
Lakeside Union Elementary	San Diego	Southern	3	6	0	3	1	1	14	4th
Lakeside Union Elementary	Kern	Southern	0	0	0	3	1	1	5	2nd
Lammersville Elementary	San Joaquin	Central	3	5	0	1	0	2	11	3rd
Lancaster Elementary	Los Angeles	LA County	3	4	0	3	0	0	10	3rd
Las Lomas Elementary	San Mateo	Bay Area	6	3	0	1	0	1	11	3rd
Lassen Union High	Lassen	Northern	0	3	0	3	0	1	7	2nd
Laytonville Unified	Mendocino	Northern	3	3	0	0	2	1	9	3rd
Le Grand Union Elementary	Merced	Central	n/c	0	0	0	0	0	0	n/r
Lemon Grove Elementary	San Diego	Southern	0	1	0	2	1	1	5	2nd
Lemoore Union Elementary	Kings	Central	3	4	0	6	1	1	15	4th
Lemoore Union High	Kings	Central	3	3	0	0	1	1	8	2nd
Lewiston Elementary	Trinity	Northern	3	6	1	0	1	1	12	3rd
Liberty Elementary	Tulare	Northern	n/c	0	0	0	0	0	0	n/r
Liberty Union High	Contra Costa	Bay Area	3	5	0	1	1	1	11	3rd
Lincoln Elementary	Marin	Northern	n/c	0	0	0	0	0	0	n/r
Lincoln Unified	San Joaquin	Central	3	6	0	0	2	0	11	3rd
Lindsay Unified	Tulare	Central	3	7	0	5	1	1	17	5th
Little Lake City Elementary	Los Angeles	LA County	3	1	0	2	1	1	8	2nd

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Live Oak Elementary	Santa Cruz	Coastal	3	6	0	1	1	2	13	4th
Live Oak Unified	Sutter	Northern	0	2	1	1	0	1	5	2nd
Livermore Valley Joint Unified	Alameda	Bay Area	3	2	3	2	1	0	11	3rd
Loma Prieta Joint Union Elementary	Santa Clara	Bay Area	3	1	0	0	1	1	6	2nd
Lompoc Unified	Santa Barbara	Coastal	0	2	1	1	0	0	4	1st
Long Beach Unified	Los Angeles	Ten Largest	3	2	0	2	1	1	9	3rd
Loomis Union Elementary	Placer	Northern	0	0	0	5	2	1	8	2nd
Los Alamitos Unified	Orange	Southern	3	2	0	5	2	1	13	4th
Los Angeles Unified	Los Angeles	Ten Largest	3	2	0	7	3	1	16	4th
Los Olivos Elementary	Santa Barbara	Central	n/c	0	0	0	0	0	0	n/r
Lost Hills Union Elementary	Kern	Central	3	0	0	1	0	1	5	2nd
Lucerne Valley Unified	San Bernardino	Southern	0	6	0	0	0	0	6	2nd
Magnolia Union Elementary	Imperial	Southern	0	3	0	2	0	2	7	2nd
Mammoth Unified	Mono	Central	0	0	0	0	0	1	1	1st
Manteca Unified	San Joaquin	Central	0	6	0	1	0	1	8	2nd
Mariposa County Unified	Mariposa	Central	3	5	0	1	0	1	10	3rd
Mattole Unified	Humboldt	Northern	3	3	0	0	1	1	8	2nd
McCabe Union Elementary	Imperial	Southern	0	7	0	1	0	1	9	3rd
McKinleyville Union Elementary	Humboldt	Northern	0	6	0	1	1	0	8	2nd
McSwain Union Elementary	Merced	Central	3	0	0	3	0	1	7	2nd
Meadows Union Elementary	Imperial	Southern	3	3	0	0	0	1	7	2nd
Mendota Unified	Fresno	Central	3	0	0	1	0	2	6	2nd
Menifee Union Elementary	Riverside	Southern	3	3	0	1	0	0	7	2nd
Merced City Elementary	Merced	Central	3	1	1	3	0	1	9	3rd
Meridian Elementary	Sutter	Northern	n/c	0	0	0	0	0	0	n/r
Millville Elementary	Shasta	Northern	0	0	0	0	1	1	2	1st
Modesto City	Stanislaus	Central	3	7	0	2	0	1	13	4th
Mojave Unified	Kern	Central	3	3	0	1	0	1	8	2nd

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Monroe Elementary	Fresno	Central	3	0	0	1	1	1	6	2nd
Monrovia Unified	Los Angeles	LA County	3	4	0	1	1	1	10	3rd
Montague Elementary	Siskiyou	Northern	3	1	0	1	0	1	6	2nd
Monte Rio Union Elementary	Sonoma	Northern	0	2	0	1	2	0	5	2nd
Montebello Elementary	Santa Clara	Northern	n/c	0	0	0	0	0	0	n/r
Montebello Unified	Los Angeles	LA County	3	9	0	1	2	2	17	5th
Moraga Elementary	Contra Costa	Bay Area	3	0	0	1	1	0	5	2nd
Moreland Elementary	Santa Clara	Bay Area	3	5	0	1	0	1	10	3rd
Moreno Valley Unified	Riverside	Southern	3	5	0	2	0	1	11	3rd
Morgan Hill Unified	Santa Clara	Bay Area	0	0	0	0	0	2	2	1st
Mother Lode Union Elementary	El Dorado	Northern	3	6	0	1	1	2	13	4th
Mountain Empire Unified	San Diego	Southern	3	4	0	1	0	1	9	3rd
Mountain Valley Unified	Trinity	Northern	0	5	0	3	1	3	12	3rd
Mountain View Elementary	Santa Clara	Bay Area	3	3	0	2	2	2	12	3rd
Mt. Baldy Joint Elementary	San Bernardino	Southern	n/c	0	0	0	0	0	0	n/r
Mt. Diablo Unified	Contra Costa	Bay Area	3	5	1	4	2	0	15	4th
Mulberry Elementary	Imperial	Southern	n/c	0	0	0	0	0	0	n/r
Mupu Elementary	Ventura	Coastal	n/c	0	0	0	0	0	0	n/r
Muroc Joint Unified	Kern	Central	3	0	0	1	1	1	6	2nd
Murrieta Valley Unified	Riverside	Southern	3	5	0	3	0	1	12	3rd
Napa Valley Unified	Napa	Northern	3	6	0	2	0	1	12	3rd
Needles Unified	San Bernardino	Southern	3	7	0	5	1	2	18	5th
New Haven Unified	Alameda	Bay Area	3	1	0	1	0	1	6	2nd
New Jerusalem Elementary	San Joaquin	Central	0	3	0	0	0	1	4	1st
Newhall Elementary	Los Angeles	LA County	3	0	0	0	0	0	3	1st
Newport-Mesa Unified	Orange	Southern	0	2	0	2	1	1	6	2nd
Nicasio Elementary	Marin	Northern	n/c	0	0	0	0	0	0	n/r
North County Joint Union Elementary	San Benito	Central	0	4	0	4	1	2	11	3rd

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North Monterey County Unified	Monterey	Coastal	3	3	0	1	0	2	9	3rd
Norwalk-LA Mirada Unified	Los Angeles	LA County	3	2	1	4	1	1	12	4th
Novato Unified	Marin	Bay Area	0	2	0	0	0	1	3	1st
Nuestro Elementary	Sutter	Northern	n/c	0	0	0	0	0	0	n/r
Oak Grove Elementary	Santa Clara	Bay Area	3	5	0	1	0	0	9	3rd
Oakdale Joint Unified	Stanislaus	Central	0	3	3	0	2	0	8	2nd
Oakland Unified	Alameda	Ten Largest	3	5	0	1	1	2	12	3rd
Oakley Union Elementary	Contra Costa	Bay Area	3	3	0	0	2	1	9	3rd
Ocean View Elementary	Ventura	Coastal	3	5	1	1	2	1	13	4th
Ocean View Elementary	Orange	Southern	3	2	0	4	1	1	11	3rd
Ojai Unified	Ventura	Coastal	0	2	3	1	0	2	8	2nd
Orange Unified	Orange	Southern	3	3	2	3	0	0	11	3rd
Orcutt Union Elementary	Santa Barbara	Coastal	0	1	0	1	2	0	4	1st
Orland Joint Union Elementary	Glenn	Northern	0	1	0	3	1	0	5	2nd
Oro Grande Elementary	San Bernardino	Southern	0	0	0	0	0	1	1	1st
Oxnard Elementary	Ventura	Coastal	3	1	3	1	0	1	9	3rd
Pacheco Union Elementary	Shasta	Northern	3	4	0	1	0	1	9	3rd
Pacific Grove Unified	Monterey	Coastal	3	7	0	6	0	1	17	5th
Pacific Unified	Monterey	Coastal	n/c	0	0	0	0	0	0	n/r
Pajaro Valley Unified	Santa Cruz	Coastal	0	3	0	1	0	1	5	2nd
Palm Springs Unified	Riverside	Southern	3	0	3	1	1	1	9	3rd
Palmdale Elementary	Los Angeles	LA County	3	2	0	2	0	1	8	2nd
Palo Verde Union Elementary	Tulare	Central	n/c	0	0	0	0	0	0	n/r
Panoche Elementary	San Benito	Central	n/c	0	0	0	0	0	0	n/r
Parlier Unified	Fresno	Central	0	4	0	1	0	1	6	2nd
Peninsula Union Elementary	Humboldt	Northern	n/c	0	0	0	0	0	0	n/r
Perris Union High	Riverside	Southern	3	1	0	1	0	1	6	2nd
Petaluma City Elementary/Joint Union High	Sonoma	Northern	3	2	1	1	2	0	9	3rd

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Piedmont City Unified	Alameda	Bay Area	3	2	1	1	0	1	8	2nd
Pine Ridge Elementary	Fresno	Central	3	5	0	2	0	1	11	2nd
Pioneer Union	El Dorado	Northern	0	0	0	1	0	0	1	1st
Pittsburg Unified	Contra Costa	Bay Area	3	5	0	1	0	2	11	3rd
Placentia-Yorba Linda Unified	Orange	Southern	3	4	0	1	0	2	10	3rd
Placer Union High	Placer	Northern	0	1	0	2	0	1	4	1st
Placerville Union Elementary	El Dorado	Northern	0	3	0	1	0	1	5	1nd
Plainsburg Union Elementary	Merced	Central	n/c	0	0	0	0	0	0	n/r
Planada Elementary	Merced	Central	3	0	0	1	1	1	6	2nd
Pleasant Valley Elementary	Nevada	Northern	3	0	3	1	0	0	7	2nd
Pleasant Valley Joint Union Elementary	San Luis Obispo	Coastal	n/c	0	0	0	0	0	0	n/r
Plumas Elementary	Yuba	Northern	n/c	0	0	0	0	0	0	n/r
Plumas Unified	Plumas	Northern	3	3	0	0	0	1	7	2nd
Point Arena Joint Union High	Mendocino	Northern	3	3	0	0	1	1	8	2nd
Pomona Unified	Los Angeles	LA County	3	2	0	1	0	1	7	2nd
Pond Union Elementary	Kern	Central	n/c	0	0	0	0	0	0	0
Porterville Elementary	Tulare	Central	3	1	0	2	1	0	7	2nd
Portola Valley Elementary	San Mateo	Bay Area	3	3	0	1	1	1	9	3rd
Poway Unified	San Diego	Southern	3	4	0	0	0	1	8	2nd
Quartz Valley Elementary	Siskiyou	Northern	n/c	0	0	0	0	0	0	n/r
Rancho Santa Fe Elementary	San Diego	Southern	n/c	0	0	0	0	0	0	n/r
Ravenswood City Elementary	San Mateo	Bay Area	3	5	0	1	0	1	10	3rd
Raymond-Knowles Union Elementary	Madera	Central	n/c	0	0	0	0	0	0	n/r
Redding Elementary	Shasta	Northern	3	0	1	1	1	1	7	2nd
Reed Union Elementary	Marin	Bay Area	3	8	0	1	1	0	13	4th
Rescue Union Elementary	El Dorado	Northern	3	3	0	2	1	1	10	3rd
Rialto Unified	San Bernardino	Southern	3	4	0	1	0	2	10	3rd
Richfield Elementary	Tehama	Northern	n/c	0	0	0	0	0	0	n/r

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Richgrove Elementary	Tulare	Central	3	5	0	0	0	1	10	3rd
Richland-Lerdo Elementary	Kern	Central	3	1	0	2	0	2	8	2nd
Rim Of The World Unified	San Bernardino	Southern	3	3	2	1	1	0	10	3rd
Rio Dell Elementary	Humboldt	Northern	0	0	0	5	1	1	7	2nd
River Delta Unified	Sacramento	Central	0	4	0	2	1	2	9	3rd
Riverbank Unified	Stanislaus	Central	3	4	2	0	1	1	11	3rd
Romoland Elementary	Riverside	Southern	0	7	0	2	2	2	13	4th
Rosedale Union Elementary	Kern	Central	3	7	0	3	0	2	15	4th
Roseville City Elementary	Placer	Northern	0	4	0	0	0	3	7	2nd
Roseville Joint Union High	Placer	Northern	0	2	0	1	0	3	6	2nd
Round Valley Joint Elementary	Inyo	Central	0	4	0	0	1	0	5	2nd
Round Valley Unified	Mendocino	Northern	3	7	0	1	1	3	15	4th
Sacramento City Unified	Sacramento	Ten Largest	3	6	1	2	2	1	15	4th
Saddleback Valley Unified	Orange	Southern	3	8	1	2	1	2	17	5th
Salinas Union High	Monterey	Coastal	0	0	0	1	0	0	1	1st
San Bernardino City Unified	San Bernardino	Ten Largest	3	1	0	2	0	3	9	3rd
San Diego Unified	San Diego	Ten Largest	3	4	3	3	1	2	16	4th
San Dieguito Union High	San Diego	Southern	6	0	0	2	1	2	11	3rd
San Francisco Unified	San Francisco	Ten Largest	3	5	1	3	4	1	17	5th
San Jacinto Unified	Riverside	Southern	3	1	0	0	0	0	4	1st
San Juan Unified	Sacramento	Ten Largest	3	6	3	3	0	1	16	4th
San Leandro Unified	Alameda	Bay Area	3	1	0	1	1	1	7	2nd
San Lucas Union Elementary	Monterey	Coastal	0	0	0	0	0	1	1	1st
San Luis Coastal Unified	San Luis Obispo	Coastal	3	2	0	1	0	2	8	2nd
San Marcos Unified	San Diego	Southern	6	0	0	1	1	1	9	2nd
San Marino Unified	Los Angeles	LA County	3	3	0	2	1	2	11	2nd
San Mateo Union High	San Mateo	Bay Area	0	7	1	0	0	0	8	2nd
San Pasqual Valley Unified	Imperial	Southern	3	1	0	3	0	2	9	3rd

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Santa Ana Unified	Orange	Ten Largest	3	3	0	1	0	1	8	2nd
Santa Cruz City Unified	Santa Cruz	Coastal	0	3	1	1	0	3	8	2nd
Santa Maria Joint Union High	Santa Barbara	Coastal	3	3	0	4	2	0	12	3rd
Santa Paula Elementary	Ventura	Coastal	0	2	0	1	1	0	4	1st
Santa Paula Union High	Ventura	Coastal	3	6	0	4	0	0	13	4th
Santa Rita Union Elementary	Monterey	Coastal	0	3	0	1	0	1	5	2nd
Santa Ynez Valley Union High	Santa Barbara	Coastal	n/c	0	0	0	0	0	0	n/r
Santee Elementary	San Diego	Southern	3	0	0	4	0	1	8	2nd
Savanna Elementary	Orange	Southern	3	2	0	1	0	2	8	2nd
Scotts Valley Unified	Santa Cruz	Coastal	3	1	0	1	0	0	5	2nd
Selma Unified	Fresno	Central	0	3	1	2	0	1	7	2nd
Sequoia Union Elementary	Tulare	Central	0	1	0	0	0	1	2	1st
Sequoia Union High	San Mateo	Bay Area	0	7	1	2	0	2	12	3rd
Shaffer Union	Lassen	Northern	3	0	0	0	0	3	6	2nd
Shasta Union High	Shasta	Northern	3	0	0	1	0	0	4	1st
Shiloh Elementary	Stanislaus	Central	n/c	0	0	0	0	0	0	n/r
Sierra Sands Unified	Kern	Central	0	2	0	3	0	1	6	2nd
Sierra-Plumas	Sierra	Central	3	5	0	1	0	1	10	3rd
Silver Fork Elementary	El Dorado	Northern	n/c	0	0	0	0	0	0	n/r
Siskiyou Union High	Siskiyou	Northern	0	5	0	1	1	1	8	2nd
Snelling-Merced Falls Union Elementary	Merced	Central	n/c	0	0	0	0	0	0	n/r
Snowline Joint Unified	San Bernardino	Southern	n/c	0	0	0	0	0	0	n/r
Solana Beach Elementary	San Diego	Southern	0	0	0	2	0	2	4	1st
Soledad Unified	Monterey	Coastal	0	2	0	3	0	3	8	2nd
Solvang Elementary	Santa Barbara	Coastal	0	3	0	0	0	0	3	1st
Sonora Elementary	Tuolumne	Central	3	11	0	2	1	2	19	5th
Sonora Union High	Tuolumne	Central	0	1	0	0	1	0	2	1st
Soquel Union Elementary	Santa Cruz	Coastal	3	5	0	1	1	1	11	3rd

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Soulsbyville Elementary	Tuolumne	Central	0	0	0	1	0	1	2	1st
Southern Humboldt Joint Unified	Humboldt	Northern	3	4	0	4	3	1	15	4th
Spencer Valley Elementary	San Diego	Southern	n/c	0	0	0	0	0	0	n/r
Stanislaus Union Elementary	Stanislaus	Central	3	0	0	2	0	0	5	2nd
Stockton Unified	San Joaquin	Central	3	3	3	2	0	1	12	3rd
Stone Corral Elementary	Tulare	Central	n/c	0	0	0	0	0	0	n/r
Stony Creek Joint Unified	Glenn	Northern	0	4	0	1	0	1	6	2nd
Strathmore Union High	Tulare	Central	0	0	0	0	1	2	3	1st
Sulphur Springs	Los Angeles	LA County	3	1	0	1	0	1	6	2nd
Summerville Elementary	Tuolumne	Central	0	10	0	2	1	1	14	4th
Summerville Union High	Tuolumne	Central	0	3	0	0	0	1	4	1st
Sunnyvale Elementary	Santa Clara	Bay Area	3	3	0	2	1	1	10	3rd
Sunol Glen Unified	Alameda	Bay Area	0	1	0	0	1	1	3	1st
Surprise Valley Joint Unified	Modoc	Northern	0	0	0	0	1	1	2	1st
Sylvan Union Elementary	Stanislaus	Central	4	4	1	3	1	0	13	4th
Tehachapi Unified	Kern	Central	3	0	0	2	0	1	6	2nd
Temple City Unified	Los Angeles	LA County	3	2	1	0	0	1	7	2nd
Templeton Unified	San Luis Obispo	Coastal	3	0	0	1	1	1	6	2nd
Three Rivers Union Elementary	Tulare	Central	n/c	0	0	0	0	0	0	n/r
Torrance Unified	Los Angeles	LA County	3	0	0	1	2	1	7	2nd
Tracy Joint Unified	San Joaquin	Central	3	5	0	1	0	1	10	3rd
Tres Pinos Union Elementary	San Benito	Central	n/c	0	0	0	0	0	0	n/r
Trinidad Union Elementary	Humboldt	Northern	0	5	0	2	1	2	10	3rd
Trinity Union High	Trinity	Northern	0	5	0	2	0	1	8	2nd
Turlock Joint Union High	Stanislaus	Central	0	4	0	0	1	0	5	2nd
Tustin Unified	Orange	Southern	3	3	1	2	0	1	10	3rd
Twin Hills Union Elementary	Sonoma	Northern	n/c	0	0	0	0	0	0	n/r
Twin Ridges Elementary	Nevada	Northern	n/c	0	0	0	0	0	0	n/r

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District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Two Rock Union Elementary	Sonoma	Northern	0	3	0	0	0	1	4	1st
Ukiah Unified	Mendocino	Northern	6	1	1	1	0	1	10	3rd
Union Hill Elementary	Nevada	Northern	0	0	0	0	0	1	1	1st
Union Joint Elementary	Marin	Northern	n/c	0	0	0	0	0	0	n/r
Upland Unified	San Bernardino	Southern	0	7	1	2	3	1	14	4th
Upper Lake Union Elementary	Lake	Northern	3	7	1	1	1	0	13	4th
Vacaville Unified	Solano	Central	3	1	3	2	0	1	10	3rd
Val Verde Unified	Riverside	Southern	3	1	0	2	0	2	8	2nd
Valle Lindo Elementary	Los Angeles	LA County	3	4	0	2	0	0	9	3rd
Vallejo City Unified	Solano	Central	3	3	2	3	0	0	11	3rd
Valley Center Union Elementary	San Diego	Southern	0	3	0	0	1	2	6	2nd
Vineland Elementary	Kern	Central	3	0	0	0	0	1	4	1st
Visalia Unified	Tulare	Central	3	4	0	3	1	2	13	4th
Walnut Creek Elementary	Contra Costa	Bay Area	3	3	1	0	1	2	10	3rd
Warner Unified	San Diego	Southern	n/c	0	0	0	0	0	0	n/r
Wasco Union Elementary	Kern	Central	3	2	0	1	0	0	6	2nd
Washington Colony Elementary	Fresno	Central	0	0	0	0	1	0	1	1st
Washington Unified	Yolo	Northern	3	5	3	4	0	3	18	5th
Washington Union High	Fresno	Central	0	0	0	1	1	2	4	1st
Waugh Elementary	Sonoma	Northern	3	2	0	1	0	0	6	2nd
Waukena Joint Union Elementary	Tulare	Central	n/c	0	0	0	0	0	0	n/r
West Contra Costa Unified	Contra Costa	Bay Area	3	6	0	2	1	0	12	3rd
West Fresno Elementary	Fresno	Central	3	0	0	2	0	1	6	2nd
West Side Union Elementary	Sonoma	Northern	3	3	0	1	0	1	8	2nd
Western Placer Unified	Placer	Northern	3	6	3	3	0	1	16	4th
Westmorland Union Elementary	Imperial	Southern	0	2	0	0	1	2	5	2nd
Westside Union Elementary	Los Angeles	LA County	3	3	0	1	0	1	8	2nd
Westwood Unified	Lassen	Northern	3	4	0	2	0	1	10	3rd

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District	County	Region	G	E	T1	T2	T3	R	Score	Rank
Wheatland Elementary	Yuba	Northern	3	1	0	1	0	1	6	2nd
Whisman Elementary	Santa Clara	Bay Area	3	5	0	5	0	3	16	4th
Whitmore Union Elementary	Shasta	Northern	n/c	0	0	0	0	0	0	n/r
William S. Hart Union High	Los Angeles	LA County	3	5	0	1	2	1	12	3rd
Willits Unified	Mendocino	Northern	3	6	3	0	0	1	13	4th
Willow Grove Union Elementary	San Benito	Central	n/c	0	0	0	0	0	0	n/r
Winters Joint Unified	Yolo	Northern	3	4	0	1	2	1	11	3rd
Winton Elementary	Merced	Central	3	4	0	3	0	1	11	3rd
Wisburn Elementary	Los Angeles	LA County	3	2	0	4	0	0	9	3rd
Woodlake Union	Tulare	Central	0	6	0	1	0	3	10	3rd
Woodlake Union High	Tulare	Central	0	2	0	1	0	1	4	1st
Woodland Joint Unified	Yolo	Northern	3	3	1	1	1	2	11	3rd
Wright Elementary	Sonoma	Northern	3	10	0	1	1	2	17	5th
Yreka Union High	Siskiyou	Northern	3	1	0	0	1	1	6	2nd
Yuba City Unified	Sutter	Northern	3	2	1	1	1	2	10	3rd

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## APPENDIX B

table b

DISTRICT CONTRACT SCORES AND PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50% ON SAT-9

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
ABC Unified	Los Angeles	LA County	12	51	60	39	44
Acalanes Union High	Contra Costa	Bay Area	4	–	–	72	78
Adelanto Elementary	San Bernardino	Southern	15	36	45	–	–
Albany Unified	Alameda	Bay Area	9	81	71	56	68
Alexander Valley Union Elementary	Sonoma	Northern	3	54	36	–	–
Alhambra City Elementary	Los Angeles	LA County	18	47	54	–	–
Alhambra City High	Los Angeles	LA County	14	–	–	28	55
Alta-Dutch Flat Union Elementary	Placer	Northern	8	80	73	–	–
Amador County Unified	Amador	Central	9	60	55	55	58
Anaheim Union High	Orange	Southern	11	–	–	26	48
Anderson Union High	Shasta	Northern	4	–	–	38	54
Antelope Valley Union High	Los Angeles	LA County	7	–	–	32	38
Apple Valley Unified	San Bernardino	Southern	3	50	54	40	43
Arcadia Unified	Los Angeles	LA County	13	79	81	56	82
Arcata Elementary	Humboldt	Northern	7	74	69	–	–
Aromas/San Juan Unified	San Benito	Central	9	60	63	41	53
Atwater Elementary	Merced	Central	0	29	39	–	–
Azusa Unified	Los Angeles	LA County	15	22	38	17	24
Bakersfield City Elementary	Kern	Central	15	29	33	–	–
Baldwin Park Unified	Los Angeles	LA County	8	23	33	13	30
Ballard Elementary	Santa Barbara	Coastal	10	76	76	–	–
Ballico-Cressey Elementary	Merced	Central	3	38	38	–	–
Barstow Unified	San Bernardino	Southern	7	35	47	25	35
Bassett Unified	Los Angeles	LA County	12	21	40	11	22
Bear Valley Unified	San Bernardino	Southern	6	66	67	53	58

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Beaumont Unified	Riverside	Southern	5	40	51	28	30
Belleview Elementary	Tuolumne	Central	0	78	77	–	–
Belmont-Redwood Shores Elementary	San Mateo	Bay Area	4	72	73	–	–
Berkeley Unified	Alameda	Bay Area	9	52	59	52	66
Beverly Hills Unified	Los Angeles	LA County	11	82	85	61	81
Big Pine Unified	Inyo	Central	5	50	50	20	29
Bishop Joint Union High	Inyo	Central	8	–	–	43	45
Bishop Union Elementary	Inyo	Central	8	64	68	–	–
Black Butte Union Elementary	Shasta	Northern	16	42	47	–	–
Blue Lake Union Elementary	Humboldt	Northern	0	65	60	–	–
Bonita Unified	Los Angeles	LA County	11	65	66	42	54
Bonny Doon Union Elementary	Santa Cruz	Coastal	0	95	95	–	–
Bonsall Union Elementary	San Diego	Southern	11	62	72	–	–
Brawley Elementary	Imperial	Southern	5	42	50	–	–
Bret Harte Union High	Calaveras	Central	1	–	–	49	55
Buellton Union Elementary	Santa Barbara	Coastal	8	56	49	–	–
Buena Vista Elementary	Tulare	Central	0	41	55	–	–
Burbank Unified	Los Angeles	LA County	15	56	62	40	52
Burlingame Elementary	San Mateo	Bay Area	11	83	81	–	–
Burrel Union Elementary	Fresno	Central	0	–	18	–	–
Cabrillo Unified	San Mateo	Bay Area	12	60	63	48	54
Cajon Valley Union Elementary	San Diego	Southern	10	55	61	–	–
Calexico Unified	Imperial	Southern	15	14	29	15	39
Calistoga Joint Unified	Napa	Northern	7	44	41	37	36
Camino Union Elementary	El Dorado	Northern	4	52	41	–	–
Campbell Union High	Santa Clara	Bay Area	10	42	57	–	–
Capay Joint Union Elementary	Glenn	Northern	0	58	76	–	–
Cardiff Elementary	San Diego	Southern	2	79	81	–	–
Carlsbad Unified	San Diego	Southern	10	71	80	–	–

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Carmel Unified	Monterey	Coastal	13	85	86	67	62
Carpinteria Unified	Santa Barbara	Coastal	9	51	67	35	41
Centinela Valley Union High	Los Angeles	LA County	9	–	–	12	19
Central S.D.	San Bernardino	Southern	7	51	58	–	–
Central Unified	Fresno	Central	9	47	65	25	41
Centralia Elementary	Orange	Southern	6	52	63	–	–
Charter Oak Unified	Los Angeles	LA County	10	55	63	38	42
Chino Valley Unified	San Bernardino	Southern	18	57	61	36	46
Chula Vista Elementary	San Diego	Southern	12	41	53	–	–
Clear Creek Elementary	Nevada	Northern	0	87	87	–	–
Cloverdale Unified	Sonoma	Northern	11	48	67	46	48
Clovis Unified	Fresno	Central	0	65	76	51	60
Coast Unified	San Luis Obispo	Coastal	6	63	72	57	60
Colton Joint Unified	San Bernardino	Southern	11	29	41	23	30
Columbia Elementary	Shasta	Northern	9	59	63	–	–
Compton Unified	Los Angeles	LA County	9	14	22	5	13
Corcoran Joint Unified	Kings	Central	6	29	29	18	31
Corning Union Elementary	Tehama	Northern	10	43	56	–	–
Corning Union High	Tehama	Northern	5	–	–	28	49
Coronado Unified	San Diego	Southern	10	83	90	69	70
Covina-Valley Unified	Los Angeles	LA County	3	48	54	32	43
Cutler-Orosi Unified	Tulare	Central	8	22	32	14	21
Cutten Elementary	Humboldt	Northern	0	58	77	–	–
Cuyama Joint Unified	Santa Barbara	Central	4	36	67	25	13
Cypress Elementary	Orange	Southern	7	71	74	–	–
Del Norte County Unified	Del Norte	Northern	16	46	52	39	47
Delhi Unified	Merced	Central	13	27	24	23	28
Denair Unified	Stanislaus	Central	7	68	76	44	41
Di Giorgio Elementary	Kern	Central	0	36	28	–	–

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Dinuba Unified (Unified 1998)	Tulare	Central	13	31	39	14	24
Dixie Elementary	Marin	Bay Area	9	84	84	–	–
Dixon Unified	Solano	Central	15	47	47	27	50
Dos Palos Oro-Loma Joint Unified	Merced	Central	3	23	26	19	33
Dry Creek Joint Elementary	Placer	Northern	7	68	71	–	–
Ducor Union Elementary	Tulare	Central	12	32	74	–	–
East Whittier City Elementary	Los Angeles	LA County	7	47	53	–	–
Eastern Sierra Unified	Mono	Central	4	53	70	33	34
Edison Elementary	Kern	Central	6	30	33	–	–
El Centro Elementary	Imperial	Southern	12	29	40	–	–
El Nido Elementary	Merced	Central	0	26	45	–	–
El Tejon Unified	Kern	Central	7	51	49	39	46
Elverta Joint Elementary	Sacramento	Central	10	46	56	–	–
Eureka Union Elementary	Placer	Northern	10	84	83	–	–
Evergreen Union Elementary	Tehama	Northern	3	66	72	–	–
Exeter Union High	Tulare	Central	14	–	–	38	43
Fallbrook Union High	San Diego	Southern	2	–	–	42	55
Farmersville Unified	Tulare	Central	6	15	25	8	24
Fieldbrook Elementary	Humboldt	Northern	0	91	82	–	–
Fillmore Unified	Ventura	Coastal	14	32	36	18	24
Folsom-Cordova Unified	Sacramento	Central	3	59	64	42	52
Foresthill Union Elementary	Placer	Northern	9	58	62	–	–
Fort Jones Union Elementary	Siskiyou	Northern	3	80	80	–	–
Fort Sage Unified	Lassen	Northern	4	56	67	22	22
Fortuna Union Elementary	Humboldt	Northern	18	63	74	–	–
Fortuna Union High	Humboldt	Northern	18	–	–	48	51
Fowler Unified	Fresno	Central	8	29	38	22	37
Franklin-McKinley Elementary	Santa Clara	Bay Area	17	29	37	–	–
Fremont Unified	Alameda	Bay Area	17	67	72	55	66



District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Fresno Unified	Fresno	Ten Largest	8	27	32	22	34
Fruitvale Elementary	Kern	Central	1	74	79	–	–
Galt Joint Union High	Sacramento	Central	1	–	–	35	45
Garvey Elementary	Los Angeles	LA County	14	38	55	–	–
Gateway Unified	Shasta	Northern	15	51	45	35	48
General Shafter Elementary	Kern	Central	0	46	54	–	–
Geyserville Unified	Sonoma	Northern	11	33	38	35	29
Gilroy Unified	Santa Clara	Bay Area	8	41	41	32	36
Glendale Unified	Los Angeles	LA County	8	50	63	36	56
Glendora Unified	Los Angeles	LA County	9	66	62	52	68
Gold Trail Union	El Dorado	Northern	13	54	49	–	–
Gonzales Unified	Monterey	Northern	9	28	46	11	24
Gorman Elementary	Los Angeles	LA County	0	40	33	–	–
Grant Elementary	Shasta	Northern	5	87	86	–	–
Grant Joint Union High	Sacramento	Central	9	–	–	21	31
Greenfield Union Elementary	Monterey	Coastal	14	16	24	–	–
Guerneville Elementary	Sonoma	Northern	9	56	45	–	–
Hacienda LA Puente Unified	Los Angeles	LA County	14	38	46	27	47
Hanford Joint Union High	Kings	Central	15	–	–	24	31
Happy Camp Union Elementary	Siskiyou	Northern	4	59	59	–	–
Harmony Union Elementary	Sonoma	Northern	5	76	63	–	–
Healdsburg Unified	Sonoma	Northern	13	52	53	44	63
Heber Elementary	Imperial	Southern	10	24	28	–	–
Helendale	San Bernardino	Central	8	53	68	–	–
Hemet Unified	Riverside	Southern	6	46	51	37	47
Hermosa Beach City Elementary	Los Angeles	LA County	9	75	78	–	–
Hickman Elementary	Stanislaus	Central	4	72	86	–	–
Holt Union Elementary	San Joaquin	Central	0	–	12	–	–
Hope Elementary	Santa Barbara	Coastal	4	74	78	–	–

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Horicon Elementary	Sonoma	Northern	3	67	58	–	–
Hughson Unified (Unified In 1998)	Stanislaus	Central	5	58	79	35	47
Huntington Beach Elementary	Orange	Southern	12	71	71	–	–
Huntington Beach Union High	Orange	Southern	9	46	68	–	–
Imperial Unified	Imperial	Southern	9	48	60	36	41
Irvine Unified	Orange	Southern	10	80	83	63	79
Island Union Elementary	Kings	Central	0	63	70	–	–
Janesville Union Elementary	Lassen	Northern	10	58	59	–	–
Jefferson Elementary	San Mateo	Bay Area	10	49	53	–	–
Jefferson Union High	San Mateo	Bay Area	13	33	47	–	–
Johnstonville Elementary	Lassen	Northern	6	71	77	–	–
Julian Union High	San Diego	Southern	7	58	67	–	–
Junction Elementary	Siskiyou	Northern	7	61	60	–	–
Jurupa Unified	Riverside	Southern	15	29	38	23	28
Kelseyville Unified	Lake	Northern	8	68	67	35	48
Kentfield Elementary	Marin	Bay Area	10	92	89	–	–
Kenwood Elementary	Sonoma	Northern	6	84	96	–	–
Kern High	Kern	Central	13	–	–	25	40
King City Joint Union High	Monterey	Coastal	7	–	–	11	17
King City Union Elementary	Monterey	Coastal	4	23	30	–	–
Kings River Union Elementary	Tulare	Central	0	41	35	–	–
Kings River-Hardwick Union Elementary	Kings	Central	7	81	89	–	–
Kingsburg Joint Union Elementary	Fresno	Central	7	56	66	–	–
Kingsburg Elementary Community Charter	Fresno	Central	7	56	66	–	–
Kingsburg Joint Union High	Fresno	Central	7	–	–	31	48
Kit Carson Union Elementary	Kings	Central	9	54	51	–	–
Klamath-Trinity Joint Unified	Humboldt	Northern	8	37	36	16	31
LA Canada Unified	Los Angeles	LA County	12	88	88	75	80
Lafayette Elementary	Contra Costa	Bay Area	2	95	91	–	–

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Lake Elementary	Glenn	Northern	0	73	82	–	–
Lake Elsinore Unified	Riverside	Southern	20	51	59	–	–
Lake Tahoe Unified	El Dorado	Northern	6	50	47	40	43
Lakeport Unified	Lake	Northern	11	45	46	40	54
Lakeside Union Elementary	Kern	Southern	5	45	47	–	–
Lakeside Union Elementary	San Diego	Southern	14	50	56	62	50
Lammersville Elementary	San Joaquin	Central	11	55	64	–	–
Lancaster Elementary	Los Angeles	LA County	10	37	40	–	–
Las Lomitas Elementary	San Mateo	Bay Area	11	90	90	–	–
Lassen Union High	Lassen	Northern	7	–	–	40	54
Laytonville Unified	Mendocino	Northern	9	35	41	41	32
Le Grand Union Elementary	Merced	Central	0	22	26	–	–
Lemon Grove Elementary	San Diego	Southern	5	48	48	–	–
Lemoore Union Elementary	Kings	Central	15	34	35	–	–
Lemoore Union High	Kings	Central	8	–	–	31	41
Lewiston Elementary	Trinity	Northern	12	42	33	–	–
Liberty Elementary	Tulare	Northern	0	86	95	–	–
Liberty Union High	Contra Costa	Bay Area	11	43	48	–	–
Lincoln Unified	San Joaquin	Central	11	49	52	36	47
Lindsay Unified	Tulare	Central	17	14	26	12	27
Little Lake City Elementary	Los Angeles	LA County	8	33	41	–	–
Live Oak Elementary	Santa Cruz	Coastal	13	53	54	–	–
Live Oak Unified	Sutter	Northern	5	41	44	25	36
Livermore Valley Joint Unified	Alameda	Bay Area	11	68	67	50	64
Loma Prieta Joint Union Elementary	Santa Clara	Bay Area	6	81	75	–	–
Lompoc Unified	Santa Barbara	Coastal	4	49	51	31	38
Long Beach Unified	Los Angeles	Ten Largest	9	32	45	27	45
Loomis Union Elementary	Placer	Northern	8	74	76	–	–
Los Alamitos Unified	Orange	Southern	13	79	80	60	69

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Los Angeles Unified	Los Angeles	Ten Largest	16	26	34	21	31
Los Olivos Elementary	Santa Barbara	Central	0	84	85	–	–
Lost Hills Union Elementary	Kern	Central	5	10	31	–	–
Lucerne Valley Unified	San Bernardino	Southern	6	41	32	20	36
Mammoth Unified	Mono	Central	1	56	58	52	63
Manteca Unified	San Joaquin	Central	8	42	50	31	45
Mariposa County Unified	Mariposa	Central	10	61	56	39	58
Mattole Unified	Humboldt	Northern	8	–	–	42	58
McCabe Union Elementary	Imperial	Southern	9	50	66	–	–
McKinleyville Union Elementary	Humboldt	Northern	8	61	65	–	–
McSwain Union Elementary	Merced	Central	7	66	70	–	–
Meadows Union Elementary	Imperial	Southern	7	34	56	–	–
Mendota Unified	Fresno	Central	6	9	24	5	21
Menifee Union Elementary	Riverside	Southern	7	54	65	–	–
Merced City Elementary	Merced	Central	9	25	37	–	–
Millville Elementary	Shasta	Northern	2	83	92	–	–
Modesto City	Stanislaus	Central	13	37	51	–	–
Mojave Unified	Kern	Central	8	41	37	26	34
Monroe Elementary	Fresno	Central	6	36	46	–	–
Monrovia Unified	Los Angeles	LA County	10	40	42	30	38
Montague Elementary	Siskiyou	Northern	6	37	32	–	–
Monte Rio Union Elementary	Sonoma	Northern	5	65	67	–	–
Montebello Unified	Los Angeles	LA County	17	22	31	14	30
Moraga Elementary	Contra Costa	Bay Area	5	90	89	–	–
Moreland Elementary	Santa Clara	Bay Area	10	71	73	–	–
Moreno Valley Unified	Riverside	Southern	11	35	44	28	37
Morgan Hill Unified	Santa Clara	Bay Area	2	63	67	42	58
Mother Lode Union Elementary	El Dorado	Northern	13	68	71	–	–
Mountain Empire Unified	San Diego	Southern	9	51	61	33	45

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Mountain Valley Unified	Trinity	Northern	12	57	60	43	39
Mountain View Elementary	Santa Clara	Bay Area	12	61	68	–	–
Mt. Baldy Joint Elementary	San Bernardino	Southern	0	69	54	–	–
Mt. Diablo Unified	Contra Costa	Bay Area	15	63	67	42	56
Muroc Joint Unified	Kern	Central	6	66	61	36	40
Murrieta Valley Unified	Riverside	Southern	12	69	84	42	56
Napa Valley Unified	Napa	Northern	12	53	60	42	54
Needles Unified	San Bernardino	Southern	18	44	52	24	33
New Haven Unified	Alameda	Bay Area	6	52	61	35	56
New Jerusalem Elementary	San Joaquin	Central	4	50	50	–	–
Newhall Elementary	Los Angeles	LA County	3	70	69	–	–
Newport-Mesa Unified	Orange	Southern	6	56	65	46	68
North County Joint Union Elementary	San Benito	Central	11	47	61	–	–
North Monterey County Unified	Monterey	Coastal	9	30	44	25	35
Norwalk-LA Mirada Unified	Los Angeles	LA County	12	37	43	21	28
Novato Unified	Marin	Bay Area	3	77	84	56	63
Nuestro Elementary	Sutter	Northern	0	14	38	–	–
Oak Grove Elementary	Santa Clara	Bay Area	9	58	72	–	–
Oakdale Joint Unified	Stanislaus	Central	8	54	51	37	41
Oakland Unified	Alameda	Ten Largest	12	27	31	16	30
Oakley Union Elementary	Contra Costa	Bay Area	9	57	62	–	–
Ocean View Elementary	Orange	Southern	11	60	66	–	–
Ocean View Elementary	Ventura	Coastal	13	28	34	–	–
Ojai Unified	Ventura	Coastal	8	64	72	55	74
Orange Unified	Orange	Southern	11	51	57	45	58
Orcutt Union Elementary	Santa Barbara	Coastal	4	64	68	–	–
Orland Joint Union Elementary	Glenn	Northern	5	41	47	–	–
Oro Grande Elementary	San Bernardino	Southern	1	29	50	–	–
Oxnard Elementary	Ventura	Coastal	9	27	37	–	–

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Pacheco Union Elementary	Shasta	Northern	9	60	66	–	–
Pacific Grove Unified	Monterey	Coastal	17	73	69	63	72
Pajaro Valley Unified	Santa Cruz	Coastal	5	26	35	26	39
Palm Springs Unified	Riverside	Southern	9	33	45	29	41
Palmdale Elementary	Los Angeles	LA County	8	41	45	–	–
Palo Verde Union Elementary	Tulare	Central	0	34	44	–	–
Parlier Unified	Fresno	Central	6	10	18	13	19
Peninsula Union Elementary	Humboldt	Northern	0	44	38	–	–
Perris Union High	Riverside	Southern	6	–	–	28	33
Petaluma City Elementary/Joint Union High	Sonoma	Northern	9	66	69	44	47
Piedmont City Unified	Alameda	Bay Area	8	96	94	82	92
Pine Ridge Elementary	Fresno	Central	11	71	63	–	–
Pioneer Union	El Dorado	Northern	1	68	66	–	–
Pittsburg Unified	Contra Costa	Bay Area	11	31	38	23	35
Placentia-Yorba Linda Unified	Orange	Southern	10	61	65	50	62
Placer Union High	Placer	Northern	4	–	–	50	54
Placerville Union Elementary	El Dorado	Northern	5	75	65	–	–
Plainsburg Union Elementary	Merced	Central	0	36	45	–	–
Planada Elementary	Merced	Central	6	7	19	–	–
Pleasant Valley Elementary	Nevada	Northern	7	79	77	–	–
Pleasant Valley Joint Union Elementary	San Luis Obispo	Coastal	0	69	81	–	–
Plumas Unified	Plumas	Northern	7	60	60	43	43
Point Arena Joint Union High	Mendocino	Northern	8	–	–	32	45
Pomona Unified	Los Angeles	LA County	7	30	38	18	27
Pond Union Elementary	Kern	Central	0	14	39	–	–
Porterville Elementary	Tulare	Central	7	25	34	23	39
Portola Valley Elementary	San Mateo	Bay Area	9	92	94	–	–
Poway Unified	San Diego	Southern	8	81	83	60	72
Rancho Santa Fe Elementary	San Diego	Southern	0	98	98	–	–

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Ravenswood City Elementary	San Mateo	Bay Area	10	22	33	–	–
Redding Elementary	Shasta	Northern	7	53	50	–	–
Reed Union Elementary	Marin	Bay Area	13	94	87	–	–
Rescue Union Elementary	El Dorado	Northern	10	76	82	–	–
Rialto Unified	San Bernardino	Southern	10	27	37	19	25
Richfield Elementary	Tehama	Northern	0	41	53	–	–
Richgrove Elementary	Tulare	Central	10	11	27	–	–
Richland-Lerdo Elementary	Kern	Central	8	13	20	–	–
Rim Of The World Unified	San Bernardino	Southern	10	61	65	42	57
Rio Dell Elementary	Humboldt	Northern	7	51	24	–	–
River Delta Unified	Sacramento	Central	9	52	45	38	45
Riverbank Unified	Stanislaus	Central	11	35	48	26	52
Romoland Elementary	Riverside	Southern	13	25	41	–	–
Rosedale Union Elementary	Kern	Central	15	60	56	–	–
Roseville City Elementary	Placer	Northern	7	72	72	–	–
Roseville Joint Union High	Placer	Northern	6	–	–	54	54
Round Valley Joint Elementary	Inyo	Central	5	57	64	–	–
Round Valley Unified	Mendocino	Northern	15	7	4	27	36
Sacramento City Unified	Sacramento	Ten Largest	15	39	49	29	40
Saddleback Valley Unified	Orange	Southern	17	73	78	60	69
Salinas Union High	Monterey	Coastal	1	–	–	21	35
San Bernardino City Unified	San Bernardino	Ten Largest	9	24	32	20	37
San Diego Unified	San Diego	Ten Largest	16	48	56	37	52
San Dieguito Union High	San Diego	Southern	11	–	–	68	77
San Francisco Unified	San Francisco	Ten Largest	17	50	56	39	60
San Jacinto Unified	Riverside	Southern	4	26	28	25	26
San Juan Unified	Sacramento	Ten Largest	16	63	65	46	57
San Leandro Unified	Alameda	Bay Area	7	49	49	26	45
San Lucas Union Elementary	Monterey	Coastal	1	0	17	–	–

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
San Luis Coastal Unified	San Luis Obispo	Coastal	8	81	80	60	65
San Marcos Unified	San Diego	Southern	9	53	61	36	46
San Marino Unified	Los Angeles	LA County	11	85	88	76	92
San Mateo Union High	San Mateo	Bay Area	8	–	–	48	64
San Pasqual Valley Unified	Imperial	Southern	9	19	11	17	17
Santa Ana Unified	Orange	Ten Largest	8	20	35	11	35
Santa Cruz City Unified	Santa Cruz	Coastal	8	62	65	51	60
Santa Maria Joint Union High	Santa Barbara	Coastal	12	–	–	28	38
Santa Paula Elementary	Ventura	Coastal	4	29	37	–	–
Santa Paula Union High	Ventura	Coastal	13	–	–	18	22
Santa Rita Union Elementary	Monterey	Coastal	5	36	31	–	–
Santa Ynez Valley Union High	Santa Barbara	Coastal	0	–	–	55	64
Santee Elementary	San Diego	Southern	8	65	78	–	–
Savanna Elementary	Orange	Southern	8	40	48	–	–
Scotts Valley Unified	Santa Cruz	Coastal	5	88	86	–	–
Selma Unified	Fresno	Central	7	34	39	27	39
Sequoia Union Elementary	Tulare	Central	2	53	57	–	–
Sequoia Union High	San Mateo	Bay Area	12	33	45	–	–
Shaffer Union	Lassen	Northern	6	63	63	–	–
Shasta Union High	Shasta	Northern	4	67	67	41	52
Shiloh Elementary	Stanislaus	Central	0	60	80	–	–
Sierra Sands Unified	Kern	Central	6	58	66	42	53
Sierra-Plumas	Sierra	Central	10	69	59	38	55
Siskiyou Union High	Siskiyou	Northern	8	–	–	41	54
Snelling-Merced Falls Union Elementary	Merced	Central	0	36	27	–	–
Snowline Joint Unified	San Bernardino	Southern	0	58	62	40	50
Solana Beach Elementary	San Diego	Southern	4	83	88	–	–
Soledad Unified	Monterey	Coastal	8	21	38	8	27
Solvang Elementary	Santa Barbara	Coastal	3	59	69	–	–



District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Sonora Elementary	Tuolumne	Central	19	59	66	–	–
Sonora Union High	Tuolumne	Central	2	–	–	46	52
Soquel Union Elementary	Santa Cruz	Coastal	11	63	72	–	–
Soulsbyville Elementary	Tuolumne	Central	2	68	74	–	–
Southern Humboldt Joint Unified	Humboldt	Northern	15	49	40	54	36
Stanislaus Union Elementary	Stanislaus	Central	5	42	48	–	–
Stockton Unified	San Joaquin	Central	12	25	37	17	36
Stone Corral Elementary	Tulare	Central	0	14	14	–	–
Strathmore Union High	Tulare	Central	3	–	–	9	19
Sulphur Springs	Los Angeles	LA County	6	63	67	–	–
Summerville Elementary	Tuolumne	Central	14	60	67	–	–
Summerville Union High	Tuolumne	Central	4	–	–	48	46
Sunnyvale Elementary	Santa Clara	Bay Area	10	63	70	–	–
Sunol Glen Unified	Alameda	Bay Area	3	88	77	–	–
Surprise Valley Joint Unified	Modoc	Northern	2	93	64	58	58
Sylvan Union Elementary	Stanislaus	Central	13	61	64	–	–
Tehachapi Unified	Kern	Central	6	58	49	41	43
Temple City Unified	Los Angeles	LA County	7	64	78	41	66
Templeton Unified	San Luis Obispo	Coastal	6	70	72	59	68
Three Rivers Union Elementary	Tulare	Central	0	74	74	–	–
Torrance Unified	Los Angeles	LA County	7	68	74	46	64
Tracy Joint Unified	San Joaquin	Central	10	46	55	37	46
Tres Pinos Union Elementary	San Benito	Central	0	81	59	–	–
Trinidad Union Elementary	Humboldt	Northern	10	73	45	–	–
Trinity Union High	Trinity	Northern	8	–	–	45	51
Turlock Joint Union High	Stanislaus	Central	5	–	–	37	47
Tustin Unified	Orange	Southern	10	60	63	41	54
Twin Hills Union Elementary	Sonoma	Northern	0	89	72	–	–
Twin Ridges Elementary	Nevada	Northern	0	70	46	81	63

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Two Rock Union Elementary	Sonoma	Northern	4	62	59	–	–
Ukiah Unified	Mendocino	Northern	10	40	38	38	43
Union Hill Elementary	Nevada	Northern	1	83	84	–	–
Upland Unified	San Bernardino	Southern	14	51	59	40	50
Upper Lake Union Elementary	Lake	Northern	13	37	64	–	–
Vacaville Unified	Solano	Central	10	58	61	40	57
Val Verde Unified	Riverside	Southern	8	35	54	19	25
Valle Lindo Elementary	Los Angeles	LA County	9	34	37	–	–
Vallejo City Unified	Solano	Central	11	43	47	24	34
Valley Center Union Elementary	San Diego	Southern	6	53	59	–	–
Vineland Elementary	Kern	Central	4	8	25	–	–
Visalia Unified	Tulare	Central	13	37	38	33	41
Walnut Creek Elementary	Contra Costa	Bay Area	10	84	93	–	–
Warner Unified	San Diego	Southern	0	59	46	43	26
Wasco Union Elementary	Kern	Central	6	18	21	–	–
Washington Colony Elementary	Fresno	Central	1	35	50	–	–
Washington Union High	Fresno	Central	4	–	–	13	22
Waugh Elementary	Sonoma	Northern	6	70	71	–	–
Waukena Joint Union Elementary	Tulare	Central	0	29	29	–	–
West Contra Costa Unified	Contra Costa	Bay Area	11	35	40	23	34
West Fresno Elementary	Fresno	Central	6	7	9	–	–
West Side Union Elementary	Sonoma	Northern	8	71	83	–	–
Western Placer Unified	Placer	Northern	16	46	49	34	44
Westmorland Union Elementary	Imperial	Southern	5	14	8	–	–
Westside Union Elementary	Los Angeles	LA County	8	60	61	–	–
Westwood Unified	Lassen	Northern	10	59	47	49	47
Wheatland Elementary	Yuba	Northern	6	64	62	–	–
Whisman Elementary	Santa Clara	Bay Area	16	51	54	–	–
William S. Hart Union High	Los Angeles	LA County	12	–	–	48	61

District	County	Region	Contract Score	4th Reading	4th Math	10th Reading	10th Math
Willits Unified	Mendocino	Northern	13	37	40	38	50
Winters Joint Unified	Yolo	Northern	11	40	54	28	33
Winton Elementary	Merced	Central	11	21	28	–	–
Wiseburn Elementary	Los Angeles	LA County	9	55	63	–	–
Woodlake Union	Tulare	Central	10	18	15	–	–
Woodlake Union High	Tulare	Central	4	–	–	13	18
Woodland Joint Unified	Yolo	Northern	11	42	46	37	45
Wright Elementary	Sonoma	Northern	17	66	75	–	–
Yreka Union High	Siskiyou	Northern	6	–	–	45	56
Yuba City Unified	Sutter	Northern	10	42	44	32	45

## APPENDIX C

table c

## FISCAL AND ENROLLMENT DATA WITH DISTRICT CONTRACT SCORES

District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
ABC Unified	22206	1065	20.85	\$30423	\$45949	\$64772	\$4197.34	\$5538.64	80.56	12
Acalanes Union High	5065	229	22.12	\$26452	\$49590	\$60932	\$4867.08	\$6098.19	82.88	4
Adelanto Elementary	4501	228	19.74	\$28345	\$47402	\$59017	\$4117.21	\$5537.64	85.85	15
Albany City Unified	2895	150	19.30	\$30593	\$44558	\$60061	\$4287.39	\$6123.73	81.98	9
Alexander Valley Union Elementary	119	7	17	-	-	-	\$4187.59	\$5937.36	82.07	3
Alhambra City High										14
Alhambra City Schools	19559	909	21.52	\$20964	\$46890	\$72330	\$4419.29	\$6016.75	80.79	18
Alta-Dutch Flat Union Elementary	208	11	18.91	\$28214	\$42634	\$49433	\$4175.43	\$5509.70	74.59	8
Amador County Unified	4794	209	22.94	\$28047	\$40345	\$53145	\$4247.01	\$5399.16	75.64	9
Anaheim Union High	27712	1062	26.09	\$32920	\$57913	\$61893	\$4904.83	\$6678.43	72.87	11
Anderson Union High	2576	107	24.07	\$29642	\$43812	\$58754	\$4979.94	\$6315.43	75.47	4
Antelope Valley Union High	17103	648	26.39	\$28482	\$51841	\$69300	\$4951.06	\$5709.07	77.28	7
Apple Valley Unified	14965	621	24.10	\$28898	\$49064	\$61212	\$4344.77	\$5801.41	75.79	3
Arcadia Unified	9391	401	23.42	\$34753	\$53196	\$66963	\$4186.28	\$5143.74	85.56	13
Arcata Elementary	966	48	20.13	\$25001	\$40657	\$46023	\$4144.71	\$5546.29	85.13	7
Aromas/San Juan Unified	1388	70	19.83	\$30907	\$44082	\$50382	\$4549.29	\$6259.51	80.28	9
Atwater Elementary	4458	211	21.13	\$27154	\$47364	\$57784	\$4056.21	\$5388.17	85.59	0
Azusa Unified	11995	570	21.04	\$34604	\$48126	\$61270	\$4249.43	\$5941.23	81.54	15
Bakersfield City Elementary	27176	1429	19.02	\$30710	\$46366	\$58071	\$4211.60	\$6205.36	82.95	15
Baldwin Park Unified	16951	690	24.57	\$33786	\$55464	\$62953	\$4251.21	\$5270.20	81.25	8
Ballard Elementary	134	6	22.33	\$27800	\$47092	\$54766	\$4788.84	\$5336.59	80.96	10
Ballico-Cressey Elementary	285	14	20.36	\$24161	\$38197	\$48273	\$4081.29	\$6021.70	80.43	3
Barstow Unified	6825	332	20.56	\$30358	\$46515	\$58968	\$4307.77	\$5535.45	81.43	7

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Revenue per ADA = 1998-99 Revenue Limit Per ADA Expend per ADA = Total Operating Expenditures Per ADA

% Total Expense= All Salaries and Benefits as % of Total Expense

District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Bassett Unified	5863	248	23.64	\$31525	\$49868	\$59999	\$4270.33	\$5476.00	79.03	12
Bear Valley Unified	3492	165	21.16	\$30392	\$48392	\$60381	\$4267.12	\$5302.50	83.47	6
Beaumont Unified	3676	165	22.28	\$28679	\$42127	\$57166	\$4259.60	\$5551.45	77.01	5
Bellevue Elementary	261	14	18.64	\$27073	\$34788	\$49921	\$4132.44	\$6156.30	77.55	0
Belmont Elementary	2528	138	18.32	\$27964	\$51273	\$62148	\$4036.95	\$6019.83	83.08	4
Belridge Elementary	51	5	10.20	-	-	-	\$5199.06	\$17068.39	72.86	7
Berkeley Unified	9403	519	18.12	\$28840	\$46503	\$54519	\$4545.83	\$7751.75	80.64	9
Beverly Hills Unified	5302	320	16.57	\$34281	\$53639	\$59398	\$5000.49	\$7720.15	77.78	11
Big Creek Elementary	97	6	16.17	\$26831	\$43759	\$47137	\$4969.65	\$8834.60	81.47	0
Big Lagoon Union Elementary	50	3	16.67	\$28077	\$40130	\$47608	\$5101.49	\$9716.30	76.91	13
Big Pine Unified	268	18	14.89	\$26782	\$45109	\$53985	\$4606.98	\$8654.60	79.08	5
Bishop Joint Union High	816	35	23.31	\$26221	\$43484	\$60840	\$5027.83	\$5855.20	83.99	8
Bishop Union Elementary	1510	73	20.68	\$25835	\$44721	\$56718	\$4080.63	\$5349.84	87.34	8
Bitterwater-Tully Joint Union Elem	31	2	15.50	-	-	-	\$4995.10	\$8594.96	57.84	0
Black Butte Union Elementary	477	27	17.67	-	-	-	\$4144.70	\$6497.20	75.61	16
Blake Elementary	9	1	9	\$33500	\$33500	\$33500	\$6282.58	\$11599.67	63.58	0
Blue Lake Union Elementary	220	13	16.92	\$28366	\$40563	\$47088	\$4102.36	\$6145.10	85.15	0
Bogus Elementary	17	1	17	-	-	-	\$4994.90	\$9554.80	81.15	0
Bonita Unified	10177	436	23.34	\$27570	\$50511	\$59957	\$4254.65	\$5531.46	77.04	11
Bonny Doon Elementary	235	13	18.08	-	-	-	\$4090.54	\$5547.09	77.95	0
Bonsall Union Elementary	1457	73	19.96	\$26357	\$43835	\$52598	\$4111.56	\$5955.25	79.45	11
Brawley Elementary	3760	184	20.43	\$28242	\$47305	\$57331	\$4126.65	\$5912.89	83.26	5
Bret Harte Union High	902	48	18.79	\$26754	\$40925	\$54321	\$5291.40	\$7043.27	81.30	1
Buellton Union Elementary	579	28	20.68	\$27652	\$53104	\$60869	\$4104.14	\$4747.41	81.76	8
Buena Vista Elementary	156	6	26	\$25995	\$41353	\$46151	\$4107.71	\$4917.17	68.71	0
Burbank Unified	14887	713	20.88	\$30800	\$46107	\$59289	\$4238.06	\$5505.32	82.77	15
Burlingame Elementary	2392	127	18.83	\$28346	\$47211	\$55608	\$4119.45	\$5723.25	79.79	11

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District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Burnt Ranch Elementary	84	3	28	-	-	-	\$5191.82	\$7743.86	68.81	0
Burrel Union Elementary	137	6	22.83	\$28000	\$41000	\$45000	\$4007.99	\$5881.32	65.14	0
Butteville Union Elementary	84	4	21	-	-	-	\$4930.07	\$6311.27	76.74	6
Cabrillo Unified	3825	186	20.56	\$31293	\$46386	\$57453	\$4226.31	\$5667.66	81.50	12
Cajon Valley Union Elementary	19294	925	20.86	\$27158	\$48341	\$64635	\$4083.61	\$5635.48	82.28	10
Calexico Unified	7459	349	21.37	\$26468	\$45922	\$56244	\$4311.25	\$5526.79	80.23	15
Calistoga Joint Unified	918	42	21.86	\$30056	\$44536	\$56120	\$4481.33	\$5657.78	79.68	7
Camino Union Elementary	548	32	17.13	\$25076	\$42281	\$49834	\$4104.18	\$6370.61	74.81	4
Campbell Union High	7024	297	23.65	\$29251	\$49170	\$62087	\$4907.84	\$5986.18	82.57	10
Capay Joint Union Elementary	144	8	18	\$25790	\$36040	\$46058	\$3996.29	\$4528.20	84.03	0
Cardiff Elementary	900	51	17.65	\$25732	\$44842	\$56607	\$4020.94	\$5433.48	86.32	2
Carlsbad Unified	8253	382	21.60	\$28558	\$47835	\$62028	\$4220.95	\$5389.51	82.59	10
Carmel Unified	2447	128	19.12	\$30577	\$44090	\$55616	\$4255.99	\$8418.78	78.57	13
Carpinteria Unified	3158	153	20.64	\$28770	\$47386	\$54162	\$4256.26	\$5823.26	79.45	9
Casmalia Elementary	26	2	13	-	-	-	\$5391.52	\$9233.60	71.73	0
Castle Rock Union Elementary	62	4	15.50	\$24415	\$35644	\$36892	\$5232.82	\$6481.24	79.56	0
Center Joint Unified	5699	290	19.65	\$27806	\$45815	\$56321	\$4203.50	\$5355.18	80.07	5
Centinel Valley High	6595	266	24.79	\$28945	\$46685	\$57253	\$4870.34	\$6006.11	69.74	9
Central Elementary	5068	240	21.12	\$28000	\$48976	\$63012	\$4086.12	\$5185.72	82.51	7
Central Unified	9696	466	20.81	\$31849	\$43491	\$53794	\$4290.34	\$5506.74	83.27	9
Centralia Elementary	5205	243	21.42	\$28802	\$52744	\$64527	\$4070.59	\$5149.94	86.61	6
Charter Oak Unified	6737	283	23.81	\$34169	\$51542	\$59849	\$4245.71	\$5586.93	76.40	10
Chino Unified	31084	1307	23.78	\$31314	\$52037	\$62867	\$4223.00	\$4925.00	85.99	18
Chula Vista Elementary	21338	1052	20.28	\$32044	\$48348	\$62827	\$4064.86	\$5632.06	81.59	12
Clear Creek Elementary	117	6	19.50	\$25360	\$37528	\$47095	\$4253.24	\$6222.38	81.84	0
Cloverdale Unified	1631	84	19.42	\$26859	\$45407	\$54288	\$4394.58	\$5625.44	83.03	11
Clovis Unified	31487	1422	22.14	\$29106	\$44928	\$57736	\$4243.45	\$5506.79	81.70	0

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Coast Unified	1010	57	17.72	\$30434	\$46569	\$57777	\$4532.87	\$6559.82	82.92	6
Coffee Creek Elementary	15	1	15	–	–	–	\$5219.96	\$11311.23	67.41	0
Colton Joint Unified	20851	950	21.95	\$31185	\$49475	\$63870	\$4277.29	\$5517.82	81.05	11
Columbia Elementary	868	45	19.29	\$29001	\$40716	\$48545	\$4055.87	\$5151.73	83.12	9
Compton Unified	29409	1229	23.93	\$29163	\$44618	\$58038	\$4364.95	\$6072.96	72.59	9
Corcoran Joint Unified	3194	156	20.47	\$32521	\$45513	\$61713	\$4257.47	\$5606.12	86.20	6
Corning Union Elementary	1962	98	20.02	\$30082	\$41023	\$51670	\$4123.39	\$5731.75	81.31	10
Corning Union High	967	46	21.02	\$30029	\$40105	\$52984	\$4992.76	\$5947.73	80.47	5
Coronado Unified	2830	142	19.93	\$25958	\$49838	\$62677	\$4188.66	\$5896.95	82.43	10
Covina-Valley Unified	13974	647	21.60	\$30910	\$51220	\$59480	\$461.35	\$5491.00	83.38	3
Cutler-Orosi Joint Unified	3784	193	19.61	\$29324	\$41903	\$52716	\$4211.87	\$5544.90	80.36	8
Cutten Elementary	515	27	19.07	\$27343	\$46359	\$51407	\$4041.72	\$5414.93	87.73	0
Cuyama Joint Unified	310	23	13.48	\$23781	\$42806	\$45977	\$4948.16	\$8307.38	69.97	4
Cypress Elementary	4734	233	20.32	\$27980	\$49972	\$62116	\$4083.55	\$5179.17	86.10	7
Del Norte County Unified	5058	249	20.31	\$23845	\$47556	\$51190	\$418.50	\$5859.15	84.08	16
Delhi Unified	1940	92	21.09	\$32650	\$44467	\$57688	\$4589.41	\$5020.85	78.98	13
Denair Unified	1243	63	19.73	\$27951	\$44197	\$55424	\$4550.68	\$5391.13	79.96	7
Di Giorgio Elementary	237	11	21.55	\$31370	\$43627	\$53711	\$4420.31	\$5631.11	71.56	0
Dinuba Unified	4978	245	20.32	\$31237	\$44083	\$58077	\$4658.09	\$5747.73	79.89	13
Dixie Elementary	1960	109	17.98	\$31350	\$47682	\$56319	\$4444.38	\$6262.17	77.65	9
Dixon Unified	3598	183	19.66	\$28922	\$42423	\$55142	\$4204.58	\$5214.70	83.29	15
Dos Palos-Oro Loma Joint Unified	2601	138	18.85	\$27219	\$41512	\$53072	\$4423.18	\$6338.53	82.13	3
Dry Creek Joint Elementary	4846	230	21.07	\$28850	\$45886	\$56040	\$4042.99	\$4744.20	79.56	7
Ducor Union Elementary	257	12	21.42	\$26539	\$45323	\$54633	\$4075.91	\$5629.70	86.10	12
East Whittier City Elementary	8787	411	21.38	\$32179	\$49523	\$61246	\$4085.24	\$5319.74	81.82	7
Eastern Sierra Unified	814	56	14.54	\$26702	\$40255	\$49443	\$4708.89	\$8630.75	69.64	4
Edison Elementary	814	39	20.87	\$28840	\$41385	\$53169	\$4190.43	\$5273.21	72.69	6

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District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
El Centro Elementary	6272	297	21.12	\$29841	\$50286	\$63218	\$4097.97	\$5740.07	80.74	12
El Nido Elementary	184	9	20.44	\$28703	\$39397	\$45635	\$4136.13	\$5427.44	76.09	0
El Tejon Unified	1393	65	21.43	\$29280	\$43720	\$54676	\$4604.81	\$6166.86	78.91	7
Elk Hills Elementary	70	4	17.50	\$30212	\$37350	\$40477	\$6948.59	\$8825.54	72.45	0
Elverta Joint Elementary	417	23	18.13	\$29000	\$41125	\$55838	\$4069.50	\$5622.18	80.17	10
Emigrant Gap Elementary	12	-	-	\$22947	\$40961	\$48190	\$5464.09	\$9845.92	72.41	0
Etna Union High	517	28	18.46	\$23318	\$37547	\$41232	\$4908.04	\$9366.24	62.93	4
Eureka Union Elementary	3796	186	20.41	\$26162	\$44330	\$52138	\$4063.48	\$4969.82	73.88	10
Evergreen Union Elementary	823	46	17.89	\$28443	\$42196	\$49341	\$4156.51	\$5709.21	83.06	3
Exeter Union High	1230	55	22.36	\$29702	\$41131	\$55028	\$4988.32	\$6595.07	76.77	14
Fallbrook Union High	2685	118	22.75	\$27044	\$51292	\$63416	\$4935.77	\$6399.05	77.17	2
Farmersville Unified	1965	98	20.05	\$30585	\$46040	\$55599	\$4555.10	\$5815.31	81.85	6
Feather Falls Union Elementary	37	1	37	\$26269	\$36339	\$44024	\$5249.99	\$11333.63	77.16	0
Fieldbrook Elementary	129	7	18.43	\$23449	\$37711	\$45996	\$4088.45	\$5558.65	83.18	0
Fillmore Unified	3687	177	20.83	\$27873	\$46581	\$58759	\$4219.24	\$5620.75	83.76	14
Flournoy Union Elementary	32	1	32	\$26000	\$26000	\$26000	\$5154.28	\$6053.50	71.80	0
Folsom-Cordova Unified	14823	704	21.06	\$28141	\$42653	\$56316	\$4228.79	\$5511.93	80.03	3
Foresthill Union Elementary	762	35	21.77	\$25276	\$40558	\$51319	\$4079.43	\$5570.22	75.50	9
Forks of Salmon Elementary	12	-	N/A	\$22145	\$33000	\$33000	\$5093.87	\$16418.18	72.13	0
Fort Jones Union Elementary	160	11	14.55	\$24423	\$40013	\$46879	\$4150.33	\$7231.57	84.53	3
Fort Sage Unified	418	24	17.42	\$26329	\$40810	\$48893	\$4893.22	\$8261.88	76.64	4
Fortuna Union Elementary	780	41	19.02	\$28188	\$45372	\$51828	\$4093.98	\$5592.78	82.23	18
Fortuna Union High	1238	56	22.11	-	-	-	\$4961.21	\$5731.81	77.82	18
Fowler Unified	2082	105	19.83	\$30171	\$42378	\$51384	\$4300.21	\$5474.48	80.73	8
Franklin-McKinley Elementary	10696	488	21.92	\$27205	\$47833	\$55132	\$4079.34	\$5696.60	79.48	17
Fremont Unified	30919	1444	21.41	\$36135	\$49738	\$65814	\$4216.30	\$5435.81	81.09	17
Fresno Unified	78942	3792	20.82	\$28889	\$47957	\$55537	\$4289.75	\$6110.88	83.82	8

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District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Fruitvale Elementary	2596	135	19.23	\$31482	\$47245	\$57420	\$4238.85	\$5347.38	84.05	1
Galt Joint Union High	1831	80	22.89	\$27557	\$43936	\$54290	\$4966.56	\$5569.66	79.05	1
Garfield Elementary	54	3	18.00	\$22600	\$34392	\$46132	\$5079.53	\$6836.87	72.77	0
Garvey Elementary	7114	333	21.36	\$31056	\$50587	\$61405	\$4048.02	\$5727.21	82.78	14
Gateway Unified	3986	200	19.93	\$28283	\$42758	\$53406	\$4547.15	\$6127.89	80.08	15
General Shafter Elementary	224	10	22.40	-	-	-	\$4351.92	\$5176.32	70.32	0
Geyserville Unified	435	26	16.73	\$30800	\$41523	\$51401	\$4609.32	\$6766.10	82.95	11
Gilroy Unified	9193	414	22.21	\$30251	\$47425	\$60246	\$4234.22	\$5422.28	82.29	8
Glendale Unified	30312	1268	23.91	\$32484	\$49870	\$64352	\$4201.01	\$5765.97	80.05	8
Glendora Unified	8031	353	22.75	\$28925	\$53095	\$62004	\$4223.56	\$5118.54	81.29	9
Gold Trail Union Elementary	678	35	19.37	\$26317	\$40627	\$48977	\$4070.55	\$5682.24	80.96	13
Gonzales Unified	2941	134	21.95	\$31790	\$47486	\$67913	\$4801.58	\$6711.58	72.51	9
Gorman Elementary	159	8	19.88	-	-	-	\$5343.42	\$7198.26	62.55	0
Grant Elementary	526	28	18.79	\$24683	\$40186	\$45745	\$4020.52	\$6131.22	78.56	5
Grant Joint Union High	11605	520	22.32	\$28012	\$41540	\$54023	\$5008.39	\$6515.82	76.68	9
Graves Elementary	36	2	18	-	-	-	\$4967.66	\$8582.06	62.43	0
Greenfield Union Elementary	2572	135	19.05	\$28790	\$40629	\$65236	\$4098.85	\$6016.98	80.08	14
Grenada Elementary	123	8	15.38	\$26999	\$38222	\$41484	\$4177.34	\$7112.14	79.41	6
Guerneville Elementary	511	27	18.93	-	-	-	\$4180.05	\$6225.09	73.61	9
Hacienda LA Puente Unified	22824	1009	22.62	\$31200	\$50049	\$61503	\$4248.05	\$5924.33	74.66	14
Hanford Joint Union High	3205	128	25.04	\$30544	\$46515	\$60801	\$4990.58	\$5883.66	78.58	15
Happy Camp Union Elementary	190	12	15.83	\$26370	\$39687	\$45922	\$4160.85	\$7748.30	78.50	4
Harmony Union Elementary	564	27	20.89	\$27820	\$42110	\$51902	\$4119.30	\$5222.68	76.09	5
Healdsburg Unified	2812	136	20.68	\$29893	\$41737	\$52397	\$4461.42	\$6147.99	79.31	13
Heber Elementary	648	33	19.64	\$27162	\$36899	\$55535	\$4083.75	\$5637.35	81.32	10
Helendale Elementary	580	29	20	\$27558	\$43435	\$53578	\$4093.61	\$5414.28	81.01	8
Hemet Unified	16335	739	22.10	\$30649	\$46128	\$60000	\$4290.41	\$5256.99	82.31	6

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District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Hermosa Beach City Elementary	946	49	19.31	\$32573	\$54668	\$61903	\$4401.84	\$5598.56	82.94	9
Hickman Elementary	1058	28	37.79	\$33220	\$44541	\$55668	\$4092.98	\$3742.79	65.44	4
Holt Union Elementary	195	10	19.50	-	-	-	\$4716.09	\$6040.43	66.57	0
Hope Elementary	1254	57	22	\$29603	\$53230	\$64532	\$4049.74	\$5489.43	84.46	4
Horicon Elementary	99	6	16.50	\$26210	\$36573	\$44436	\$5694.56	\$8063.09	82.24	3
Hot Springs Elementary	36	3	12	-	-	-	\$5144.84	\$13466.12	75.62	0
Hughson Unified	1960	94	20.85	\$28545	\$43959	\$54235	\$4538.53	\$5752.95	80.35	5
Huntington Beach City Elementary	6601	305	21.64	\$27882	\$52488	\$64014	\$4066.13	\$5084.41	86.05	12
Huntington Beach Union High	14233	533	26.70	\$31455	\$53774	\$66764	\$4878.10	\$7212.45	69.53	9
Imperial Unified	2372	121	19.60	\$31110	\$50030	\$59969	\$4292.17	\$5501.18	78.91	9
Irvine Unified	23123	1077	21.47	\$26665	\$47318	\$67204	\$4188.78	\$5527.50	82.20	10
Island Union Elementary	246	12	20.50	-	-	-	\$4037.37	\$5440.93	75.12	0
Janesville Union Elementary	516	26	19.85	\$26006	\$39836	\$55228	\$4012.95	\$5011.20	84.29	10
Jefferson Elementary	7761	361	21.50	\$33293	\$47874	\$60814	\$4088.34	\$5205.78	81.65	0
Jefferson Elementary	13	1	13	-	-	-	\$4953.70	\$9485.45	60.00	10
Jefferson Union High	5557	229	24.27	\$30281	\$47494	\$56684	\$4978.20	\$6008.92	79.93	13
Johnstonville Elementary	244	11	22.18	\$25450	\$42614	\$50800	\$4071.96	\$5192.98	81.81	6
Julian Union High	238	14	17	-	-	-	\$5384.65	\$8982.11	76.62	7
Junction City Elementary	77	4	19.25	\$24136	\$38857	\$44893	\$5035.58	\$6119.48	74.30	0
Junction Elementary	33	2	16.50	\$23000	\$30700	\$48000	\$5297.63	\$8680.93	77.19	7
Jurupa Unified	18393	834	22.05	\$33628	\$50914	\$66114	\$4262.28	\$5300.16	84.34	15
Kashia Elementary	12	1	12	-	-	-	\$5324.29	\$13838.71	43.91	0
Kelseyville Unified	2033	105	19.36	\$27775	\$40811	\$48805	\$4341.59	\$5793.94	84.04	8
Kentfield Elementary	1091	62	17.60	-	-	-	\$4407.16	\$6738.13	82.15	10
Kenwood Elementary	164	11	14.91	\$28750	\$35368	\$51913	\$4095.82	\$6919.13	81.33	6
Kern Union High	27678	1052	26.31	\$31840	\$45693	\$59669	\$5133.50	\$6065.59	80.65	13
King City Joint Union High	1959	76	25.78	\$28527	\$51076	\$74811	\$4934.88	\$5664.49	84.22	7

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King City Union Elementary	2488	125	19.90	\$27093	\$45497	\$64022	\$4056.27	\$5394.49	84.83	4
Kings River Union Elementary	474	27	17.56	\$27318	\$41829	\$52539	\$4084.40	\$5590.32	83.57	0
Kings River-Hardwick Union Elem.	576	31	18.58	\$30197	\$33929	\$51702	\$4066.85	\$5159.71	79.39	7
Kingsburg Joint Union Elementary	2019	103	19.60	-	-	-	\$4096.08	\$5612.77	78.45	7
Kingsburg Joint Union High	994	48	20.71	\$29865	\$43883	\$50254	\$4873.97	\$5769.08	80.28	7
Kirkwood Elementary	37	2	18.50	\$37822	\$37822	\$47857	\$4864.98	\$6277.32	72.90	0
Kit Carson Union Elementary	412	20	20.60	-	-	-	\$4123.47	\$5304.49	79.41	9
Klamath River Union Elementary	55	3	18.33	\$24301	\$33379	\$40027	\$5107.40	\$7795.45	73.27	0
Klamath-Trinity Joint Unified	1311	75	17.48	\$28585	\$42877	\$49565	\$4588.39	\$7832.25	80.88	8
LA Canada Unified	4242	195	21.75	\$29890	\$47850	\$60670	\$4282.95	\$5654.90	81.47	12
Lafayette Elementary	3469	172	20.17	\$32291	\$46603	\$58984	\$4031.34	\$5502.35	79.68	2
Laguna Joint Elementary	21	2	10.50	-	-	-	\$5017.36	\$5365.57	71.06	0
Lake Elementary	129	4	32.25	\$28240	\$36446	\$44471	\$4085.52	\$4589.31	78.68	0
Lake Elsinore Unified	15764	657	23.99	\$31113	\$50814	\$63720	\$4559.72	\$5509.41	79.96	20
Lake Tahoe Unified	5793	277	20.91	\$25945	\$43258	\$49994	\$4278.18	\$5717.26	80.95	6
Lakeport Unified	1762	95	18.55	\$24178	\$41118	\$48046	\$4294.46	\$5766.18	84.12	11
Lakeside Union Elementary	4928	229	21.52	\$30305	\$47266	\$65623	\$4100.52	\$5401.28	85.30	5
Lakeside Union Elementary	793	40	19.83	\$30863	\$44838	\$52908	\$4377.60	\$5583.16	75.10	14
Lammersville Elementary	307	16	19.19	-	-	-	\$4115.24	\$5000.85	85.93	11
Lancaster Elementary	13668	648	21.09	\$29057	\$51283	\$62482	\$4096.85	\$5450.98	84.42	10
Las Lomitas Elementary	984	60	16.40	\$30818	\$40632	\$69476	\$4754.49	\$8259.00	76.89	11
Lassen Union High	1205	55	21.91	\$26132	\$40766	\$49558	\$4936.51	\$6213.43	78.84	7
Laytonville Unified	548	36	15.22	\$20948	\$37477	\$49994	\$4652.95	\$7832.43	79.85	9
Le Grand Union Elementary	446	21	21.24	\$29492	\$42917	\$50637	\$4086.92	\$5774.75	74.50	0
Lemon Grove Elementary	4612	233	19.79	\$30622	\$47995	\$66512	\$4097.29	\$5593.33	82.20	5
Lemoore Union Elementary	3017	139	21.71	\$28319	\$39803	\$59389	\$4115.87	\$4970.12	81.64	15
Lemoore Union High	1985	92	21.58	\$29840	\$42629	\$60744	\$4970.04	\$6470.08	76.12	8

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Lewiston Elementary	123	7	17.57	\$24422	\$35499	\$39914	\$4146.75	\$7807.77	71.74	12
Liberty Elementary	239	12	19.92	\$27733	\$38100	\$48831	\$4150.31	\$5035.44	80.39	0
Liberty Union High	3386	126	26.87	\$31757	\$48486	\$61186	\$4881.91	\$6188.64	77.33	11
Lincoln Elementary	16	1	16	-	-	-	\$5061.69	\$8862.85	69.67	0
Lincoln Unified	8596	421	20.42	\$30429	\$44123	\$58886	\$4251.56	\$5695.39	78.75	11
Lindsay Unified	3465	166	20.87	\$31513	\$40569	\$58097	\$4282.04	\$6586.36	72.80	17
Little Lake City Elementary	5112	247	20.70	\$30188	\$47222	\$59626	\$4089.10	\$5433.02	80.31	8
Live Oak Elementary	2214	108	20.50	\$22025	\$39921	\$51983	\$4063.29	\$6323.08	77.44	13
Live Oak Unified	1871	94	19.90	\$24000	\$42851	\$51034	\$4285.16	\$5791.53	77.80	5
Livermore Valley Joint Unified	13359	605	22.08	\$26922	\$49591	\$60561	\$4225.47	\$5974.55	74.65	11
Loma Prieta Joint Elementary	738	40	18.45	\$30858	\$42558	\$56899	\$4004.07	\$5849.85	78.84	6
Lompoc Unified	11275	587	19.21	\$29355	\$48050	\$57953	\$447.24	\$5741.85	83.21	4
Long Beach Unified	89214	3745	23.82	\$32028	\$49517	\$64302	\$4213.99	\$5873.88	79.58	9
Loomis Union Elementary	1862	89	20.92	\$28460	\$43365	\$54536	\$4087.75	\$4821.47	82.89	8
Los Alamitos Unified	8748	383	22.84	\$31894	\$55332	\$68746	\$4490.12	\$5745.88	84.04	13
Los Angeles Unified	695885	33226	20.94	\$32558	\$49684	\$61149	\$4282.13	\$6646.69	83.40	16
Los Olivos Elementary	279	13	21.46	-	-	-	\$4039.15	\$4862.36	82.48	0
Lost Hills Union Elementary	491	29	16.93	\$27810	\$43548	\$53925	\$4469.88	\$7791.12	68.39	5
Lucerne Valley Unified	1114	58	19.21	\$27977	\$49987	\$57960	\$4630.74	\$6618.74	71.95	6
Magnolia Union Elementary	108	4	27	\$25495	\$41294	\$51611	\$4664.07	\$5356.12	73.41	7
Mammoth Unified	1201	59	20.36	\$28822	\$47343	\$59597	\$4521.00	\$5711.71	84.41	1
Manteca Unified	16666	797	20.91	\$30000	\$45136	\$58600	\$4253.90	\$5182.16	83.47	8
Mariposa County Unified	2713	134	20.25	\$24175	\$40971	\$50231	\$4365.45	\$6209.62	83.95	10
Mattole Unified	990	76	13.03	-	-	-	\$4616.75	\$4456.93	19.58	8
McCabe Union Elementary	536	23	23.30	\$28451	\$48429	\$56333	\$4053.15	\$4793.70	85.40	9
McKinleyville Union Elementary	1438	79	18.20	\$27138	\$43697	\$51287	\$4069.92	\$5738.98	83.54	8
McSwain Union Elementary	727	40	18.18	\$30976	\$44157	\$54054	\$4050.52	\$5298.87	81.69	7

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Meadows Union Elementary	500	22	22.73	\$28562	\$45002	\$60072	\$4052.29	\$5693.95	77.24	7
Mendota Unified	2083	98	21.26	\$28063	\$44174	\$50944	\$4635.98	\$5861.83	76.92	6
Menifee Union Elementary	4523	215	21.04	\$31384	\$48504	\$62055	\$4089.93	\$4976.93	82.22	7
Merced City Elementary	11474	543	21.13	\$30061	\$50273	\$59780	\$4048.67	\$5919.04	85.50	9
Meridian Elementary	45	2	22.50	-	-	-	\$5124.29	\$9098.89	60.58	0
Millville Elementary	213	9	23.67	\$29098	\$38026	\$38026	\$4134.16	\$5173.50	75.13	2
Modesto City Schools	32079	1365	23.50	\$35844	\$47981	\$65971	\$4451.33	\$5621.21	82.49	13
Mojave Unified	2668	124	21.52	\$27564	\$46856	\$59609	\$4550.92	\$6390.56	80.07	8
Monroe Elementary	205	11	18.64	-	-	-	\$4234.34	\$5489.06	75.35	6
Monrovia Unified	6633	303	21.89	\$33419	\$50060	\$61497	\$4266.72	\$5523.90	81.39	10
Montague Elementary	252	17	14.82	-	-	-	\$4155.41	\$7008.99	80.03	6
Monte Rio Union Elementary	181	10	18.10	\$27310	\$38297	\$50675	\$4095.23	\$6159.68	78.36	5
Montebello Elementary	47	3	15.67	-	-	-	\$5112.25	\$8386.52	69.01	0
Montebello Unified	33999	1298	26.19	\$28690	\$52650	\$65020	\$4301.85	\$5413.25	84.95	17
Moraga Elementary	1885	98	19.23	\$31784	\$45260	\$56409	\$4015.06	\$5794.01	80.76	5
Moreland Elementary	4632	245	18.91	\$33770	\$47600	\$61058	\$4050.31	\$5988.34	83.05	10
Moreno Valley Unified	31642	1465	21.60	\$31609	\$48548	\$63219	\$4276.55	\$5762.80	80.82	11
Morgan Hill Unified	9295	417	22.29	\$30640	\$50004	\$57876	\$4223.71	\$5449.80	81.74	2
Mother Lode Union Elementary	1708	89	19.19	\$26842	\$40531	\$51314	\$4092.98	\$5376.31	83.01	13
Mountain Empire Unified	1822	82	22.22	\$24609	\$37179	\$54961	\$4278.44	\$5923.31	77.94	9
Mountain Valley Unified	558	31	18	\$27746	\$42451	\$55492	\$4950.84	\$8822.21	79.47	12
Mountain View Elementary	3186	164	19.43	\$30708	\$50663	\$62178	\$4036.60	\$5976.37	82.18	12
Mt. Baldy Joint Elementary	83	5	16.60	-	-	-	\$5052.79	\$7984.13	80.91	0
Mt. Diablo Unified	36122	1779	20.30	\$30733	\$44250	\$56991	\$4214.10	\$5575.56	83.56	15
Mulberry Elementary	88	5	17.60	\$26484	\$45818	\$60541	\$5067.04	\$6173.04	77.33	0
Mupu Elementary	117	6	19.50	\$25439	\$44015	\$49512	\$4117.17	\$5245	81.68	0
Muroc Joint Unified	2506	120	20.88	\$27714	\$49330	\$64295	\$4213.37	\$8640.34	71.14	6

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District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Murrieta Valley Unified	10376	469	22.12	\$30740	\$50905	\$63392	\$4524.66	\$5584.74	79.85	12
Napa Valley Unified	16317	805	20.27	\$31695	\$44435	\$57255	\$4254.46	\$5650.36	79.38	12
Needles Unified	1402	74	18.95	\$26335	\$47824	\$52141	\$4643.72	\$7235.70	75.74	18
New Haven Unified	14029	713	19.68	\$37691	\$52695	\$70524	\$4259.81	\$5699.38	84.20	6
New Jerusalem Elementary	222	12	18.50	\$26898	\$40984	\$49882	\$4103.93	\$5311.72	75.84	4
Newhall Elementary	6055	287	21.10	\$32494	\$47968	\$66345	\$4046.09	\$5006.64	84.68	3
Newport-Mesa Unified	20716	976	21.23	\$28500	\$48431	\$62753	\$4391.03	\$6207.32	80.99	6
Nicasio Elementary	61	5	12.20	\$23406	\$40571	\$52385	\$4989.56	\$8403.24	80.80	0
North County Joint Union Elem.	565	30	18.83	\$28896	\$40186	\$48688	\$4071.43	\$5850.22	79.47	11
North Monterey County Unified	5256	255	20.61	\$28591	\$44911	\$54906	\$4257.90	\$5714.04	79.88	9
Norwalk-LA Mirada Unified	22592	976	23.15	\$33143	\$51386	\$64264	\$4263.34	\$5818.22	80.73	12
Novato Unified	7849	372	21.10	\$30122	\$46840	\$55124	\$4234.57	\$5854.22	79.71	3
Nuestro Elementary	103	5	20.60	\$27739	\$38095	\$40909	\$4769.42	\$5503.61	79.16	0
Oak Grove Elementary	11855	589	20.13	\$31906	\$49936	\$61267	\$4055.38	\$5744.11	85.23	9
Oakdale Unified	4817	219	22	\$28956	\$46522	\$55979	\$4853.98	\$5356.42	81.97	8
Oakland Unified	54256	2755	19.69	\$29260	\$42135	\$55009	\$4274.32	\$6563.86	79.43	12
Oakley Union Elementary	4153	200	20.77	\$26998	\$48406	\$59772	\$4084.30	\$5390.42	78.59	9
Ocean View Elementary	2440	121	20.17	\$30038	\$49808	\$57993	\$4040.28	\$5912.73	84.50	11
Ocean View Elementary	9850	489	20.14	\$22160	\$50598	\$62960	\$4067.36	\$5559.87	82.41	13
Ojai Unified	4170	191	21.83	\$32592	\$49890	\$61488	\$4246.43	\$5362.89	82.89	8
Orange Unified	29927	1321	22.65	\$30532	\$40297	\$52370	\$4247.76	\$5198.34	79.77	11
Orcutt Union Elementary	4869	231	21.08	\$28811	\$46956	\$62449	\$4079.55	\$5154.40	85.67	4
Orland Joint Unified	2347	118	19.89	\$26847	\$39822	\$52297	\$4478.79	\$5233.49	84.38	5
Oro Grande Elementary	123	7	17.57	\$29195	\$46302	\$57283	\$4313.08	\$9661.08	59.57	1
Oxnard Elementary	15386	669	23	\$30330	\$50438	\$61749	\$4044.87	\$5809.93	80.51	9
Pacheco Union Elementary	859	43	19.98	\$28815	\$42792	\$50415	\$4072.23	\$5908.97	84.61	9
Pacific Grove Unified	2215	106	20.90	\$26556	\$47009	\$53942	\$4204.65	\$6103.81	83.70	17

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District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Pacific Unified	41	6	6.83	-	-	-	\$4619.22	\$16947.68	68.97	0
Pajaro Valley Joint Unified	19400	955	20.31	\$23314	\$42541	\$52894	\$4230.29	\$6055.03	80.45	5
Palm Springs Unified	19358	894	21.65	\$30491	\$50216	\$61840	\$4279.00	\$5577.48	76.99	9
Palmdale Elementary	19402	846	22.93	\$29537	\$53759	\$64890	\$4163.26	\$5451.03	79.44	8
Palo Verde Union Elementary	499	20	24.95	\$30540	\$43230	\$49515	\$4095.60	\$4917.40	73.34	0
Panoche Elementary	9	1	9	-	-	-	\$5054.61	\$13098.50	51.60	0
Parlier Unified	2990	152	19.67	\$28693	\$40524	\$50545	\$4340.14	\$5895.95	77.81	6
Peninsula Union Elementary	133	8	16.63	\$25625	\$43366	\$43366	\$4399.45	\$5872.10	80.24	0
Perris Union High	5537	210	26.37	\$30525	\$48244	\$62098	\$4948.37	\$5958.43	67.56	6
Petaluma City Schools	7700	362	21.27	\$28421	\$46213	\$55512	\$4574.30	\$5577.20	83.81	9
Piedmont City Unified	2707	155	17.46	\$29416	\$47648	\$58182	\$4396.55	\$6420.34	81.53	8
Pine Ridge Elementary	116	9	12.89	\$27231	\$43997	\$52162	\$4970.07	\$10532.97	81.60	11
Pioneer Union Elementary	586	26	22.54	\$27034	\$40299	\$50086	\$4139.92	\$6057.43	82.41	1
Pittsburg Unified	9431	438	21.53	\$30493	\$45426	\$54807	\$4275.43	\$5529.94	77.58	11
Placentia-Yorba Linda Unified	25443	1138	22.36	\$28194	\$52270	\$63675	\$4381.02	\$5367.74	81.78	10
Placer Union High	4687	215	21.80	\$28470	\$43873	\$55109	\$4902.17	\$5823.32	82.08	4
Placerville Union Elementary	1354	67	20.21	\$26568	\$41629	\$50748	\$4125.68	\$5578.40	79.44	5
Plainsburg Union Elementary	104	4	26	\$27291	\$39356	\$44492	\$4409.77	\$5686.79	77.42	0
Planada Elementary	971	49	19.82	-	-	-	\$4046.41	\$5888.30	78.96	6
Pleasant Valley Elementary	-	-	-	-	-	-	-	-	-	0
Pleasant Valley Elementary	721	36	20.03	\$26281	\$40938	\$48042	\$4200.38	\$5846.96	81.00	7
Pleasant Valley Joint Union Elem.	139	7	19.86	\$26214	\$41358	\$44754	\$4300.12	\$5064.67	74.84	0
Plumas Elementary	101	5	20.20	\$23861	\$32655	\$39730	\$4651.36	\$5244.87	59.45	7
Point Arena Joint Union High	230	13	17.69	\$26901	\$37327	\$49719	\$5656.31	\$9855.96	70.27	8
Pomona Unified	32819	1386	23.68	\$30565	\$51001	\$61868	\$4253.08	\$5172.84	82.33	7
Pond Union Elementary	146	8	18.25	\$27071	\$38810	\$38810	\$4271.95	\$5512.76	80.42	0
Porterville Unified	12229	589	20.76	\$29587	\$44690	\$57711	\$4770.75	\$5871.06	82.52	7

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Portola Valley Elementary	687	45	15.27	\$32578	\$51978	\$70711	\$4398.31	\$7586.64	82.95	9
Poway Unified	31845	1449	21.98	\$32465	\$53822	\$64567	\$4214.70	\$5357.46	83.17	8
Quartz Valley Elementary	50	4	12.50	-	-	-	\$5220.66	\$7240.16	73.48	0
Rancho Santa Fe Elementary	676	36	18.78	\$32302	\$53644	\$59412	\$4004.65	\$5667.66	78.97	0
Ravenswood City Elementary	5370	280	19.18	\$29544	\$42730	\$55000	\$4326.55	\$6549.59	61.15	10
Raymond-Knowles Union Elementary	96	5	19.20	\$23687	\$32792	\$42910	\$4636.39	\$6522.48	67.06	0
Redding Elementary	3737	170	21.98	\$27958	\$44878	\$58330	\$4102.96	\$5296.83	81.65	7
Reed Union Elementary	1059	65	16.29	\$29701	\$47958	\$57321	\$4516.55	\$6894.73	78.64	13
Rescue Union Elementary	2987	154	19.40	\$25217	\$41158	\$54879	\$4041.63	\$5062.86	83.19	10
Rialto Unified	26096	1159	22.52	\$33479	\$50986	\$66335	\$4285.84	\$5285.31	83.52	10
Richfield Elementary	187	10	18.70	\$29112	\$39236	\$53324	\$4289.40	\$4861.58	77.38	0
Richgrove Elementary	790	42	18.81	\$30338	\$43129	\$53950	\$4111.68	\$6967.07	70.45	10
Richland-Lerdo Union Elementary	2471	122	20.25	\$31181	\$45606	\$56602	\$4218.02	\$5977.04	75.38	8
Rim Of The World Unified	6126	266	23.03	\$28342	\$47657	\$58798	\$4260.05	\$5378.04	84.16	10
Rio Dell Elementary	329	19	17.32	\$24863	\$38888	\$46250	\$4129.18	\$6037.04	74.42	7
River Delta Joint Unified	2449	125	19.59	\$28502	\$40848	\$52500	\$4398.46	\$5791.36	79.78	9
Riverbank Unified	3199	147	21.76	\$29590	\$45961	\$58431	\$4883.71	\$5199.55	79.55	11
Romoland Elementary	1358	65	20.89	\$30105	\$49115	\$57036	\$4094.29	\$5389.11	75.89	13
Rosedale Union Elementary	3548	171	20.75	\$32038	\$46592	\$59258	\$4074.23	\$4663.14	84.22	15
Roseville City Elementary	5714	278	20.55	\$30032	\$51140	\$57472	\$4070.08	\$5198.66	82.51	7
Roseville Joint Union High	6515	272	23.95	\$29546	\$47399	\$57365	\$4860.14	\$5211.70	83.15	6
Round Valley Joint Elementary	112	5	22.40	\$26126	\$46377	\$53534	\$4066.28	\$5703.23	79.66	5
Round Valley Unified	438	31	14.13	\$27337	\$39022	\$52872	\$4607.37	\$11178.52	74.10	15
Sacramento City Unified	51378	2296	22.38	\$29730	\$39073	\$63177	\$4243.84	\$6006.36	79.91	15
Saddleback Valley Unified	34009	1590	21.39	\$28915	-	\$64378	\$4227.67	\$5208.62	83.06	17
Salinas Union High	11763	482	24.40	\$29940	\$45167	\$57995	\$4874.15	\$5942.18	78.77	1
San Bernardino City Unified	48907	2239	21.84	\$30685	\$49100	\$61380	\$4304.00	\$6315.02	79.11	9

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San Diego City Unified	138433	6960	19.89	\$29663	\$45074	\$60311	\$4246.10	\$6530.23	84.12	16
San Dieguito Union High	9559	407	23.49	\$27561	\$51267	\$63618	\$4845.93	\$5799.81	82.20	11
San Francisco Unified	61042	3227	18.92	\$31172	\$45769	\$56246	\$4208.11	\$6760.44	75.78	17
San Jacinto Unified	5149	230	22.39	\$30371	\$46698	\$59868	\$4313.24	\$5426.78	77.74	4
San Juan Unified	47799	2313	20.67	\$29342	\$51964	\$60769	\$4266.67	\$5837.53	82.85	16
San Leandro Unified	8023	402	19.96	\$30133	\$45745	\$63285	\$4302.22	\$5436.67	82.04	7
San Lucas Union Elementary	127	6	21.17	\$26000	\$31628	\$38521	\$4275.77	\$9578.37	51.52	1
San Luis Coastal Unified	8601	424	20.29	\$29167	\$45264	\$54130	\$4250.54	\$6065.11	82.70	8
San Marcos Unified	11786	520	22.67	\$25359	\$50717	\$63961	\$4206.78	\$5614.32	82.53	9
San Marino Unified	3087	148	20.86	\$26482	\$44373	\$59687	\$4220.53	\$5834.33	82.17	11
San Mateo Union High	8437	366	23.05	\$34745	\$54949	\$64719	\$5042.77	\$7054.92	84.09	8
San Pasqual Valley Unified	914	54	16.93	\$31689	\$44386	\$51426	\$4662.37	\$9043.92	75.25	9
Santa Ana Unified	56071	2441	22.97	\$32134	\$50900	\$66419	\$4235.13	\$5575.87	82.00	8
Santa Cruz City Schools	8935	405	22.06	\$27772	\$43720	\$56946	\$4607.55	\$5914.64	82.27	8
Santa Maria Joint Union High	5922	227	26.09	\$29213	\$52986	\$63441	\$4895.30	\$5818.15	81.28	12
Santa Paula Elementary	3835	186	20.62	\$32329	\$47872	\$53607	\$4090.00	\$5974.39	81.81	4
Santa Paula High	1555	53	29.34	\$28500	\$47187	\$57868	\$5003.36	\$5880.54	78.24	13
Santa Rita Union Elementary	2807	126	22.28	\$26768	\$46971	\$56730	\$4078.98	\$4836.68	81.79	5
Santa Ynez Valley Union High	1094	46	23.78	\$28815	\$50839	\$64604	\$4882.51	\$6770.32	78.71	0
Santee Elementary	8432	361	23.36	\$27355	\$48009	\$66749	\$4082.16	\$5687.09	82.39	8
Savanna Elementary	2409	109	22.10	-	-	-	\$4070.88	\$5517.00	77.46	8
Scotts Valley Unified	1949	94	20.73	\$28921	\$43158	\$55583	\$4185.74	\$5255.72	83.52	5
Selma Unified	5635	275	20.49	\$32427	\$42499	\$52675	\$4288.23	\$5374.23	81.40	7
Sequoia Union Elementary	321	15	21.40	-	-	-	\$4109.34	\$4842.92	82.59	2
Sequoia Union High	7298	325	22.46	\$37130	\$54140	\$68189	\$5147.94	\$7742.87	81.17	12
Shaffer Union Elementary	419	19	22.05	\$25333	\$39051	\$48004	\$4049.27	\$5007.26	76.98	6
Shasta Union High	5192	191	27.18	\$27341	\$45932	\$56630	\$4897.51	\$5537.87	77.61	4

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Shiloh Elementary	130	6	21.67	\$30608	\$39270	\$46200	\$4263.95	\$6414.33	59.38	0
Sierra Sands Unified	5956	291	20.47	\$25629	\$41565	\$57663	\$4279.11	\$5484.55	84.38	6
Sierra-Plumas Joint Unified	2968	183	16.22	\$28550	\$42702	\$49684	\$4587.41	\$4896.61	32.59	10
Silver Fork Elementary	20	-	-	-	-	-	\$5375.98	\$10639.26	66.95	0
Siskiyou Union High	997	60	16.62	\$25930	\$38610	\$51780	\$5017.87	\$7118.41	79.00	8
Snelling-Merced Falls Union Elem.	93	6	15.50	\$27115	\$39553	\$45314	\$4477.83	\$7203.64	75.55	0
Snowline Joint Unified	7053	287	24.57	\$29115	\$51873	\$62283	\$4384.79	\$5054.13	78.33	0
Solana Beach Elementary	2542	146	17.41	\$31039	\$49762	\$64526	\$4013.17	\$6866.87	79.39	4
Soledad Unified	2102	100	21.02	\$31708	\$47796	\$67099	\$4236.08	\$5854.30	79.49	8
Solvang Elementary	675	34	19.85	\$26205	\$40748	\$43748	\$4059.16	\$4733.53	82.72	3
Sonora Elementary	895	48	18.65	\$25866	\$42517	\$49430	\$4127.34	\$5626.58	85.42	19
Sonora Union High	1744	69	25.28	\$26792	\$46147	\$57304	\$4954.01	\$6648.24	78.08	2
Soquel Elementary	2458	124	19.82	\$25120	\$42955	\$57525	\$4110.83	\$5568.06	82.99	11
Soulsbyville Elementary	661	35	18.89	\$27956	\$41487	\$52000	\$4095.42	\$5551.29	83.43	2
Southern Humboldt Joint Unified	1446	79	18.30	\$25163	\$36890	\$45293	\$4622.06	\$6707.71	80.16	15
Spencer Valley Elementary	30	3	10	\$20000	\$26000	\$26000	\$5100.63	\$9294.21	81.29	0
Stanislaus Union Elementary	3129	148	21.14	\$30618	\$49542	\$59002	\$4149.95	\$5452.94	80.53	5
Stockton City Unified	36124	1759	20.54	\$32214	\$46779	\$56134	\$4294.41	\$6126.61	82.42	12
Stone Corral Elementary	143	7	20.43	-	-	-	\$4213.39	\$5866.16	77.80	0
Stony Creek Joint Unified	184	14	13.14	-	-	-	\$4596.15	\$10446.56	76.99	6
Strathmore Union High	474	22	21.55	\$28857	\$37498	\$51169	\$4924.04	\$5638.37	75.93	3
Sulphur Springs Union Elementary	5010	239	20.96	\$31945	\$49694	\$66084	\$4088.00	\$5178.23	84.90	6
Summerville Elementary	474	26	18.23	-	-	-	\$4122.26	\$5853.86	86.72	14
Summerville Union High	812	42	19.33	\$30555	\$49202	\$54649	\$4895.07	\$7171.05	83.05	4
Sunnyvale Elementary	6022	287	20.98	\$30883	\$49227	\$63831	\$4178.94	\$5870.74	81.75	10
Sunol Glen Unified	195	11	17.73	\$27474	\$43705	\$52167	\$4775.64	\$6802.13	80.06	3
Surprise Valley Joint Unified	223	15	14.87	\$29273	\$40081	\$45985	\$4592.86	\$8959.96	74.95	2

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Sylvan Union Elementary	6373	329	19.37	\$31200	\$46950	\$54957	\$4094.16	\$5116.56	83.90	13
Tehachapi Unified	5022	249	20.17	\$26387	\$46953	\$54903	\$4287.17	\$5377.54	84.41	6
Temple City Unified	5324	243	21.91	\$27683	\$50842	\$60030	\$4190.97	\$5345.50	82.64	7
Templeton Unified	2405	127	18.94	\$27848	\$44013	\$54377	\$4347.57	\$5457.05	82.36	6
Three Rivers Union Elementary	248	11	22.55	-	-	-	\$4043.73	\$4676.12	79.28	0
Torrance Unified	23433	1095	21.40	\$30880	\$52600	\$60520	\$4223.67	\$5385.20	79.20	7
Tracy Joint Unified	12176	563	21.63	\$25553	\$46270	\$61100	\$4554.75	\$5418.08	80.20	10
Tres Pinos Union Elementary	115	5	23	-	-	-	\$4412.10	\$4257.87	72.59	0
Trinidad Union Elementary	160	9	17.78	\$21445	\$40102	\$53750	\$4179.13	\$6434.52	81.65	10
Trinity Union High	528	26	20.31	\$25594	\$45090	\$57459	\$4932.17	\$7530.07	78.96	8
Turlock Joint Union High	3691	148	24.94	\$32308	\$45523	\$61512	\$4913.82	\$5696.06	80.08	5
Tustin Unified	15712	717	21.91	\$30784	\$49660	\$64128	\$4242.25	\$5647.62	78.80	10
Twin Hills Union Elementary	878	48	18.29	\$29718	\$41945	\$54200	\$4058.54	\$5553.59	84.10	0
Twin Ridges Elementary	590	36	16.39	\$26966	\$41794	\$50308	\$5627.21	\$8221.05	70.29	0
Two Rock Union Elementary	189	12	15.75	\$29808	\$39708	\$51408	\$3899.39	\$7408.06	78.09	4
Ukiah Unified	6920	343	20.17	\$28738	\$42314	\$56980	\$4303.03	\$6105.75	85.28	10
Union Hill Elementary	706	38	18.58	-	-	-	\$4071.95	\$5053.26	83.92	1
Union Joint Elementary	24	2	12	-	-	-	\$5337.20	\$8258.32	65.67	0
Upland Unified	12630	545	23.17	\$28116	\$50356	\$61885	\$4274.92	\$5102.00	80.42	14
Upper Lake Union Elementary	590	34	17.35	\$29732	\$42608	\$48837	\$4164.13	\$6308.92	80.78	13
Vacaville Unified	14846	753	19.72	\$27903	\$44506	\$58310	\$4228.34	\$5218.71	85.67	10
Val Verde Unified	9379	401	23.39	\$31697	\$49940	\$59995	\$4686.18	\$5112.50	79.31	8
Valle Lindo Elementary	1235	53	23.30	\$30170	\$49790	\$58890	\$4164.29	\$5108.23	76.79	9
Vallejo City Unified	20271	889	22.80	\$29170	\$43158	\$55935	\$4262.83	\$5868.87	81.04	11
Valley Center Union Elementary	2799	145	19.30	\$27876	\$52408	\$59493	\$4109.28	\$6042.46	81.61	6
Vineland Elementary	888	43	20.65	\$29784	\$43356	\$53024	\$4093.56	\$5516.50	73.25	4
Visalia Unified	24273	1129	21.50	\$31375	\$45761	\$58108	\$4254.93	\$5423.63	84.90	13

TS-1 = First Col., First Step Teacher Salary TS-2 = Col. BA+60 Step 10 Teacher Salary Authority TS-3 = Maximum Teacher Salary

Revenue per ADA = 1998-99 Revenue Limit Per ADA Expend per ADA = Total Operating Expenditures Per ADA

% Total Expense = All Salaries and Benefits as % of Total Expense

District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Walnut Creek Elementary	3280	158	20.76	\$30255	\$44900	\$54681	\$4058.78	\$5102.25	80.89	10
Warner Unified	327	23	14.22	-	-	-	\$4659.18	\$9001.65	74.68	0
Wasco Union Elementary	2538	131	19.37	\$29843	\$44945	\$55231	\$4157.69	\$5562.67	82.95	6
Washington Colony Elementary	443	24	18.46	-	-	-	\$4133.14	\$5302.70	80.07	1
Washington Unified	5988	306	19.57	\$30028	\$42602	\$55090	\$4308.30	\$5585.01	83.53	18
Washington Union High	1289	61	21.13	\$28748	\$40242	\$48389	\$4973.52	\$6416.36	76.63	4
Waugh Elementary	734	36	20.39	\$28415	\$43563	\$52107	\$4208.82	\$5075.57	80.42	6
Waukena Joint Union Elementary	217	11	19.73	\$26490	\$34890	\$41352	\$4068.06	\$5036.78	81.84	0
West Contra Costa Unified	33898	1699	19.95	\$27423	\$40204	\$52795	\$4283.20	\$6042.46	80.29	11
West Fresno Elementary	987	47	21	\$29270	\$47500	\$52118	\$4236.71	\$6226.06	77.12	6
West Side Union Elementary	150	8	18.75	-	-	-	\$4329.33	\$5469.49	80.47	8
Western Placer Unified	5667	219	25.88	\$25513	\$45147	\$55752	\$4260.69	\$4341.22	71.03	16
Westmorland Union Elementary	440	24	18.33	\$29864	\$44384	\$51603	\$4087.50	\$6390.38	78.39	5
Westside Union Elementary	6312	309	20.43	\$28153	\$51240	\$61727	\$4086.66	\$4917.41	84.98	8
Westwood Unified	541	30	18.03	\$27809	\$41443	\$50857	\$4602.44	\$6287.78	83.85	10
Wheatland Elementary	1778	93	19.12	\$27154	\$49203	\$58030	\$4035.04	\$6264.91	85.19	6
Whisman Elementary	1678	88	19.07	\$30402	\$48912	\$60777	\$4042.15	\$6565.34	80.49	16
Whitmore Union Elementary	26	3	8.67	\$19961	\$38581	\$38581	\$5161.72	\$10507.38	66.74	0
William S. Hart Union High	15068	627	24.03	\$31797	\$49424	\$62716	\$4853.91	\$5558.59	80.73	12
Willits Unified	2567	136	18.88	\$24787	\$38448	\$52406	\$4356.62	\$6551.49	80.19	13
Willow Grove Union Elementary	40	2	20	-	-	-	\$5061.73	\$5939.59	61.08	0
Winters Joint Unified	2030	106	19.15	\$29936	\$39705	\$56527	\$4330.11	\$5635.75	78.34	11
Winton Elementary	1657	90	18.41	\$29170	\$42833	\$60212	\$4078.47	\$5828.78	81.35	11
Wisburn Elementary	1712	81	21.14	\$30368	\$54663	\$61927	\$4322.84	\$5544.64	86.71	9
Woodlake Union Elementary	1588	85	18.68	\$31665	\$46225	\$57754	\$4110.21	\$6285.46	82.20	10
Woodlake Union High	729	31	23.52	\$31326	\$43856	\$56295	\$4923.51	\$6751.92	65.19	4
Woodland Joint Unified	9683	470	20.60	\$27796	\$41284	\$51201	\$4226.40	\$5397.56	78.73	11

TS-1 = First Col., First Step Teacher Salary TS-2 = Col. BA+60 Step 10 Teacher Salary Authority TS-3 = Maximum Teacher Salary

Revenue per ADA = 1998-99 Revenue Limit Per ADA Expend per ADA = Total Operating Expenditures Per ADA

% Total Expense= All Salaries and Benefits as % of Total Expense

District	1998 Enrollment	# of Teachers	# of Pupils	TS-1	TS-2	TS-3	Revenue per ADA	Expend per ADA	% Total Expense	Contract Score
Wright Elementary	1252	65	19.26	\$29176	\$45152	\$55654	\$4099.47	\$5512.65	79.92	17
Yreka Union High	1009	45	22.42	\$25517	\$42027	\$48929	\$5031.11	\$6040.64	73.67	6
Yuba City Unified	10975	507	21.65	\$30454	\$45102	\$57233	\$4266.76	\$5551.04	82.06	10

TS-1 = First Col., First Step Teacher Salary    TS-2 = Col. BA+60 Step 10 Teacher Salary Authority    TS-3 = Maximum Teacher Salary

Revenue per ADA = 1998-99 Revenue Limit Per ADA    Expend per ADA = Total Operating Expenditures Per ADA

% Total Expense= All Salaries and Benefits as % of Total Expense

## APPENDIX D

**table d**

## UNION REPRESENTATION, HUDSON RIGHTS NOTIFICATION, AND REQUIRED AGENCY FEE

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
ABC Unified	LA County	CFT	–	no, but the same as dues go to charity
Acalanes Union High	Bay Area	CTA	–	required
Adelanto Elementary	Southern	CTA	–	required
Albany Unified	Bay Area	CTA	–	required
Alexander Valley Union Elementary	Northern	CTA	–	–
Alhambra City Elementary	LA County	CTA	–	required
Alhambra City High	LA County	CTA	–	required
Alta-Dutch Flat Union Elementary	Northern	CTA	–	–
Amador County Unified	Central	CTA	–	–
Anaheim Union High	Southern	CTA	–	required
Anderson Union High	Northern	CTA	–	required
Antelope Valley Union High	LA County	CFT	–	required
Apple Valley Unified	Southern	CTA	–	required
Arcadia Unified	LA County	CTA	–	–
Arcata Elementary	Northern	CTA	–	required
Aromas/San Juan Unified	Central	CTA	–	required
Atwater Elementary	Central	CTA	–	required
Azusa Unified	LA County	CTA	–	required
Bakersfield City Elementary	Central	CTA	–	required
Baldwin Park Unified	LA County	CTA	–	required
Ballard Elementary	Northern	None	–	–
Ballico-Cressey Elementary	Central	CTA	–	–
Barstow Unified	Southern	CTA	–	–
Bassett Unified	LA County	CTA	–	required
Bear Valley Unified	Southern	CTA	–	–

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Beaumont Unified	Southern	CTA	–	–
Belleview Elementary	Northern	none	–	–
Belmont-Redwood Shores Elementary	Bay Area	CTA	–	required
Belridge Elementary	Central	CTA	–	–
Berkeley Unified	Bay Area	CFT	–	required
Beverly Hills Unified	LA County	CTA	–	required
Big Creek Elementary	Northern	none	–	–
Big Lagoon Union Elementary	Northern	CTA	–	–
Big Pine Unified	Central	CTA	–	required
Bishop Joint Union High	Central	CTA	–	–
Bishop Union Elementary	Central	–	–	–
Bitterwater-Tully Union Elementary	Northern	no contract	–	–
Black Butte Union Elementary	Northern	CTA	–	–
Blake Elementary	Northern	none	–	–
Blue Lake Union Elementary	Independent	independent	–	–
Bogus Elementary	Northern	none	–	–
Bonita Unified	LA County	CTA	–	required
Bonny Doon Union Elementary	Coastal	CTA	–	–
Bonsall Union Elementary	Southern	CTA	–	required
Brawley Elementary	Southern	CTA	–	required
Bret Harte Union High	Central	CTA	–	required
Buellton Union Elementary	Coastal	CTA	–	–
Buena Vista Elementary	Northern	no contract	–	–
Burbank Unified	LA County	CTA	–	required
Burlingame Elementary	Bay Area	CTA	–	–
Burnt Ranch Elementary	Northern	no contract	–	–
Burrel Union Elementary	Northern	no contract	–	–
Butteville Union Elementary	Northern	CTA	–	required
Cabrillo Unified	Bay Area	CTA	–	–

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Cajon Valley Union Elementary	Southern	CTA	–	–
Calexico Unified	Southern	CTA	–	required
Calistoga Joint Unified	Northern	CTA	–	required
Camino Union Elementary	Northern	CTA	–	required
Campbell Union High	Bay Area	CTA	–	required
Capay Joint Union Elementary	Northern	no contract	–	–
Cardiff Elementary	Southern	CTA	–	–
Carlsbad Unified	Southern	CTA	–	required
Carmel Unified	Coastal	CTA	–	required
Carpinteria Unified	Coastal	CFT	–	required
Casmalia Elementary	Coastal	no contract	–	–
Castle Rock Union Elementary	Northern	no contract	–	–
Center Unified	Central	CTA	–	required
Centinela Valley Union High	LA County	CTA	–	required
Central S.D.	Southern		–	required
Central Unified	Central	CTA	–	required
Centralia Elementary	Southern	CTA	–	required
Charter Oak Unified	LA County	CTA	–	required
Chino Valley Unified	Southern	CTA	–	required
Chula Vista Elementary	Southern	CTA	–	required
Clear Creek Elementary	Northern	no contract	–	–
Cloverdale Unified	Northern	CFT	–	required
Clovis Unified	none	no contract	–	–
Coast Unified	Coastal	CTA	–	–
Coffee Creek Elementary	Northern	no contract	–	–
Colton Joint Unified	Southern	CTA	–	required
Columbia Elementary	Northern	CTA	–	required
Compton Unified	LA County	CFT	–	required
Corcoran Joint Unified	Central	CTA	–	–



District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Corning Union Elementary	Northern	CTA	yes	required
Corning Union High	Northern	CTA	–	–
Coronado Unified	Southern	CTA	–	–
Covina-Valley Unified	LA County	CTA	–	–
Cutler-Orosi Unified	Central	CTA	–	required
Cutten Elementary	Northern	no contract	–	–
Cuyama Joint Unified	Northern	none	–	required
Cypress Elementary	Southern	CTA	–	–
Del Norte County Unified	Northern	CTA	–	required
Delhi Unified	Central	CTA	–	required
Denair Unified	Central	CTA	–	required
Di Giorgio Elementary	Central	no contract	–	–
Dinuba Unified (Unified 1998)	Central	CTA	–	required
Dixie Elementary	Bay Area	CTA	–	–
Dixon Unified	Central	CTA	–	required
Dos Palos Oro-Loma Joint Unified	Central	CTA	–	–
Dry Creek Joint Elementary	Northern	CTA	–	–
Ducor Union Elementary	Central	CTA	–	–
East Whittier City Elementary	LA County	CTA	–	required
Eastern Sierra Unified	Central	CTA	–	–
Edison Elementary	Central	CTA	–	required
El Centro Elementary	Southern	CTA	–	required
El Nido Elementary	Northern	no contract	–	–
El Tejon Unified	Central	CTA	–	–
Elk Hills Elementary	Northern	no contract	–	–
Elverta Joint Elementary	Central	CTA	–	–
Emigrant Gap Elementary	Northern	no contract	–	–
Etna Union High	Northern	CTA	–	–
Eureka Union Elementary	Northern	CTA	–	–

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Evergreen Union Elementary	Northern	CFT	–	–
Exeter Union High	Coastal	CTA	–	required
Fallbrook Union High	Southern	CTA	–	required
Farmersville Unified	Central	CTA	–	required
Feather Falls Union Elementary	Northern	no contract	–	–
Fieldbrook Elementary	Northern	CTA	–	–
Fillmore Unified	Coastal	CTA	–	required
Flornoy Union Elementary	Northern	no contract	–	–
Folsom Cordova Unified	Central	CTA	–	required
Foresthill Union Elementary	Northern	CTA	–	–
Forks of Salmon Elementary	Northern	no contract	–	–
Fort Jones Union Elementary	Northern	CTA	–	–
Fort Sage Unified	Northern	CFT	–	required
Fortuna Union Elementary	Northern	CTA	–	required
Fortuna Union High	Northern	CTA	–	required
Fowler Unified	Central	CTA	–	–
Franklin-McKinley Elementary	Bay Area	CTA	–	required
Fremont Unified	Bay Area	CTA	–	required
Fresno Unified	Ten Largest	CTA	–	required
Fruitvale Elementary	Central	CTA	–	–
Galt Joint Union High	Central	CFT	–	–
Garfield Elementary	Northern	no contract	–	–
Garvey Elementary	LA County	CTA	–	required
Gateway Unified	Northern	CTA	–	required
General Shafter Elementary	Central	no contract	–	–
Geyserville Unified	Northern	CTA	–	required
Gilroy Unified	Bay Area	CTA	–	required
Glendale Unified	LA County	CTA	–	–
Glendora Unified	LA County	CTA	–	required

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Gold Trail Union	Northern	CFT	–	–
Gonzales Unified	Northern	none	–	required
Gorman Elementary	Northern	no contract	–	–
Grant Elementary	Northern	CTA	–	–
Grant Joint Union High	Central	CTA	–	required
Graves Elementary	Northern	no contract	–	–
Greenfield Union Elementary	Coastal	CTA	–	–
Grenada Elementary	Northern	CTA	–	–
Guerneville Elementary	Northern	CTA	–	required
Hacienda LA Puente Unified	LA County	CTA	–	required
Hanford Joint Union High	Central	CTA	–	required
Happy Camp Union Elementary	Northern	CTA	–	required
Harmony Union Elementary	Northern	CTA	–	–
Healdsburg Unified	Northern	CTA	–	required
Heber Elementary	Southern	CTA	–	–
Helendale	Northern	none	–	–
Hemet Unified	Southern	CTA	–	required
Hermosa Beach City Elementary	LA County	CTA	–	required
Hickman Elementary	Central	CTA	–	–
Holt Union Elementary	Northern	no contract	–	–
Hope Elementary	Coastal	CTA	–	–
Horicon Elementary	Northern	CFT	–	required
Hot Springs Elementary	Northern	no contract	–	–
Hughson Unified	Central	CTA	–	–
Huntington Beach Union High	Southern	CTA	yes	required
Imperial Unified	Southern	CTA	yes	required
Irvine Unified	Southern	CTA	will comply with PERB	required
Island Union Elementary	Northern	no contract	–	–
Janesville Union Elementary	Northern	CTA	–	required

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Jefferson Elementary	Northern	none	–	–
Jefferson Elementary	Bay Area	CFT	–	–
Jefferson Union High	Bay Area	CFT	–	required
Johnstonville Elementary	Northern	CTA	–	–
Julian Union High	Southern	CTA	–	required
Junction City Elementary	Northern	no contract	–	–
Junction Elementary	Northern	CTA	–	required
Jurupa Unified	Southern	CTA	–	required
Kashia Elementary	Northern	no contract	–	–
Kelseyville Unified	Northern	CTA	–	–
Kentfield Elementary	Bay Area	CTA	–	–
Kenwood Elementary	Northern	CTA	–	–
Kern High	Central	CTA	–	required
King City Joint Union High	Coastal	CTA	–	required
King City Union Elementary	Coastal	CTA	–	required
Kings River Union Elementary	Northern	no contract	–	–
Kings River-Hardwick Union Elementary	Central	CTA	–	–
Kingsburg Joint Union Elementary	Northern	no contract	–	–
Kingsburg Elementary Community Charter	Northern	no contract	–	–
Kingsburg Joint Union High	Coastal	CTA	–	–
Kirkwood Elementary	Northern	no contract	–	–
Kit Carson Union Elementary	Central	CTA	–	–
Klamath River Union Elementary	Northern	no contract	–	–
Klamath-Trinity Joint Unified	Northern	CTA	–	required
La Canada Unified	LA County	CTA	–	–
Lafayette Elementary	Bay Area	CTA	–	–
Laguna Joint Elementary	Northern	no contract	–	–
Lake Elementary	Northern	no contract	–	–
Lake Elsinore Unified	Southern	CTA	–	required

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Lake Tahoe Unified	Northern	CTA	–	required
Lakeport Unified	Northern	CTA	–	–
Lakeside Union Elementary	Southern	CTA	–	–
Lakeside Union Elementary	Central	CTA	–	–
Lammersville Elementary	Central	CTA	–	–
Lancaster Elementary	LA County	CTA	–	required
Las Lomas Elementary	Bay Area	CTA	–	required
Lassen Union High	Northern	CTA	–	required
Laytonville Unified	Northern	CTA	–	required
Le Grand Union Elementary	Northern	no contract	–	–
Lemon Grove Elementary	Southern	CTA	–	–
Lemoore Union Elementary	Central	CTA	–	required
Lemoore Union High	Central	CFT	–	–
Lewiston Elementary	Northern	CTA	–	–
Liberty Elementary	Northern	no contract	–	–
Liberty Union High	Bay Area	CTA	–	required
Lincoln Elementary	Northern	no contract	–	–
Lincoln Unified	Central	CTA	–	–
Lindsay Unified	Central	CTA	–	required
Little Lake City Elementary	LA County	CTA	–	required
Live Oak Elementary	Coastal	CTA	–	required
Live Oak Unified	Northern	CTA	–	required
Livermore Valley Joint Unified	Bay Area	CTA	–	required
Loma Prieta Joint Union Elementary	Bay Area	CTA	–	–
Lompoc Unified	Coastal	CFT	–	required
Long Beach Unified	Ten Largest	CTA	yes	required
Loomis Union Elementary	Northern	CTA	–	–
Los Alamitos Unified	Southern	CTA	–	required
Los Angeles Unified	Ten Largest	UTLA	yes	required

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Los Olivos Elementary	Northern	no contract	–	–
Lost Hills Union Elementary	Central	CTA	–	–
Lucerne Valley Unified	Southern	CTA	–	–
Magnolia Union Elementary	Northern	none	–	required
Mammoth Unified	Central	CTA	–	–
Manteca Unified	Central	CTA	–	required
Mariposa County Unified	Central	CTA	–	–
Mattole Unified	Northern	CTA	–	–
McCabe Union Elementary	Southern	CTA	–	–
McKinleyville Union Elementary	Northern	CTA	–	–
McSwain Union Elementary	Central	CTA	–	–
Meadows Union Elementary	Independent Dsts	independent	–	–
Mendota Unified	Central	CTA	–	required
Menifee Union Elementary	Southern	CTA	–	–
Merced City Elementary	Central	CTA	–	required
Meridian Elementary	Northern	no contract	–	–
Millville Elementary	Northern	CTA	–	–
Modesto City Unified	Central	CTA	–	required
Mojave Unified	Central	CTA	–	required
Monroe Elementary	Central	independent	–	required
Monrovia Unified	LA County	CTA	–	required
Montague Elementary	Northern	CTA	–	–
Monte Rio Union Elementary	Northern	CTA	–	required
Montebello Elementary	Northern	no contract	–	–
Montebello Unified	LA County	CTA	–	required
Moraga Elementary	Bay Area	CTA	–	–
Moreland Elementary	Bay Area	CTA	–	required
Moreno Valley Unified	Southern	CTA	–	required
Morgan Hill Unified	Bay Area	CFT	–	required

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Mother Lode Union Elementary	Northern	CTA	–	required
Mountain Empire Unified	Southern	CTA	–	required
Mountain Valley Unified	Northern	CTA	–	–
Mountain View Elementary	Bay Area	CTA	–	–
Mt. Baldy Joint Elementary	Southern	no contract	–	–
Mt. Diablo Unified School	Bay Area	CTA	–	required
Mulberry Elementary	Northern	no contract	–	–
Mupu Elementary	Northern	no contract	–	–
Muroc Joint Unified	Central	CTA	–	required
Murrieta Valley Unified	Southern	CTA	–	required
Napa Valley Unified	Northern	CTA	partial/union procedures	required
Needles Unified	Southern	CTA	–	required
New Haven Unified	Bay Area	CTA	–	required
New Jerusalem Elementary	Central	CTA	–	–
Newhall Elementary	LA County	CTA	will comply with PERB	required
Newport-Mesa Unified	Southern	CFT	–	required
Nicasio Elementary	Northern	no contract	–	–
North County Joint Union Elementary	Central	CTA	–	–
North Monterey County Unified	Coastal	CFT	–	required
Norwalk-LA Mirada Unified	LA County	CTA	–	required
Novato Unified	Bay Area	CFT	–	–
Nuestro Elementary	Northern	no contract	–	–
Oak Grove Elementary	Bay Area	CTA	–	required
Oakdale Joint Unified	Central	CTA	–	required
Oakland Unified	Ten Largest	CTA	–	required
Oakley Union Elementary	Bay Area	CTA	–	required
Ocean View Elementary	Southern	CTA	–	required
Ocean View Elementary	Coastal	CTA	–	required
Ojai Unified	Coastal	CFT	–	–

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Orange Unified	Southern	CTA	–	required
Orcutt Union Elementary	Coastal	CTA	–	required
Orland Joint Union Unified	Northern	none	–	–
Oro Grande Elementary	Northern	none	–	–
Oxnard Elementary	Coastal	CTA	–	required
Pacheco Union Elementary	Northern	CTA	–	–
Pacific Grove Unified	Coastal	CTA	–	required
Pacific Unified	Northern	none	–	–
Pajaro Valley Unified	Coastal	CFT	–	–
Palm Springs Unified	Southern	CTA	–	required
Palmdale Elementary	LA County	CTA	–	required
Palo Verde Union Elementary	Central	no contract	–	–
Panoche Elementary	Central	no contract	–	–
Parlier Unified	Central	CTA	–	required
Peninsula Union Elementary	Northern	no contract	–	–
Perris Union High	Southern	CTA	–	required
Petaluma City Elementary/Joint Union High	Northern	CFT	–	required
Piedmont City Unified	Bay Area	CTA	–	–
Pine Ridge Elementary	Central	CTA	–	–
Pioneer Union	Northern	CTA	–	–
Pittsburg Unified	Bay Area	CTA	–	required
Placentia-Yorba Linda Unified	Southern	CTA	yes	required
Placer Union High	Northern	CFT	–	required
Placerville Union Elementary	Northern	CTA	–	required
Plainsburg Union Elementary	Central	no contract	–	–
Planada Elementary	Central	CTA	–	required
Pleasant Valley Elementary	Northern	CTA	–	–
Pleasant Valley Joint Union Elementary	Northern	no contract	–	–
Plumas Elementary	Northern	no contract	–	–



District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Plumas Unified	Northern	CTA	–	required
Point Arena Joint Union High	Northern	CTA	–	required
Pomona Unified	LA County	CTA	yes*	required
Pond Union Elementary	Northern	none	–	–
Porterville Elementary	–	–	–	–
Portola Valley Elementary	Bay Area	CTA	–	–
Poway Unified	Southern	CFT	–	–
Quartz Valley Elementary	Northern	no contract	–	–
Rancho Santa Fe Elementary	Southern	no contract	–	–
Ravenswood City Elementary	Bay Area	CTA	–	required
Raymond-Knowles Union Elementary	Northern	no contract	–	–
Redding Elementary	Northern	CTA	yes*	required
Reed Union Elementary	Bay Area	CTA	–	required
Rescue Union Elementary	Northern	CFT	–	–
Rialto Unified	Southern	CTA	–	required
Richfield Elementary	Northern	no contract	–	–
Richgrove Elementary	Central	no contract	–	–
Richland-Lerdo Elementary	Central	CTA	–	–
Rim Of The World Unified	Southern	CTA	–	required
Rio Dell Elementary	Northern	CTA	–	–
River Delta Unified	Central	CTA	–	–
Riverbank Unified	Central	CTA	–	required
Romoland Elementary	Southern	CTA	–	required
Rosedale Union Elementary	Central	CTA	–	–
Roseville City Elementary	Northern	CTA	–	–
Roseville Joint Union High	Northern	CTA	–	–
Round Valley Joint Elementary	Northern	none	–	–
Round Valley Unified	Northern	CTA	–	–
Sacramento City Unified	Ten Largest	CTA	–	required

\* Teachers pay only direct benefit costs, and have the right to object to the amount and to an independent review

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Saddleback Valley Unified	Southern	CTA	–	required
Salinas Union High	Coastal	CFT	–	required
San Bernardino City Unified	Ten Largest	CTA	–	required
San Diego Unified	Ten Largest	CTA	–	required
San Dieguito Union High	Southern	CTA	–	required
San Francisco Unified	Ten Largest	UTSF	–	required
San Jacinto Unified	Southern	CTA	–	–
San Juan Unified	Ten Largest	CTA	–	required
San Leandro Unified	Bay Area	CTA	–	required
San Lucas Union Elementary	Coastal	CTA	–	required
San Luis Coastal Unified	Coastal	CTA	–	required
San Marcos Unified	Southern	CTA	yes*	required
San Marino Unified	LA County	CTA	-	–
San Mateo Union High	Bay Area	CTA	–	required
San Pasqual Valley Unified	Southern	CTA	–	–
Santa Ana Unified	Ten Largest	CTA	–	–
Santa Clara Elementary	Northern	no contract	–	–
Santa Cruz City Elementary/High	Coastal	CFT	–	required
Santa Maria Joint Union High	Coastal	CTA	–	required
Santa Paula Elementary	Coastal	CFT	–	–
Santa Paula Union High	Coastal	CFT	–	required
Santa Rita Union Elementary	Coastal	CTA	–	required
Santa Ynez Valley Union High	Coastal	no contract	–	–
Santee Elementary	Southern	CTA	–	required
Savanna Elementary	Southern	CTA	–	required
Scotts Valley Unified	Coastal	CTA	–	required
Selma Unified	Central	CTA	–	required
Sequoia Union Elementary	Independent	independent	–	–
Sequoia Union High	Bay Area	CTA	mentioned	required

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District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Shaffer Union	Northern	CFT	–	–
Shasta Union High	Northern	CTA	–	required
Shiloh Elementary	Northern	no contract	–	–
Sierra Plumas Joint Unified	Central	CTA	–	–
Sierra Sands Unified	Central	CTA	–	required
Silver Fork Elementary	Northern	no contract	–	–
Siskiyou Union High	Northern	CTA	–	–
Snelling-Merced Falls Union Elementary	Central	no contract	–	–
Snowline Joint Unified	Northern	no contract	–	–
Solana Beach Elementary	Southern	CTA	–	required
Soledad Unified	Coastal	CTA	–	required
Solvang Elementary	Coastal	CFT	–	–
Sonora	Central	CFT	–	required
Sonora Union High	Central	CFT	–	required
Soquel Union Elementary	Coastal	CTA	–	required
Soulsbyville Elementary	Central	none	–	–
Southern Humboldt Joint Unified	Northern	CTA	–	–
Spencer Valley Elementary	Northern	no contract	–	–
Stanislaus Union Elementary	Central	CTA	–	–
Stockton Unified	–	CTA	deferred to PERB	required
Stone Corral Elementary	Central	no contract	–	–
Stony Creek Joint Unified	Northern	CFT	–	required
Strathmore Union High	Coastal	CTA	–	–
Sulphur Springs	LA County	CTA	–	required
Summerville Elementary	Central	CFT	–	required
Summerville Union High	Central	CFT	–	required
Sunnyvale Elementary	Bay Area	CTA	–	required
Sunol Glen Unified	Bay Area	CFT	–	–
Surprise Valley Joint Unified	Northern	Teamsters	–	required

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Sylvan Union Elementary	Central	CTA	–	no, but the same as dues go to charity
Tehachapi Unified	Central	CTA	–	required
Temple City Unified	LA County	CTA	–	required
Templeton Unified	Coastal	CTA	–	required
Three Rivers Union Elementary	Northern	no contract	–	–
Torrance Unified	LA County	CTA	–	required
Tracy Joint Unified	Central	CTA	–	required
Tres Pinos Union Elementary	Northern	no contract	–	–
Trinidad Union Elementary	Northern	CTA	–	–
Trinity Union High	Northern	CTA	–	–
Turlock Joint Union High	Central	CFT	–	–
Tustin Unified	Southern	CTA	–	required
Twin Hills Union Elementary	Northern	no contract	–	–
Twin Ridges Elementary	Northern	no contract	–	–
Two Rock Union Elementary	Northern	CTA	–	–
Ukiah Unified	Northern	CTA	–	required
Union Hill Elementary	Northern	CTA	–	–
Union Joint Elementary	Northern	no contract	–	–
Upland Unified	Southern	CTA	–	required
Upper Lake Union Elementary	Northern	CTA	–	–
Vacaville Unified	Central	CTA	–	required
Val Verde Unified	Southern	CTA	–	required
Valle Lindo Elementary	LA County	CTA	–	–
Vallejo City Unified	Central	CTA	–	required
Valley Center Union Elementary	Southern	CTA	–	required
Vineland Elementary	Central	CTA	–	–
Visalia Unified	Central	CTA	–	required
Walnut Creek Elementary	Bay Area	CTA	–	required
Warner Unified	Southern	no contract	–	–

District Name	Region	Union	Hudson Rights Notification	Required Agency Fee
Wasco Union Elementary	Central	CTA	–	–
Washington Colony Elementary	Central	CTA	–	–
Washington Unified	Northern	CTA	–	required
Washington Union High	Central	CTA	–	–
Waugh Elementary	Northern	CTA	–	–
Waukena Joint Union Elementary	Central	no contract	–	–
West Contra Costa Unified	Bay Area	CTA	–	required
West Fresno Elementary	Central	CTA	–	required
West Side Union Elementary	Northern	CTA	–	required
Western Placer Unified	Northern	CTA	–	–
Westmorland Union Elementary	Southern	CTA	–	–
Westside Union Elementary	LA County	CTA	–	required
Westwood Unified	Northern	CTA	–	required
Wheatland Elementary	Northern	CTA	–	required
Whisman Elementary	Bay Area	CTA	–	required
Whitmore Union Elementary	Northern	no contract	–	–
William S. Hart Union High	LA County	CTA	yes*	required
Willits Unified	Northern	CTA	–	required
Willow Grove Union Elementary	Central	no contract	–	–
Winters Joint Unified	Northern	CTA	–	required
Winton Elementary	Central	CTA	–	required
Wiseburn Elementary	LA County	CTA	–	–
Woodlake Union	Coastal	CTA	–	required
Woodlake Union High	Coastal	CTA	–	required
Woodland Joint Unified	Northern	CTA	–	required
Wright Elementary School District	Northern	CTA	–	required
Yreka Union High	Northern	CTA	–	required
Yuba City Unified	Northern	CTA	–	required

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## ABOUT THE AUTHORS

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## ABOUT PRI

For more than two decades, the Pacific Research Institute for Public Policy (PRI) has championed individual liberty through free markets. PRI is a non-profit, non-partisan organization dedicated to promoting the principles of individual freedom and personal responsibility. The Institute believes these principles are best encouraged through policies that emphasize a free economy, private initiative, and limited government. By focusing on public policy issues such as education, technology, the environment, health care, economics, and social welfare, the Institute strives to foster a better understanding of the principles of a free society among leaders in government, academia, the media, and the business community.

### CENTER FOR SCHOOL REFORM (CSR)

The Center for School Reform works to restore to all parents the basic right to choose the best educational opportunities for their children. Through research and grassroots outreach, the CSR advances parental choice in education, high academic standards, charter schools, teacher quality, and school finance reform.

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The Center for Entrepreneurship examines how the entrepreneurial spirit, the engine of economic growth and opportunity, is stifled by onerous taxes, regulations, and health-care policies. The CFE recommends comprehensive public-policy reforms that would maintain a robust economy, ensure consumer choice, and spur creativity and innovation.

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The Center for Environmental Studies reveals the dramatic and long-term trend towards a cleaner, healthier environment. It also examines and promotes the essential ingredients for abundant resources and environmental quality – property rights, markets, local action, and private initiative.

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