

Facilities Management

FACILITIES MANAGEMENT

Summary of Principal Findings and Recommendations

In 2000, voters in the Oakland Unified School District area passed Measure A, which provided the district with \$303 million in bond funds to modernize, renovate, and build new facilities. In addition to these funds, the district has also leveraged state construction funds. The funding has allowed the district to make major improvements to many of its facilities.

However, the district lacks a long-range facility plan and is unable to demonstrate that improvements made meet the district's highest priority needs. There also is no process for gathering input from the community and other stakeholders to ensure broad-based participation in the decision-making process. The district is therefore subject to the undue influence of individual board members in determining priorities for how its bond funds are used to improve the district's facilities. The district should clearly identify its standards and facilities needs priorities and implement an accountability process based on strong community involvement.

In spite of some facilities improvements, the overall quality and condition of many of the district's facilities and surrounding grounds is poor. Of notable concern are unsafe conditions such as missing fire hoses, inoperable fire alarms, and missing light fixtures in outside areas. Although there has been some improvement in the standards in this area, ratings on facilities standards generally remained unchanged and in a few cases, they declined.

Since the initial FCMAT review in January 2000, the district has assembled a dedicated team to coordinate activities in the facility division. This includes an Assistant Superintendent who has experience working with urban schools and directors of buildings and grounds, facilities, and custodial services that are knowledgeable and committed to improving the conditions of the district's facilities.

Based on interviews with the district and school site staff, review of existing documentation, and site visits to a representative sample of district school sites, the study team has identified the following as major areas in need of improvement:

- **Standards for Facilities** - The district has some standards documented for its custodial services, but similar standards are not available in the areas of maintenance and buildings and grounds. The absence of standards makes it impossible for the district to demonstrate accountability in buildings and grounds maintenance.
- **Plans, Policies, and Procedures** - The district has limited documentation to re-enforce its current activities and guide its improvement. The district is updating its facility master plan, which is an important first step. It should also update or create an educational design specifications document, deferred maintenance plan, preventative maintenance plan, and graffiti abatement plan.
- **Aggressive Focus on Preventing Graffiti and Vandalism** - The district's facilities are constantly defaced by graffiti and vandalism. This undermines the progress the district is making with its modernization and new building projects. Each year, the district must apply a significant portion of its limited facilities budget to replacement

and repair resulting from graffiti and vandalism. The district lacks a plan for prevention of graffiti, and it does not have adequate monitoring to deter incidents. The district should immediately develop a plan for graffiti prevention and abatement that specifies strategies for community engagement, monitoring, design specification updates to prevent incidents, training, and responses to incidents.

- **Preventative Maintenance and Deferred Maintenance Strategies** - The district practices a highly reactive approach to addressing its maintenance needs. In most areas, there is no systematic strategy or plan for preventative maintenance. This has directly contributed to the district's deferred maintenance needs. The district should develop a process for assessing the conditions of its sites on a routine basis (at least quarterly) to identify unsafe conditions and to perform preventative maintenance.
- **Staff Training** - The district has offered some training sessions to the staff related to the safe handling and usage of chemicals and equipment, but the training has not been systematic or comprehensive. The district should develop a training curriculum and plan that involves the participation of all custodial and buildings and grounds staff members.
- **Appearance of School Sites** - While the district has made significant improvements in the overall condition of its buildings, it has neglected to make improvements to the grounds surrounding its school sites. As a result, the grounds are unsightly. It is not uncommon to find the surrounding areas covered with weeds, weathered and cracked asphalt, empty planter boxes, and other debris. The overall appearance of the sites contributes to the district's challenges with graffiti and makes it difficult to create a productive learning environment.

Addressing improvements in facilities will be a multiyear effort. While the district must work on many areas to realize improvements, some areas are higher priorities than others. The above list of issues should be considered important priorities for the district.

1.2 School Safety – Appropriate Security Devices in Buildings

Professional Standard

The district includes the appropriate security devices in the design of new buildings as well as in modernized buildings. [EC 32020, 32211, 35294-35294.9, 39670-39675]

Progress on Implementing the Recommendations of the Recovery Plan

1. The district has taken steps to ensure that contractors account for alarm functioning, however specifications have not included enough detail to ensure that alarm systems are fully operational following renovations/additions/modernization. Alarm systems still experience intermittent failure due to interruption in wiring from building and modernization projects. In some instances, portable classrooms were moved, but were not reconnected to an alarm system.
2. The district has sought to standardize new alarm systems as they are replaced. The district still struggles, however, with how to interface older alarm systems with new systems. For example, if a building wing is fitted with a new alarm system as part of modernization, it is often difficult to interface and standardize with the older system in other school buildings.
3. The district no longer has a Chief of Police. However, applicable Oakland Police Department sergeants have keys to their assigned buildings and know the procedures for arming and disarming intruder alarms. Other than the manufacturer's instructions, these procedures are not in writing.

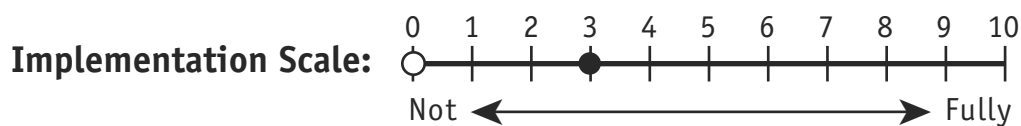
Recommendations to Address

1. Ensure that specification documents include a provision that all building renovations leave all alarms operational in all school areas.
 - Ensure that all portable classrooms are connected to the school site's alarm system.
 - Develop a written procedure for arming and disarming alarm systems that also includes procedures for notifying the appropriate authorities in the event of a security breach.

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 3



1.4 School Safety – Restrictions on Flammable and Toxic Materials

Professional Standard

Ensure that the custodial and maintenance staff is regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Progress on Implementing the Recommendations of the Recovery Plan

1. The Environmental Health and Safety Manager has organized hazard communication training for district personnel. The district follows a “Training of Trainers” model. Training sessions are typically offered to buildings and grounds shop managers and custodial supervisors. These individuals are responsible for training staff members who are under their supervision. In many cases, supervisors have not been explicitly taught how to train other staff members. The Environmental Health and Safety Manager stated that all buildings and grounds staff have been trained, however it was unclear whether all custodians had received the training. There were no records of a comprehensive, systematic schedule of training ensuring that all custodial and maintenance staff members received the appropriate skills and information.
2. The Environmental Health and Safety Manager maintains copies of sign-in sheets from training sessions. There does not appear to be a database tracking district employees and the training they have received.

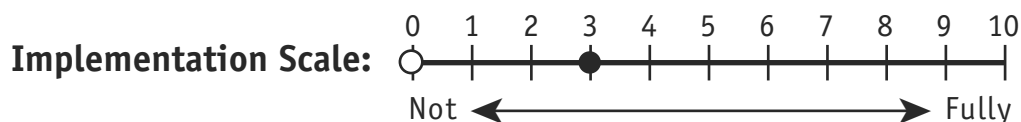
Recommendations to Address

1. Assign the Environmental Health and Safety Manager, Buildings and Grounds Department and Custodial Department to coordinate to ensure that all employees receive the appropriate training. Comprehensive records of these training sessions should be maintained for all district employees.
2. Assign supervisors to monitor that all staff under their supervision receive proper training.
3. Give employees who have completed particular training sessions certifications for their personal and district records.

Standard Implemented: Partially Implemented

January 2000 Rating: 0

September 2003 Rating: 3



1.5 School Safety – Documented Process for Key Control

Professional Standard

The district has a documented process for the issuance of master and sub-master keys. A districtwide standardized process for the issuance of keys to employees must be followed by all district administrators.

Progress on Implementing the Recommendations of the Recovery Plan

1. In August 2002, the board approved a key policy for the district including provisions for key management, classifications and guidelines for issuance and return. Indications are that this policy is being implemented and enforced. The Coordinator of Buildings and Grounds indicated that the number of lost keys has decreased significantly since the adoption of this policy. The district does not currently have a policy for core lock replacement.
2. Lockboxes were only installed in a few schools, and the district has decided not to purchase additional ones. This decision was primarily motivated by concerns about vandalism.
3. In June 2003, the State Administrator requested that each school Principal inventory all keys and provide a status of the keys for each site before the school staff went on summer vacation. These inventories were sent to the state administrator's office.
4. The district's key management procedures state that principals, assistant principals, supervising custodians and lead school security officers can possess site master keys. Grand master keys can be issued to up to 40 individuals, including warehouse drivers and substitute head custodians.

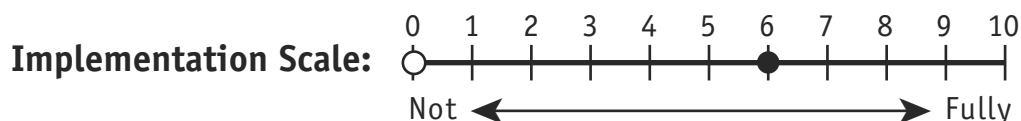
Recommendations to Address

1. Consider implementing a core lock replacement schedule on a rotating basis (for example every five years at each site) to render lost or stolen keys useless and ensure building security.
2. Re-evaluate who can use grand master keys and ensure that this level of access is limited only to the necessary personnel.

Standard Implemented: Partially

January 2000 Rating: 0

September 2003 Rating: 6



1.8 School Safety – Graffiti and Vandalism Abatement Plan

Professional Standard

The district has a graffiti and vandalism abatement plan. The district should have a written graffiti and abatement plan that is followed by all district employees. The district provides district employees with sufficient resources to meet the requirements of the abatement plan.

Progress on Implementing the Recommendations of the Recovery Plan

1. Due to budgetary limitations, the Director of Buildings and Grounds has had to decrease the number of staff members assigned to crews who handle vandalism and graffiti abatement. The district's documented graffiti abatement plan consists of a listing of school regions that graffiti painters "sweep" regularly. This document also states that graffiti that is gang-related, racial, and/or harassing requires immediate/same day removal. Currently, the district's response to graffiti and vandalism has been reactive rather than proactive. Staff members from the Facilities Planning and Management Division indicated that it is a high priority for the district to develop an effective plan to reduce the impact of graffiti and vandalism on its facilities.
2. The district staff indicated that graffiti and vandalism are ongoing and substantial problems. They also report that it has become a divisive and discouraging issue, creating low morale and resentment among the maintenance, custodial and school site staff. At elementary sites, the problem primarily affects external surfaces, while at the middle and high school levels graffiti affects the inside of the buildings as well. The district staff indicates that this is related to inadequate supervision at some sites. The district has not actively engaged parents and community members in addressing the problem.
3. Officers from the Oakland Police Department are assigned to cover certain schools and frequently drive by facilities to monitor campus activity after school hours. This practice does not include monitoring the area not visible from the street.

Recommendations to Address

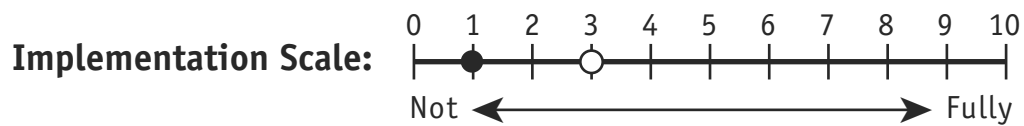
1. Develop and document a comprehensive graffiti and vandalism abatement plan. This plan should specify measures to support the proactive prevention of graffiti and vandalism. It should also outline procedures, consequences and specific responsibilities for all involved parties. Once the plan is created, it should be shared with all district staff members, including principals and teachers. The district should also consider holding information or training sessions to ensure that all staff members with responsibilities to support the plan clearly understand their roles and responsibilities.
2. Ensure that in addition to parents and community members, principals involve school site staff and students, including teachers and custodians, in working to decrease graffiti and vandalism. Schools sites that have consistent problems with graffiti and vandalism should improve supervision in problem areas. Schools should consider forming graffiti task forces made up of both staff members and students to brainstorm and implement remedying steps, including increased supervision, campuswide beautification and pride-building activities.

3. Consider implementing an incentive program to reward schools that are able to decrease incidents of graffiti and vandalism.
4. Include local law enforcement in the development of the graffiti and vandalism abatement plan. The plan should ensure that after-hours monitoring of school sites includes yard areas that are not visible when police drive by the campus.

Standard Implemented: Partially

January 2000 Rating: 3

September 2003 Rating: 1



1.10 School Safety – Conduct of Required Fire Drills

Professional Standard

Each elementary and intermediate school at least once a month, and in each secondary school not less than twice every school year, shall conduct a fire drill. [EC 32000-32004, 32040, CCR Title 5 §550].

Progress on Implementing the Recommendations of the Recovery Plan

1. Principals are responsible for recording in a log the date and time of the drills that they conduct. Most principals reported that they conduct regular drills; however the logs are rarely checked. Executive Directors are responsible for monitoring that school principals are conducting the required monthly fire drills.

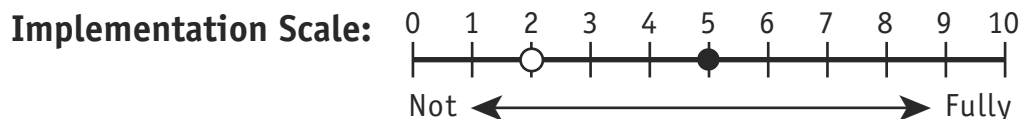
Recommendations to Address

1. Executive directors should conduct regular spot checks of the fire drill logs to ensure that principals are conducting the drills as required. This review could be conducted during principal evaluations.
2. In case of fire, updated copies of these logs should be maintained in a fireproof location, maintained off site, or entered into a computer database that is housed off site.

Standard Implemented: Partially

January 2000 Rating: 2

September 2003 Rating: 5



1.12 School Safety – Inspection and Correction of Unsafe Buildings

Professional Standard

Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions. [EC 17367]

Progress on Implementing the Recommendations of the Recovery Plan

1. Systematic, comprehensive, scheduled, documented, independent site inspections are not occurring. Custodians are assigned to spot check the buildings daily, building trades managers try to note building repair needs outside their trade areas when they visit the schools, and buildings and grounds staff conduct brief inspections each year when they visit the schools to change the light timers for daylight-savings. However these inspections are not coordinated. There is no systematic method of conducting building inspections to develop a comprehensive list of repairs across all trades.
2. In the absence of regular inspections, custodians and principals report unsafe conditions to the Buildings and Grounds Department as problems arise.
3. The staff in the Buildings and Grounds Department evaluates requests and puts a high priority on any request that relates to the health and safety of a site.

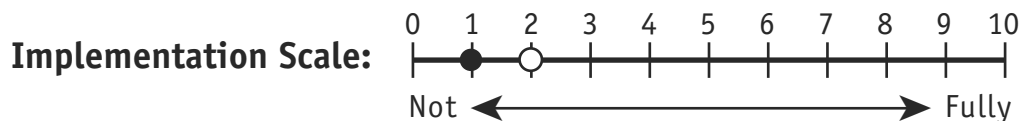
Recommendations to Address

1. Consider hiring an independent inspector with skills in many trades to conduct quarterly safety inspections of each site. The district also should develop standards for the inspector to evaluate the buildings' condition, and ensure that all other custodial and maintenance staff members clearly understand their responsibilities with regard to building inspections.
2. The Director of Buildings and Grounds should convene the staff to review all outstanding work orders and develop a prioritization policy for outstanding and future requests. This policy should be documented and shared with all district and site administrators.

Standard Implemented: Partially

January 2000 Rating: 2

September 2003 Rating: 1



1.14 School Safety – Sanitation is Maintained and Fire Hazards are Corrected

Professional Standard

Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]

Progress on Implementing the Recommendations of the Recovery Plan

1. Most of the schools in the district have some operable windows, and most of those windows have screens. A few schools, most notably Oakland Technical High School, have significant window problems. Several fire hazards were observed at school sites throughout the district, including broken light bulbs, exposed wires, chained doors, empty or missing fire extinguishers and hoses, damaged or missing exit signs, and evacuation plans that were not posted. Unsanitary bathroom conditions were also observed. In general, elementary schools were in the best condition, followed by high schools, with middle schools in the poorest condition.
2. The district has implemented strategies for improving air quality throughout school sites (see Standard 9.7).
3. The district's Injury and Illness Prevention Plan (IIPP) states that all employees will be trained in fire safety, evacuation, and emergency procedures, as well as in the Code of Safe Practices (general and site specific). There is no evidence that all operational personnel are receiving the appropriate information and skills.

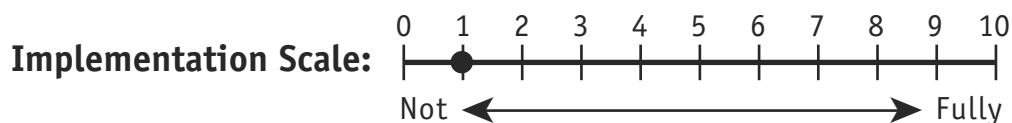
Recommendations to Address

1. Implement procedures to reduce vandalism (see Standard 1.8) and conduct regular safety inspections (see Standard 1.12). Implement and enforce custodial cleaning standards (see Standard 8.6a).
2. Ensure that all appropriate personnel are trained in the topics outlined in the IIPP (see Standards 1.4 and 1.24).

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 1



1.15 School Safety – Injury/Illness Prevention Program Inspections are Conducted

Professional Standard

The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]

Progress on Implementing the Recommendations of the Recovery Plan

1. The IIPP includes five safety checklists for (1) accident investigation, (2) employee safety recommendation, (3) office safety inspection, (4) laboratory safety inspection and (5) facility safety inspection. The school sites are expected to conduct their own site inspections and report all deficiencies to the online work-order system for repair. Monitoring this process is the responsibility of the Safety and Loss Control Officer, a position that is currently vacant. As a result, it does not appear that the district is monitoring whether school sites are conducting the inspections required by the IIPP.
2. It appears that the Environmental Health and Safety Manager has the resources necessary to maintain and monitor water and indoor air quality in district facilities. The manager is able to investigate the vast majority of all complaints or else contacts an outside consultant to investigate. The Environmental Health and Safety Manager handles all initial testing and hires an outside consultant to conduct clearance testing.

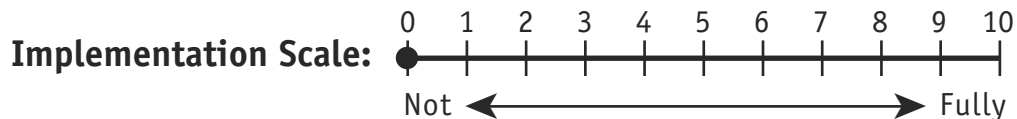
Recommendations to Address

1. Fill the vacant position of Safety and Loss Control Officer as soon as possible and implement procedures to ensure that the inspections required by the IIPP are conducted in a timely manner.

Standard Implemented: Partially

January 2000 Rating: 0

September 2003 Rating: 0



1.20 School Safety – Playground Equipment is Inspected and Safe

Professional Standard

All playground equipment meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [EC 44807, GC 810-996.6, H&SC 24450 Chapter 4.5, 115725- 115750, PRC 5411, CCR Title 5 §5552]

Progress on Implementing the Recommendations of the Recovery Plan

1. As part of modernization and renovation, the district has upgraded playground equipment at most school sites. The study team visited eight elementary school sites and found that all had modern equipment with appropriate safety matting.
2. At many sites, playground asphalt surfaces remain cracked and buckled. The problem is likely to become worse because the district has very limited grounds-keeping support for its sites. As a result of district board policy, grounds keepers are not permitted to use any type of herbicide to control weed growth. Weeds are periodically removed, but never eliminated. According to the State Administrator, the district will soon be using an herbicide to eliminate weeds growing on and around its school sites.
3. Playground safety inspection plans are not well implemented. Custodians are responsible for daily monitoring of the condition of playground equipment, but have not been specifically trained in this area. Buildings and grounds staff members attempt to inspect equipment annually.
4. Representatives from the Custodial Services Department report that the problem of finding hypodermic needles on playground facilities is not as pervasive as it was in 2000.

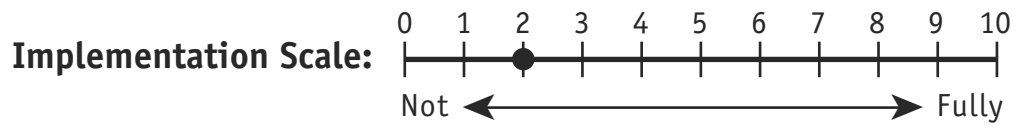
Recommendations to Address

1. Repair cracked and buckled asphalt surfaces.
2. Use an herbicide to eliminate weeds growing on and around the school sites.
3. Establish clear, written guidelines for playground equipment inspection and a plan for how and when these inspections will be carried out. Custodians should be trained in what to look for when inspecting equipment (for example loose screws and rusted equipment), and supervisors should ensure these inspections take place regularly. Playground inspections should also be conducted by an independent inspector (see Standard 1.12).
4. Ensure records of inspections are maintained, easily accessible and well organized.

Standard Implemented: Partially

January 2000 Rating: 2

September 2003 Rating: 2



1.24 School Safety – Conduct of Periodic Safety Training for Employees

Professional Standard

The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.

Progress on Implementing the Recommendations of the Recovery Plan

1. The Environmental Health and Safety Manager is currently handling both environmental and safety issues. The position of Safety and Loss Control Officer is not currently filled.
2. The district follows a “Training of Trainers” model. Training sessions are typically offered to buildings and grounds shop managers and custodial supervisors. These individuals are responsible for training staff members who are under their supervision. In many cases, supervisors have not been explicitly taught how to train the other staff.
3. The Environmental Services Manager has organized periodic training for maintenance personnel on a variety of topics including ladder safety, shop safety, and lifting techniques. The Director of Custodial Services is currently working to develop a training curriculum for the custodial staff, but it has not yet been implemented.

Recommendations to Address

1. Fill the vacant position of Safety and Loss Control Officer as soon as possible to relieve the Environmental Health and Safety Manager of extra responsibilities, and ensure that a comprehensive safety program is implemented throughout the district.
2. Assign the Safety and Loss Control Officer to use the training materials already developed and continue developing new materials as needed to provide training to personnel on all campuses and in the central office. The officer should coordinate with representatives from Buildings and Grounds, Custodial Services and school sites to ensure that all district employees receive appropriate training and that the “Trainers” model is being implemented as intended.
3. Assign the Safety and Loss Control Officer to work with the Buildings and Grounds and Custodial Services departments to ensure that both maintenance and custodial staff benefit from a comprehensive training program. These programs should be updated based on an annual needs assessment. Comprehensive records of training sessions should be maintained for all district employees (see Standard 1.4). The training program should be funded by an approved budget, and the following features should be well designed and documented:
 - **Curriculum:** Specific topics to be covered.
 - **Dissemination of Information:** Who will be trained and by whom, and how the information will be communicated to those not present at the training sessions. If shop managers and custodial supervisors are to be responsible for

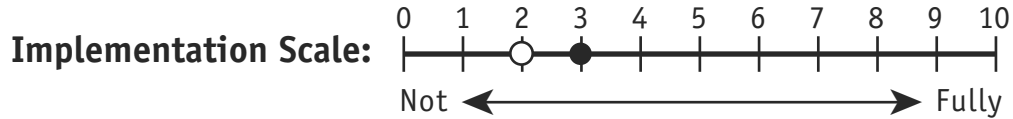
training their site staff, they must be taught how to accomplish this task and provided with time to do so.

- **Cycle of Training:** A schedule of training to ensure that all employees receive the necessary information and skills regardless of their dates of hire into the district.

Standard Implemented: Partially

January 2000 Rating: 2

September 2003 Rating: 3



2.1 Facility Planning – Maintenance of a Long-Range Facilities Master Plan

Professional Standard

The district should have a long-range school facilities master plan.

Progress on Implementing the Recommendations of the Recovery Plan

1. The Facilities Master Plan that was in draft form in 2000 was approved by the Governing Board, but the plan did not account for the district's limited funding. As a result, the plan provided for projects that are impossible to implement. The Governing Board also approved several projects that were not in the master plan. Staff members from Facilities Planning and Management have since prioritized a list of projects based on eligibility for state modernization matching funds and are using this list in lieu of the board-approved master plan. The district is currently in the process of contracting with a consultant to update the Facilities Master Plan.
2. The master plan has not yet been updated to reflect appropriate standards for kindergarten programs, school size, and capacity standards.
3. For each construction project, the district assembles a committee of school community members to decide on the educational specifications for the new school. The district does not currently have a guiding document for this process. The 2000 version of the Facilities Master Plan recommended that the district develop general, prototypical educational specifications for elementary, middle schools and high schools, however this has not yet been undertaken.

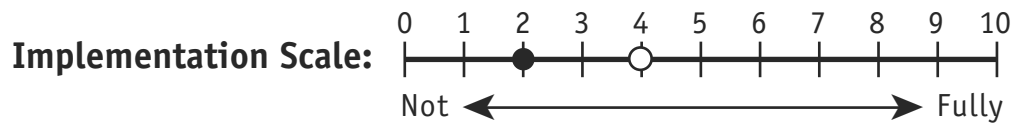
Recommendations to Address

1. Update the Facilities Master Plan to include:
 - Priorities, time lines, costs, and funding sources for all projects.
 - Guidelines or rules for how projects are to be prioritized and approved.
 - An accounting for projects that may be completed in multiple steps over several years as additional funding becomes available. Facility improvement projects for each individual school should be sequenced and planned so that each project builds on the other toward a final goal. This will help avoid a situation in which one project must be demolished to complete another project due to lack of foresight and staged planning.
 - A provision for meaningful public involvement (see Standard 2.4).
2. Develop general, prototypical educational specifications for elementary, middle schools, and high schools.

Standard Implemented: Partially

January 2000 Rating: 4

September 2003 Rating: 2



2.4 Facility Planning – Existence of a District Facility Planning Committee

Professional Standard

The district has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the recent passage of the district's local school bond measure (Measure M). This committee will function as an advisory facility planning committee.

Progress on Implementing the Recommendations of the Recovery Plan

1. There is no evidence that the district's Citizens Oversight Committee is still in existence.
2. Because there is no committee, the district has not addressed the issue of soliciting staff and community members to serve.
3. When the committee was still active, the Governing Board was continuing to appoint its members. The district staff reported that the committee was often indecisive and ineffective because its members brought several special interest agendas to the table.
4. The current Director of Facilities has not had any contact with the Citizens Oversight Committee.

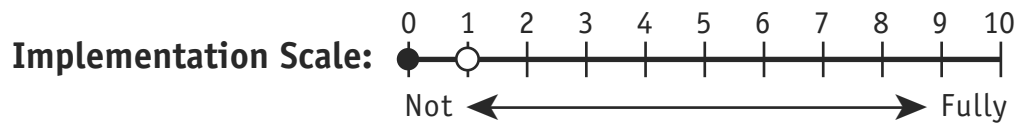
Recommendations to Address

1. The Facilities Director should develop goals and objectives for a standing Citizens Oversight Committee. These goals and objectives should include:
 - Approval of facilities standards and specifications.
 - Approval of the process for establishing capital outlay priorities.
 - Review of the capital outlay needs throughout the district.
 - Establishment of facility priorities based on the priority criteria.
 - Periodic review, input into, and update on the status of the master plan.
2. Solicit a broad representation of staff and community members to serve on this committee. It should include representatives from various regions within the district, as well as a cross-section of people with various ethnic and economic backgrounds, including parents of students at different grade levels.
3. Ensure that committee representatives are recommended by the Director of Facilities and selected by the State Administrator/Superintendent.
4. Assign the Director of Facilities to coordinate committee activities.

Standard Implemented: Not Implemented

January 2000 Rating: 1

September 2003 Rating: 0



2.5 Facility Planning – Properly Staffed and Funded Facility Planning Function

Professional Standard

The district should have a properly staffed and funded facility planning department.

Progress on Implementing the Recommendations of the Recovery Plan

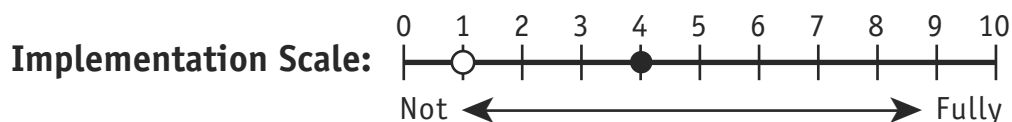
1. The Director of Facilities has conducted a staffing review for the department and instituted several new positions, including: a Coordinator for Modernization; a Coordinator for Land Acquisition and New Construction; a Contract Administrator; a Moving Coordinator; and two administrative assistants. These positions have eliminated the need for hiring several outside consultants. The facilities staff indicates that remaining staffing needs include additional clerical assistance, specifically: two clerk typists; a Senior Clerk Typist to assist with contract administration; and a Filing Clerk.
2. The Facilities Department has also reduced the need for overdependence on outside construction management services by hiring additional district staff project manager positions. The district currently employs four district project managers and a consortium of three outside project management firms.
3. The Facilities Director is in regular contact with the Assistant Superintendent of Facilities Planning and Management about staffing issues.

Recommendations to Address

1. Work with the State Administrator to create and fill the necessary positions in the Facilities Department.
2. Decide upon and document a policy detailing which types of projects are most appropriate for utilizing district project managers and which should be assigned to contract firms. Upon adoption of this policy, the district may find that it can hire additional district employees for project management responsibilities, further decreasing reliance on private firms.

Standard Implemented: Partially

January 2000 Rating: 1
September 2003 Rating: 4



2.6 Facility Planning – Implementation of an Annual Capital Planning Budget

Professional Standard

The district should develop and implement an annual capital planning budget.

Progress on Implementing the Recommendations of the Recovery Plan

1. The board has not yet developed a policy for prioritizing deferred maintenance and modernization needs on a districtwide basis.
2. The capital construction and renovation projects budget is not coordinated with the deferred maintenance projects budget.
3. The Director of Facilities and Assistant Superintendent of Facilities Planning and Management have prioritized projects that are eligible for state modernization matching funds.
4. The Director of Facilities prepares a capital budget annually.

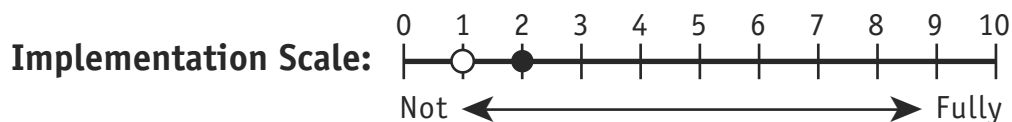
Recommendations to Address

1. Develop and document a policy for prioritizing deferred maintenance and modernization needs on a districtwide basis (see Standard 2.1).
2. Coordinate the capital construction and renovation projects budget with the deferred maintenance projects budget. Implementation of the projects should be consistent with the updated master plan (see Standard 2.1).

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 2



2.15 Facility Planning – Consideration of an Asset Management Plan

Professional Standard

The district should consider developing an asset management plan.

Progress on Implementing the Recommendations of the Recovery Plan

1. The district lacks an updated asset management plan. The Director of Facilities has directed the district's Senior Architect to draft this plan, which he states will include:
 - Site 1-A drawings, with the number of permanent facilities and relocatable buildings
 - Projects completed at each site including total costs
 - Future capital needs
 - Current and future enrollment

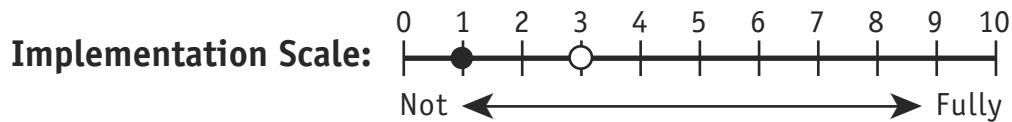
Recommendations to Address

1. Assign the Facilities Department to develop, document and implement an updated asset management plan that includes the items outlined above.

Standard Implemented: Partially

January 2000 Rating: 3

September 2003 Rating: 1



2.17 Facility Planning – Priorities and Scheduling of Projects

Professional Standard

The district has established and utilizes an organized methodology of prioritizing and scheduling projects.

Progress on Implementing the Recommendations of the Recovery Plan

This standard has been added since the 2000 report.

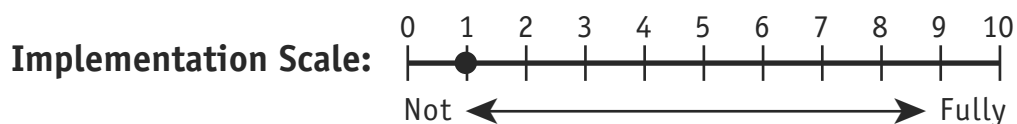
1. The district's Long-Range Facilities Master Plan did not prioritize projects. The Governing Board approved a list of 141 projects, not all of which were contained in the master plan. Since being hired in 2002, the Director of Facilities has been working with the Assistant Superintendent to prioritize projects based on eligibility for state matching funds. Because the master plan has not yet been updated, the lack of current facility condition information makes it difficult to prioritize projects based on building condition. The district lacks a documented procedure for prioritizing or scheduling projects; however the Assistant Superintendent indicated that this will be included in an updated version of the master plan (see Standard 2.1).
2. Project managers are assigned to projects based on the applicability of their experience and background as well as their availability.

Recommendations to Address

1. Identify and document the system for prioritizing and scheduling projects. This procedure should be written in a manner that limits special interests from influencing funding decisions and requires strict adherence by the Governing Board (see Standard 2.1).
2. Continue the district's current plan of focusing on projects that can provide state matching dollars and leverage bond funds. Each school should have a sequenced, phased project plan.
3. Ensure that buildings that need minor maintenance are not neglected since they can become increasingly costly and problematic in the future.

Standard Implemented: Partially

September 2003 Rating: 1



2.18 Facility Planning – Equity of Distribution of Facility Funding

Professional Standard

The district should distribute facility funding in an equitable manner to all communities served and to all school levels.

Progress on Implementing the Recommendations of the Recovery Plan

This standard has been added since the January 2000 report.

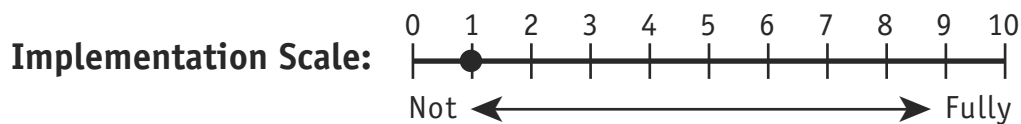
1. According to interviews with district personnel, special interests have influenced facility funding in the past, so projects have not always been approved based on equity or need.
2. The Assistant Superintendent has indicated that the district is seeking to leverage bond funds and spread resources throughout the district by focusing on projects that are eligible for state matching funds. This plan is not yet documented.
3. Building and location needs affect the distribution of school facility funding. For example, in comparison to schools in the Oakland hills, schools in the flat areas are typically located on smaller plots of land relative to the number of students they serve. Thus, projects in the flat areas often have several floors, which can cause them to be more expensive than some hill-area projects where more land and/or fewer students allow for single story construction.

Recommendations to Address

1. Update the Facilities Master Plan and establish priorities, time lines, costs and funding sources for all projects. Document the system for prioritizing and scheduling projects.
2. Develop educational specifications for elementary, middle and high schools.
3. Continue to focus on projects that can provide state matching dollars to leverage the bond funds.

Standard Implemented: Partially

September 2003 Rating: 1



3.6 Facilities Improvement and Modernization – Maintenance of a System for Tracking Project Progress

Professional Standard

The district has established and maintains a system for tracking the progress of individual projects.

Progress on Implementing the Recommendations of the Recovery Plan

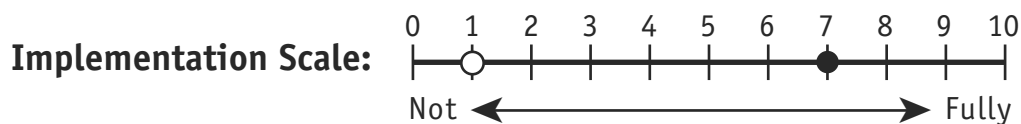
1. The district has implemented standard procedures for tracking projects. The current system provides staff with the following project information: relevant dates including when the project was approved; start and estimated completion; approved budget; school site, project number and description; change order tracking; expenditures to date and total expenditures. The Director of Facilities also maintains a monthly updated log of current projects and their status (for example: predesign; design; out to bid; in construction; in punch list; closeout; on hold; and cancelled).
2. One of the project management firms contracted by the district has provided the Facilities Department with a project tracking database system (Prolog).
3. The department continues to hold regular project management meetings.

Recommendations to Address

1. Implement an organized methodology for tracking and filing documents necessary for project closeout (for example, warrants and 184s).

Standard Implemented: Partially

January 2000 Rating: 1
September 2003 Rating: 7



3.10 Facilities Improvement and Modernization – Plan for Maintenance and Modernization Exists

Professional Standard

The district maintains a plan for the maintenance and modernization of its facilities. [EC 17366]

Progress on Implementing the Recommendations of the Recovery Plan

1. The district lacks an updated Deferred Maintenance Plan. The district staff indicated that deferred maintenance will be considered in the updated Master Facilities Plan.
2. The Director of Facilities and the Director of Buildings and Grounds, along with the appropriate staff members from their departments, meet regularly to coordinate all facility improvement and maintenance projects.

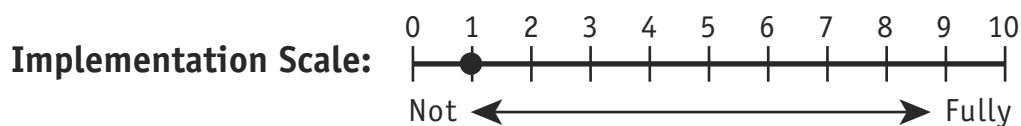
Recommendations to Address

1. Create and coordinate an updated Facilities Master Plan and an updated Deferred Maintenance Plan and ensure that they are supportive documents. All modernization projects, deferred maintenance projects, and all other projects should be identified, prioritized and coordinated (see Standard 2.1).
2. Ensure that ongoing facility maintenance is a consideration in all construction and modernization plans.

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 1



4.1 Construction of Projects – An Appropriate Project Management Structure Exists

Professional Standard

The district maintains an appropriate structure for the effective management of its construction projects.

Progress on Implementing the Recommendations of the Recovery Plan

1. The responsibility for the planning, construction, and maintenance of facilities is coordinated by the Division of Facilities Planning and Management, which includes the departments of Facilities, Buildings and Grounds, and Custodial Services. The Director of Buildings and Grounds oversees the Environmental Health and Safety Manager.
2. The Assistant Superintendent of Facilities Planning and Management is responsible for this division and has specific experience in managing the included areas.
3. The Director of Architectural Services has been replaced by the Director of Facilities, a position that does not require ownership of an architectural firm. The district also employs an American Institute of Architecture-certified Senior Architect.
4. The Assistant Superintendent has established a weekly division meeting with the directors of Buildings and Grounds, Custodial Services and Facilities. They discuss all aspects of facilities management.
5. The Facilities Director has established monthly reporting requirements for the project managers of construction projects (see Standards 2.5 and 3.6).

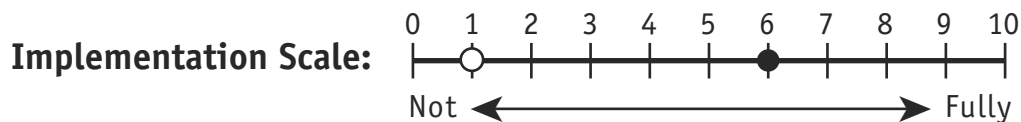
Recommendations to Address

1. Decide upon and document a policy detailing which types of projects are most appropriate for utilizing district project managers and which should be contracted to external project managers.

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 6



4.2 Construction of Projects – Change Orders are Processed and Received Prior Approval

Professional Standard

Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.

Progress on Implementing the Recommendations of the Recovery Plan

1. The Director of Facilities and the Assistant Superintendent of Facilities Planning and Management can approve preliminary change orders (PCOs) of less than ten percent of the project budget. The PCOs requiring additional funds to complete the project must be submitted to the State Administrator/Governing Board for approval.
2. Change order forms have been standardized throughout the district. The change order approval process has been expedited since the arrival of the State Administrator, but the Facilities Department is still in the process of defining concrete procedures.
3. The Governing Board has not yet established a policy for obtaining approval of change orders during the summer months when the board is not scheduled to meet.

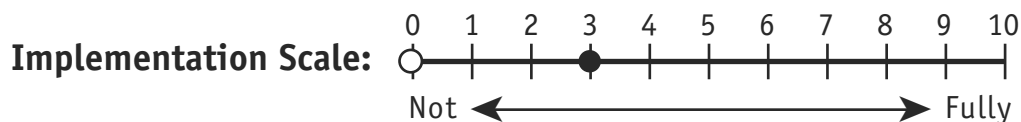
Recommendations to Address

1. Document procedures for submitting change orders to the board for approval, and ensure that these procedures have been simplified for expedited approval. The goal should be to have the board review all change orders received by the staff up to one week before the board meeting date.
2. Ensure the Governing Board establishes a policy for obtaining approval of change orders during the summer months when the board is not scheduled to meet.

Standard Implemented: Partially

January 2000 Rating: 0

September 2003 NewRating: 3



5.4 Compliance with Public Contracting Laws and Procedures – Development of Biddable Plans and Specifications

Professional Standard

The district ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.

Progress on Implementing the Recommendations of the Recovery Plan

1. The Facilities Director indicates that the district follows standard procedures for reviewing the biddability of all plans and specifications. However, these procedures have not yet been documented.
2. Representatives from the Facilities Department including the director, Senior Architect, Architect of Record, Project Manager, and the site staff provide input into developing plans and specifications.
3. Following a final review by the director, plans are submitted to an outside source for a constructability review. Private consulting firms that have contracted with the district conduct this review. The results from these reviews are shared with major stakeholders including the Senior Architect, Architect of Record, and Project Manager.

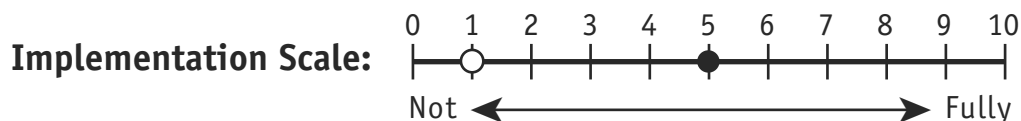
Recommendations to Address

1. Document procedures for reviewing the biddability of all plans and specifications.
2. Consider value engineering as part of the review process once the concept plan has been converted into line drawings of floor plans and elevations.
3. Consider developing and employing general or prototypical education specifications for elementary, middle and high schools.

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 5



8.6a Facilities Maintenance and Custodial – Procedures for Evaluation of Custodial Staff

Professional Standard

Procedures are in place for evaluating the work quality of custodial staff. The quality of the work performed by the custodial staff should be evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.

Progress on Implementing the Recommendations of the Recovery Plan

1. The Custodial Services Department has developed written cleaning standards; however, these are not currently linked to the evaluation process. The evaluation procedures are still in need of revision. No custodial advisory committee has been formed.
2. The AFSCME (American Federation of State, County and Municipal Employees), the custodial union, has not yet agreed to change promotion criteria to include elements other than seniority.
3. The Director of Custodial Services has created a Custodial Policies and Procedures Handbook and distributed it to all sites. There is evidence that this handbook and the materials it contains are not widely used.
4. The Director of Custodial Services is currently planning a training curriculum for the custodial staff, including supervisory and evaluation skills. This training plan is not yet fully developed and has not yet been implemented.
5. Custodial field supervisors are to evaluate head custodians and head custodians are to evaluate site custodians once a year. In addition, site principals conduct evaluations of head custodians. It appears that these evaluations are taking place at most sites.

Recommendations to Address

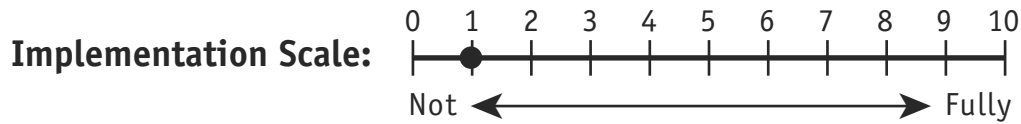
1. Implement an evaluation system that includes clear standards and rubrics for assessing the performance of custodial staff. Evaluation forms should be revised to tie directly to the district's custodial cleaning standards. Evaluation forms should be reviewed with staff before the evaluation period so that expectations are understood. Evaluations should be conducted annually, reviewed by the Field Supervisor, and kept on file either within the department or in the personnel office.
2. Ensure that custodial cleaning standards and custodial policies and procedures handbooks are kept at head custodians' desks for ready reference. Field supervisors' observation rounds should include a check to ensure that appropriate standards and procedures are being followed.
3. Continue working with AFSCME to negotiate promotion criteria. A first step away from the current seniority-based system would be to include attendance as a factor in the process. This would assist the district in addressing the substantial problem with attendance.

4. Implement custodial training sessions that provide supervisory personnel with the appropriate knowledge, skills, and abilities to evaluate employees. Custodial field supervisors should mentor, advise and monitor the evaluation process at each site (see Standard 1.24).

5. Consider forming a custodial advisory committee comprised of principals, field supervisors, head custodians, and the union representative to provide advice on matters related to the provision of custodial services. The custodial advisory committee would make recommendations on an effective evaluation system that is based on first-hand knowledge of the work being performed. This group would also review the discipline process and the role that employee performance evaluations play in that and other administrative processes.

Standard Implemented: Partially

January 2000 Rating: 1
 September 2003 Rating: 1



8.6b Facilities Maintenance and Custodial – Procedures for Evaluation of Maintenance Staff

Professional Standard

Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff should be evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.

Progress on Implementing the Recommendations of the Recovery Plan

1. The maintenance staff lacks a formal evaluation procedure. The Director of Buildings and Grounds and shop managers conduct periodic building walk-throughs and review work orders, but there is no systematic tracking of job performance. There are no standards for building maintenance. Other than job descriptions, there are no maintenance standards as targets for maintenance personnel.
2. The director has not prepared an evaluation schedule for maintenance personnel.
3. Supervisory personnel have not received training in the proper methods of personnel evaluation.
4. The handbook that outlines some maintenance procedures is outdated and needs to be more specific in the next revision.

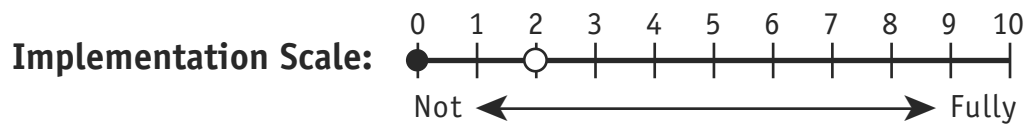
Recommendations to Address

1. Assign the director and shop managers to develop maintenance standards, and ensure that they are well communicated to and implemented by maintenance staff throughout the district. These standards should be used to create evaluation forms that are appropriate for the trades and professions within the Buildings and Grounds Department. Evaluation forms should be reviewed with the staff before the evaluation period so that expectations are understood. The standards-based evaluation forms should, at a minimum, include the following elements;
 - Evaluation of general work habits
 - Evaluation of specific trade skills
 - Recommendations for specific needed improvements
 - Proposed improvement plan agreed to by the evaluator and the staff member
 - Staff comments
2. Implement training sessions that provide supervisory personnel with the appropriate knowledge, skills and abilities to evaluate employees (see Standard 1.24).
3. Implement an evaluation schedule that complies substantially with the schedule established by the Human Resources Division. Evaluations should be conducted annually, reviewed by the appropriate supervisor, and kept on file either within the department or in the personnel office.

Standard Implemented: Not Implemented

January 2000 Rating: 2

September 2003 Rating: 0



8.8 Facilities Maintenance and Custodial – Implementation of a Preventative Maintenance Plan

Professional Standard

The district has an effective preventive maintenance program. The district should have a written preventive maintenance program that is scheduled and followed by the maintenance staff.

This program should include verification of the completion of work by the supervisor of the maintenance staff.

Progress on Implementing the Recommendations of the Recovery Plan

1. The custodial, school site and buildings and grounds staffs identify and report equipment and facilities that need maintenance. Buildings and grounds staff do not follow a regular school visitation schedule for preventative maintenance.
2. Throughout the district, maintenance is more reactive than preventative. Custodial equipment is replaced on a regular schedule. Maintenance service vehicles are on a light preventative maintenance schedule that entails lubricating, changing the oil, replacing the filter and performing minor repairs. The HVAC equipment is on a preventative maintenance schedule, but the schedule does not cycle as often as it should for optimum equipment performance and life.
3. Work orders are submitted and tracked through an online database system. Information is not tracked or maintained for individual pieces of equipment. The district lacks a regular, formalized accounting or reporting process for anticipated equipment repairs and replacements over time.

Recommendations to Address

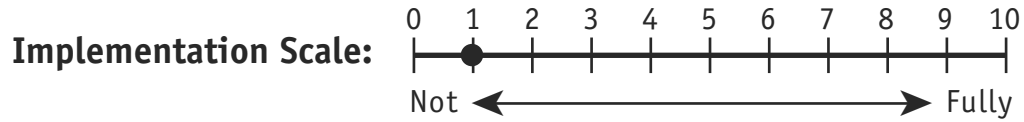
1. Develop and document a written preventative maintenance plan that includes number and types of equipment. The comprehensive plan should include the tasks to be completed, the responsible staff position, and the schedule for completion. The plan should also include procedures for tracking repairs to specific pieces of equipment.
2. Consider acquiring a sophisticated Computerized Maintenance Management System (CMMS) to track work orders that tie into inventory and payroll. This will help to identify areas in need of preventative maintenance, as well as areas of priorities. The CMMS should automatically generate preventative maintenance work orders based on a preventative maintenance schedule. These should become priority work orders if the district is to move toward a more proactive maintenance system. Completion of work should be verified by supervisors, evaluations, and adherence to maintenance standards (see Standard 8.6b).
3. Assign the Director of Buildings and Grounds to prepare an annual report, covering the next ten years, on the projects that anticipate equipment repairs and replacements. The report should identify projected costs and other necessary resources with a clear plan for making the identified improvements.

- The review team observed several photocopiers at some schools. Preventative maintenance on this quantity of machines could drain maintenance personnel resources. The district should consider acquiring fewer but larger, more efficient copiers to be housed at a central location at each school site.

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 1



8.9/8.10 Facilities Maintenance and Custodial – All Buildings, Grounds and Bathrooms are Maintained

Professional Standard

Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 § 631]

Progress on Implementing the Recommendations of the Recovery Plan

This standard has been reworded/combined since the 2000 report.

1. The Facility Committee is no longer active in the district (see Standard 2.4). When the committee was active, it concentrated almost exclusively on bond and major renovation projects and not on buildings and grounds.
2. No standards have been developed to determine the level of required maintenance and the associated costs. There are no departmental level written policies and procedures for evaluating and maintaining buildings regularly.
3. Most schools have one staff person who coordinates work order requests with Buildings and Grounds. In some cases, this is handled by school site office staff, and in other cases work orders are filed by the site custodian. Work order requests are entered into the district's CMMS.
4. The Buildings and Grounds Department does not yet have an organized and documented method of communicating information to its staff and other personnel throughout the district.

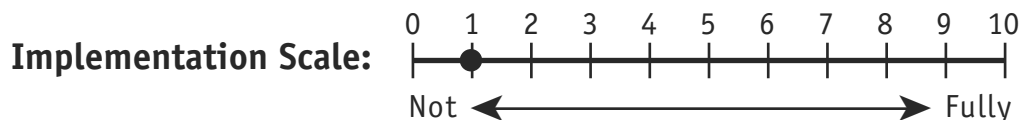
Recommendations to Address

1. Develop maintenance standards and ensure that they are well communicated to and implemented by maintenance staff throughout the district (see Standards 8.6b and 11.3).

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 1



9.7 Instructional Program Issues – Adequate Heating and Ventilation Exists in All Schools

Professional Standard

All schools shall have adequate heating and ventilation.

Progress on Implementing the Recommendations of the Recovery Plan

1. An assessment of the HVAC systems has been completed and records are kept by the HVAC maintenance coordinator. A narrative summary of the condition of the HVAC systems has not been written, but system records are centrally maintained in large binders.
2. Many of the old boilers throughout the district have been replaced as part of modernization.
3. The review team observed poor ventilation in some sites throughout the district. The current district approach for air quality is focused on air filter maintenance. The district has implemented the following strategies to improve air quality:
 - a. **Filter maintenance inspector** - The inspector documents furnace and air handler equipment throughout the district, and his/her responsibilities include replacing the air filters, checking fan belts if applicable, and cleaning air grills within the space. The unit is documented by school, unit location, manufacturer, model and serial number, and this data is maintained by the heating department.
 - b. **Use of poly-filters with internal wire frames** - District staff members state that poly-filters with internal wire frames are an improvement over inexpensive disposable filters because they are more effective at filtering smaller particles, have the ability to withstand moisture in exposed locations, and include a three-ply construction that captures and holds fine particulates.
 - c. **Improved management of air handling equipment** - Most schools have a time clock or direct digital control of the air handling equipment. In portable classrooms, however, the programmable thermostats control the air handler. Because programming thermostats for several hundred portables would be excessively time consuming, the district has designed the ventilation portions of the air handlers at two schools to operate only during occupancy. The district uses occupancy sensors within the conditioned space to signal the air handler to operate the fan, allowing the unit to clean and draw outside air into the space. This design was developed in-house and has proved to be very effective at providing cleaner air and maximum energy efficiency with minimal installation cost. The district staff indicated that portables at additional school sites will be converted to this system as funds allow.
4. The Director of Buildings and Grounds seeks full funding for all maintenance and needed replacements each fiscal year. Budget constraints at both the state and district level have prevented full funding.

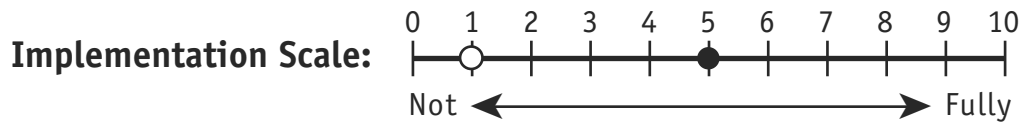
Recommendations to Address

1. Implement a comprehensive evaluation process for inspecting building conditions (see Standard 1.12).

Standard Implemented: Partially

January 2000 Rating: 1

September 2003 Rating: 5



11.3 Communication – Communication of District Standards and Plans

Professional Standard

The district should provide clear and comprehensive communication to staff of its standards and plans.

Progress on Implementing the Recommendations of the Recovery Plan

- 1. The Custodial Services Department has developed cleaning standards, however these are not linked to evaluation and it is not clear that they are in regular use. There is no system for making output or quality reports available to provide custodial staff with feedback about staff members’ performance, goals, and priorities.
- 2. The Director of Custodial Services has included finalized standards in a Custodial Policies and Practices Handbook and distributed it to all sites. It is not clear that the materials in this handbook are updated or regularly used by the custodians in the district.
- 3. The Director of Buildings and Grounds has developed a prioritization process for the completion of the various categories of maintenance work orders, including appropriate response expectations for each. There are no standards for building maintenance. Other than job descriptions, there are no performance standards for maintenance personnel. There is no system for providing output or quality reports to maintenance staff with feedback about their performance, goals, and priorities.
- 4. A handbook outlining some maintenance procedures is outdated and needs to be more specific in the next revision.

Recommendations to Address

- 1. Finalize and implement standards for custodial and maintenance staff and provide feedback on job performance through annual evaluations (see Standards 8.6a and 8.6b).
- 2. Train custodial and maintenance staff in how to implement standards (see Standard 1.24). Supervisors should conduct regular “check-in” sessions with the staff to ensure that staff members understand what is expected of them and are implementing standards as required. Evaluation forms should be reviewed with the staff before the evaluation period so that expectations are understood (see Standards 8.6a and 8.6b).

Standard Implemented: Partially

January 2000 Rating: 0
September 2003 Rating: 2

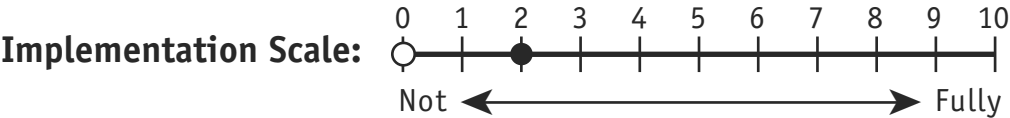


Table of Standards for Facilities Management

The ratings of all of the standards initially reviewed and presented in the Oakland Unified School District Assessment and Recovery Plan, January 31, 2000 were reviewed and updated as appropriate to indicate the district's current progress in addressing the recommendations in the initial assessment and recovery plan. Additional standards have been added to the list of standards to reflect changes in legislation and/or regulation since the assessment and recovery plan was first published, and some standards have been reworded for clarity.

In-depth FCMAT reviews were conducted for the standards that appear in bold print in this table of standards. A narrative is provided in this report for each of the standards that appears in bold print, describing the progress made by the district since January 31, 2000, and outlining the recommendations that still need to be addressed to meet these standards.

A sub-set of 24 standards has been identified in this operational area that will be the focus of review in each six-month review period. These 24 standards are identified under the column titled "March 2004 Focus."

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
1.1	All school administrators should be thoroughly familiar with the California Department of Education, Civil Defense and Disaster Planning Guide for School Officials, 1972. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607, CCR Title 5 §550, 560, Title 19 §2400]	8	8	
1.2	The district includes the appropriate security devices in the design of new buildings as well as in modernized buildings. [EC 32020, 32211, 35294-35294.9, 39670-39675]	1	3	
1.3	Demonstrate that a plan of security has been developed, which includes adequate measures of safety and protection of people and property. [EC 32020, 32211, 35294-35294.9] A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 35294-35294.9]	3	4	
1.4	Ensure that the custodial and maintenance staff are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	0	3	
1.5	The district has a documented process for the issuance of master and sub-master keys. A districtwide standardized process for the issuance of keys to employees must be followed by all district administrators.	0	6	
1.6	Bus loading and unloading areas, delivery areas, and parking and parent loading/unloading areas are monitored on a regular basis to ensure the safety of the students, staff and community. Students, employees and the public should feel safe at all times on school premises.	6	6	

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
1.7	Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting to ensure safety while activities are in progress in the evening hours. Outside lighting should provide sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.	0	2	<input type="checkbox"/>
1.8	The district has a graffiti and vandalism abatement plan. The district should have a written graffiti and abatement plan that is followed by all district employees. The district provides district employees with sufficient resources to meet the requirements of the abatement plan.	3	1	<input type="checkbox"/>
1.9	Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32000-32004, 32040, 35295-35297, 38132, 46390-46392, 49505, GC 3100, 8607] [CCR Title 8, §3220]	5	5	
1.10	Each elementary and intermediate school at least once a month, and in each secondary school not less than twice every school year, shall conduct a fire drill. [EC 32000-32004, 32040, CCR Title 5 §550]	2	5	
1.11	Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [EC 49341, 49401.5, 49411, F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	0	3	
1.12	Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions. [EC 17367]	2	1	<input type="checkbox"/>
1.13	Each school which is entirely enclosed by a fence or partial buildings must have a gate of sufficient size to permit the entrance of ambulances, police and fire fighting equipment. Locking devices shall be designed to permit ready entrance.	10	10	
1.14	Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]	1	1	<input type="checkbox"/>

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
1.15	The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]	0	0	
1.16	Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §1922(a)]	5	4	<input type="checkbox"/>
1.17	All exits are free of obstructions. [CCR Title 8 §3219]	5	5	
1.18	Requirements are followed pertaining to underground storage tanks. [H&SC 25292, CCR Title 26 §477, Title 23 § 2610]	10	10	
1.19	All asbestos inspection and asbestos work completed in the US is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 40 CFR Part 763]	5	7	
1.20	All playground equipment meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [EC 44807, GC 810-996.6, H&SC 24450 Chapter 4.5, 115725- 115750, PRC 5411, CCR Title 5 §5552]	2	2	
1.21	Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8 §782]	7	10	
1.22	Materials Safety Data Sheets are maintained. [EC 49341, 49401.5, 49411, F&AC 12981, LC 6360- 6363, CCR Title 8 §5194]	1	2	
1.23	The district maintains a comprehensive employee safety program. Employees are made aware of the district safety program and the district provides in-service training to employees on the requirements of the safety program.	3	3	
1.24	The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.	2	3	<input type="checkbox"/>
1.25	The district should conduct periodic first aid training for employees assigned to school sites.	2	1	
2.1	The district should have a long-range school facilities master plan.	4	2	<input type="checkbox"/>
2.2	The district should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).	10	10	
2.3	The district should seek state and local funds.	7	6	

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
2.4	The district has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the recent passage of the district's local school bond measure (Measure M). This committee will function as an advisory facility planning committee. (Reworded since the 2000 report.)	1	0	<input type="checkbox"/>
2.5	The district should have a properly staffed and funded facility planning department.	1	4	
2.6	The district should develop and implement an annual capital planning budget.	1	2	<input type="checkbox"/>
2.7	The district should have standards for real property acquisition and disposal. [EC 39006, 17230- 17233]	5	5	
2.8	The district seeks and obtains waivers from the State Allocation Board for continued use of its non-conforming facilities. [EC 17284, 17285]	2	4	
2.9	The district has established and utilizes a selection process for the selection of licensed architectural/ engineering services. [GC 17302]	6	5	
2.10	The district should assess its local bonding capacity. [EC 15100]	10	10	
2.11	The district should develop a process to determine debt capacity.	4	4	
2.12	The district should be aware of and monitor the assessed valuation of taxable property within its boundaries.	10	6	
2.13	The district should monitor its legal bonding limits. [EC 15100, 15330]	10	10	
2.14	The district should collect statutory school fees. [EC 17620, GC 65995, 66000]	10	4	
2.15	The district should consider developing an asset management plan.	3	1	
2.16	The district has pursued state funding for joint-use projects through the filing of applications through the Office of Public School Construction and the State Allocation Board.	N/A	3	
2.17	The district has established and utilizes an organized methodology of prioritizing and scheduling projects. (Added since the 2000 report.)	New	1	<input type="checkbox"/>

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
2.18	The district should distribute facility funding in an equitable manner to all communities served and to all school levels. (Added since the 2000 report.)	New	1	<input type="checkbox"/>
3.1	The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund should be a stand-alone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.	6	4	
3.2	The district has pursued state funding for deferred maintenance - critical hardship needs by filing an application(s) through the Office of Public School Construction and the State Allocation Board. [State Allocation Board Regulation §1866]	Not rated	5	
3.3	The district applies to the State Allocation Board for facilities funding for all applicable projects.	4	5	
3.4	The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.	7	7	
3.5	The district establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.	10	10	
3.6	The district has established and maintains a system for tracking the progress of individual projects.	1	7	
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	10	10	
3.8	The district obtains approval of plans and specification from the Division of the State Architect and the Office of Public School Construction (when required) prior to the award of a contract to the lowest, responsible bidder. [EC 17263, 17267]	10	8	
3.9	All relocatables in use throughout the district meet statutory requirements. [EC 17292]	3	3	
3.10	The district maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	1	1	<input type="checkbox"/>
3.11	The annual deferred maintenance contribution is made correctly. The district should annually transfer the maximum amount that the district would be eligible for in matching funds from the state.	10	10	

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
3.12	The district actively manages the deferred maintenance projects. The district should review the five-year deferred maintenance plan annually to remove any completed projects and include any newly eligible projects. The district should also verify that the projects performed during the year were included in the state-approved, five-year deferred maintenance plan.	1	1	☐
3.13	Staff within the district is knowledgeable of procedures within the Office of Public School Construction (OPSC).	8	8	
3.14	Staff within the district is knowledgeable of procedures within the Division of the State Architect (DSA).	10	8	
4.1	The district maintains an appropriate structure for the effective management of its construction projects.	1	6	
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	0	3	
4.3	The district maintains appropriate project records and drawings.	6	4	
4.4	Each Inspector of Record (IOR) assignment is properly approved.	10	7	
5.1	The district complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]	10	10	
5.2	The district has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]	5	10	
5.3	The district maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements should be collected annually and kept on file.	8	6	
5.4	The district ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	1	5	
5.5	The district ensures that requests for progress payments are carefully evaluated.	6	6	
5.6	The district maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]	10	10	
5.7	The district maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111] (Added since the 2000 report.)	New	10	

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
☐ Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
6.1	The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education facilities.	5	5	
6.2	The district provides facilities for its Special Education programs which ensure equity with other educational programs within the district and provides appropriate learning environments in relation to educational program needs.	3	3	
6.3	The district provides facilities for its Special Education programs which provide appropriate learning environments in relation to educational program needs.	2	3	<input type="checkbox"/>
7.1	The district applies for state funding for class size reduction facilities. The district should apply for class size reduction facilities funding annually.	10	Not rated	
7.2	The district has provided adequate facilities for the additional classes resulting from the implementation of Class Size Reduction (CSR).	4	6	
7.3	The district has complied with CDE suggested space requirements relative to the provision of educational environments for the implementation of Class Size Reduction (CSR).	7	7	
7.4	The district has developed a plan for the provision of permanent facilities in which to house its CSR programs.	3	4	
8.1	An Energy Conservation Policy should be approved by the board of education and implemented throughout the district. (Reworded since the 2000 report.)	10	1	
8.2	An energy analysis should be completed for each site. (Reworded since the 2000 report.)	10	0	
8.3	Create and maintain a system to track utility costs and consumption and to report on the success of the district's energy program. (Added since the 2000 report.)	New	0	<input type="checkbox"/>
8.4	Cost-effective, energy-efficient design should be a top priority for all district construction projects. (Reworded since the 2000 report.)	1	6	
8.4a	The district should be in discussion and working as a team with agencies that can provide professional assistance and funding. (Added since the 2000 report.)	New	4	

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
8.4b	The district should act toward improving the energy efficiency of all sites, including those not included in the local bond. (Added since the 2000 report.)	New	2	
8.4c	The district should analyze the possibility of using alternative energy sources as a means to reducing the financial impact of utilities on the district. (Added since the 2000 report.)	New	7	
8.5	Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on school sites should be provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.	2	1	<input type="checkbox"/>
8.6	Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel should have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and will be evaluated on.	1	2	
8.6a	Procedures are in place for evaluating the work quality of custodial staff. The quality of the work performed by the custodial staff should be evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.	1	1	<input type="checkbox"/>
8.6b	Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff should be evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.	2	0	<input type="checkbox"/>
8.7	Necessary staff, supplies, tools and equipment for the proper care and cleaning of the school(s) are available. In order to meet expectations, schools must be adequately staffed and staff must be provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.	2	1	

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
8.8	The district has an effective preventive maintenance program. The district should have a written preventive maintenance program that is scheduled and followed by the maintenance staff. This program should include verification of the completion of work by the supervisor of the maintenance staff.	1	1	<input type="checkbox"/>
8.9/ 8.10	Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 § 631] (Reworded/combined since the 2000 report.)	1	1	
8.11	The district has implemented a planned program maintenance system. The district should have a written planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. This program should include purchase prices, anticipated life expectancies, anticipated replacement timelines and budgetary resources necessary to maintain the facilities.	1	1	<input type="checkbox"/>
8.12	The district has a documented process for assigning routine repair work orders on a priority basis. (Added since the 2000 report.)	New	1	<input type="checkbox"/>
9.1	The district has developed a plan for attractively landscaped facilities.	8	1	
9.2	The goals and objectives of the technology plan should be clearly defined. The plan should include both the administrative and instructional technology systems. There should be a summary of the costs of each objective and a financing plan should be in place.	7	2	
9.3	The governing board shall provide a warm, healthful place in which children who bring their own lunches to school may eat their lunch. [EC 17573, CCR Title 5 §14030]	7	8	
9.4	The governing board of every school district shall provide clean and operable flush toilets for the use of pupils. [EC 17576, CCR Title 5 §14030]	7	8	
9.5	The district has plans for the provision of extended-day programs within its respective school sites. [EC 17264]	8	8	
9.6	The district has developed and maintains a plan to ensure equality and equity of its facilities throughout the district. [EC 35293]	1	2	<input type="checkbox"/>

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.

Standard to be addressed		Jan. 2000 rating	Sept. 2003 rating	March 2004 focus
9.7	All schools shall have adequate heating and ventilation.	1	5	
9.8	All schools shall have adequate lighting and electrical service.	7	7	
9.9	Classrooms are free of noise and other barriers to instruction. [EC 32212]	10	6	
9.10	The learning environments provided within respective school sites within the district are conducive to high quality teaching and learning.	1	5	
9.11	Facilities within the district reflect the standards and expectations established by the community.	2	2	
10.1	The district should have a plan to promote community involvement in schools.	10	10	
10.2	Education Code Section 38130 establishes terms and condition of school facility use by community organizations, in the process requiring establishment of both “direct cost” and “fair market” rental rates, specifying what groups have which priorities and fee schedules.	5	3	<input type="checkbox"/>
10.3	Districts should maintain comprehensive records and controls on civic center implementation and cash management.	2	2	
11.1	The district’s public information office should coordinate a full appraisal to students, staff and community of the condition of the district’s facilities.	10	5	
11.2	The district should apprise students, staff and community of efforts to rectify any substandard conditions.	8	4	
11.3	The district should provide clear and comprehensive communication to staff of its standards and plans.	0	2	<input type="checkbox"/>
11.4	All stakeholder groups should be directly involved in a meaningful manner regarding the district’s facilities.	8	3	

Standards in bold print were reviewed for the September 2003 report and narratives are provided in this report.
 Indicates standards targeted for in-depth review for the March 2004 report.