

Facilities Management

This summary provides some conclusions regarding the most significant conditions detailed in FCMAT's assessment of the facilities in the Berkeley Unified School District.

Board Policies

Most of the board policies FCMAT examined were deficient, either because they were out of date or because they did not include certain components. The district has an aggressive program to update board policies, and several of the facilities policies were updated and adopted during the course of this review. This assessment should be helpful in completing the update of district policies. Included are recommendations for areas where policies are necessary.

School Safety and Security

The Findings detail several concerns related to school safety. Areas designated for loading and unloading of students were often ignored by parents, and the school staff did not address the issues. Unsupervised adults were observed on campus and were not challenged by school-site staff (see standard1.6). Poor campus control and adult supervision are commonly observed.

Additionally, hallway and outside security lighting was a problem at many sites (standard 1.8). The FCMAT study team also observed several fire hazards (standard 1.14), uncertified fire extinguishers (1.16), and the absence of an employee safety training program (1.25, 1.26, 1.27). Safety plans were not available at all school sites (1.3). Fire drills were not conducted or recorded properly at school sites (1.10). Boiler inspection and maintenance was not properly documented (1.23).

Absence of a board policy on fingerprinting classified employees, required by law, creates a huge amount of exposure for the district (1.3). Control, inventory and safety issues related to classroom and custodial chemicals were also very evident (1.4, 1.11, 1.24).

Facility Planning

The district does not have a long-range facilities master plan (2.1), and lack of such a plan leads to other planning and staffing (2.5) difficulties. However, the district does extremely well in funding and constructing projects. Bond monies, coupled with aggressive efforts to capture state funding and good oversight of the construction of individual projects, was evident.

In contrast, the district does not collect developer fees for which it is likely eligible now and in the future (2.14). The district cannot afford to overlook this source of funding. More could also be done with the district's asset management plan for facilities (2.15).

Energy Management

Energy consumption in the district can be better managed, particularly heating and air conditioning systems. Some upgrades are being performed as part of modernization or other construction, but many facilities could yield savings now. The district should create an energy-management policy and an aggressive program for lower energy consumption and costs (8.1).

Class-Size Reduction Facilities

Implementation of the state-funded K-3 class-size reduction program imposed huge facility obligations on the district. Berkeley Unified has done an unusually good job of providing appropriate classrooms for those students (7.2).

Community Use of Facilities

There is extensive community use of district facilities, but neither the Business Department nor the Facilities Departments appear to want to administer the function. The area is not appropriately organized or staffed and is rife with internal control problems.

District Operations Building

The district operations building on Oregon Street is rundown, unsightly, and in need of major restoration if it is to continue to house district functions, particularly those that serve the public. There is some discussion about the future of the building and its site, and it seems that repairs have been postponed until resolution of that issue. In the meantime, several district customer-service functions operate out of a building that is unsightly from the outside and much worse on the inside. The district should decide what it wants to do with the building and accomplish that goal.

District Technology Plan

The district has a good plan for incorporation of technology in the instructional program. The plan, however, lacks an identifiable funding source. Therefore, expectations for technology are tied to the efforts of individual schools to raise money for this purpose. Expectations are necessarily low for near-term progress in the current funding environment (9.2).

Current Average Assessment

FCMAT's initial assessment of the Berkeley Unified School District included 111 professional and legal standards. The average rating of the standards is 5.75. Nineteen of these standards have been targeted for review in the next six-month progress period and are identified below.

Standards Proposed for the First Six-Month Review

- 1.3 Plan for Protection of People and Property
- 1.4 Restrictions on Flammable and Toxic Materials
- 1.6 Monitoring of Bus Loading/Unloading Areas for Safety
- 1.21 Compliance with Federal AHERA Laws
- 1.23 Safety of Boilers and Fired Pressure Vessels
- 1.25 Maintenance of a Comprehensive Employee Safety Program
- 2.1 Maintenance of a Long-Range Facilities Master Plan
- 3.6 Maintenance of a System for Tracking Project Progress
- 4.3 Appropriate Project Records and Drawings are Maintained
- 5.3 Conflict of Interest Statements and Compliance
- 6.1 Compliance with CDE Regulations
- 6.2 Equity with Other Facilities, Appropriate to Educational Program
- 6.3 Adequacy for Instructional Program Needs
- 8.1 Energy Conservation Policy
- 8.2 Energy Accounting System
- 8.3 Completion of Energy Analyses

- 8.6 Procedures for Evaluation of Maintenance and Operations Staff
- 8.11 Implementation of a Planned Program Maintenance System
- 10.3 Maintenance of Records and Cash Controls on Civic Center Funds

1.1 School Safety—CDE Civil Defense and Disaster Planning Guide

Professional Standard

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]

Sources and Documentation

1. Board Policy
2. Emergency plan documentation (district-published documents)
3. Visible building evacuation plans
4. Emergency exit signage
5. Evidence of training of school site students and staff
6. First aid kits

Findings

1. Board policies were not provided. They are in the process of being updated.
2. Emergency and disaster planning guides are not consistently maintained at each school site. Different sites had different levels of documentation.
3. Some staff members noted the lack of central district coordination and direction for major emergencies.
4. Most sites reviewed had some civil defense and disaster planning materials available.
5. All sites reviewed had appropriate first-aid kits.
6. Some sites had missing exit signs.
7. Building evacuation plans are written rather than graphic and are posted in most classrooms, some offices, libraries, MPRs and other spaces.
8. Fire and disaster drills are not consistently reported to the district office, and the district office does not follow up on delinquencies.
9. Most staff members could locate the School Crisis Plan.

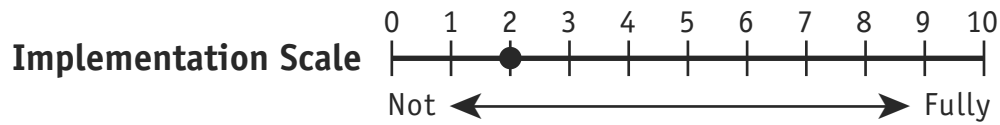
Recommendations and Improvement Plan

1. Update board policies and administrative regulations regarding emergency, civil defense and disaster planning.
2. Establish a common emergency operations plan that incorporates civil defense and disaster planning.
3. Customize the emergency operations plan for each site's unique conditions.
4. Adopt procedures to provide for an annual review, and update for the emergency operations plan.

5. Continue regular disaster preparedness exercises at school sites. Adopt procedures to ensure the exercises take place, they are reported to the district office, and the district office follows up on delinquent exercises.
6. As modernization or improvement funds become available, implement upgrades for exit signage.
7. Provide annual training for all staff members regarding the location of the emergency procedure documents and first-aid kits.

Standard Implemented: Partially

July 1, 2003 Rating: 2



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]

Sources and Documentation

1. Observation of buildings
2. Discussions with facilities staff
3. Discussions with maintenance and custodial staff
4. Discussions with site supervisor/support staff

Findings

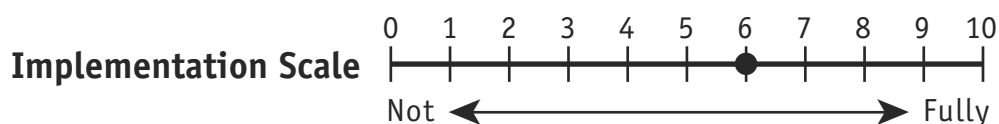
1. The district has installed a variety of security devices (e.g., door sensors, motion detectors) in offices, multipurpose rooms, computer labs and other sensitive areas.
2. The district has installed video cameras at the high school.
3. Staff reported that these systems were well maintained.

Recommendations and Improvement Plan

1. Annually review and update (as necessary) board policies and administrative regulations regarding security devices, particularly the use of video cameras on campus.
2. Annually review district design standards to ensure that the continued incorporation of security devices meets the various needs of the district.
3. As modernization funds are available, upgrade and expand the use of the security systems to cover most, if not all areas of each school site.
4. Establish a priority list of sites related to security issues in order to maximize the cost/benefit relationship when installing security devices.

Standard Implemented: Partially

July 1, 2003 Rating: 6



1.3 School Safety—Plan for Protection of People and Property

Professional Standard

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]

Sources and Documentation

1. Board policy
2. Safety plan documentation
3. Intrusion alarm system
4. Exterior lighting
5. Perimeter access and fencing
6. Visitor's log
7. Trespassing signage
8. Key issuance procedures

Findings

1. Board policies were not provided. They are in the process of being updated.
2. The district did not have consistent safety plan documentation at all schools.
3. Intrusion alarms and exterior lighting appeared to be in place.
4. Elementary and middle school sites typically did not have complete perimeter fencing.
5. The high school site had perimeter fencing and restricted access gates, but security was lax. Students opened a locked exterior door to allow access and gates were not always monitored.
6. Visitor logs and ID stickers were fairly consistently maintained and issued.
7. Trespassing signage was inconsistent, and many signs need to be replaced.
8. Site staff and maintenance attempt to discourage vandalism and graffiti by immediately covering and repairing the afflicted area.
9. The Principal (or designee) typically controls access to school keys and inventory stock, and keys are issued only to employees who regularly need them to carry out the normal activities of their position. Substitute teachers receive keys and are required to turn them in at the end of the day.
10. No board policy was found regarding fingerprinting of classified employees.

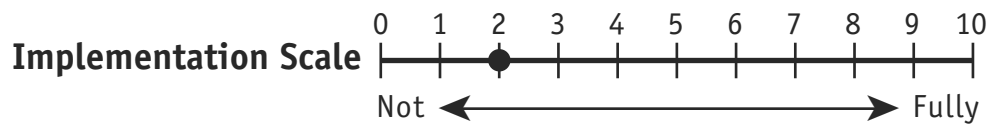
Recommendations and Improvement Plan

1. Increase enforcement of restricted access to sites.
2. Consider adding perimeter fencing to all sites.
3. Develop procedures to train all school personnel on the new plan.

4. As modernization funds are available, upgrade lighting, signage and other security measures.
5. Continue requiring visitors, vendors, and contractors to sign the visitor log and identify workers.
6. Continue use of visitor identification.

Standard Implemented: Partially

July 1, 2003 Rating: 2



1.4 School Safety—Restrictions on Flammable and Toxic Materials

Professional Standard

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]

Sources and Documentation

1. Board policy
2. Hazard communication program
3. Availability of MSDS copies
4. List of hazardous substances on site
5. Evidence of training programs or sessions
6. Appropriate labeling on pipes and storage areas

Findings

1. Board policies were not provided.
2. The district does not have a hazard communication program.
3. The district does not have policies or procedures regarding MSDS copies.
4. Few custodial rooms had MSDS notebooks.
5. Few maintenance areas had MSDS notebooks.
6. There was no evidence of MSDS sheets or chemical inventory in the science rooms.
7. There is no way to tell when each MSDS notebook has been updated.
8. Some training of maintenance/custodial staff occurs each year.
9. Pipes in the boiler rooms are rarely labeled.

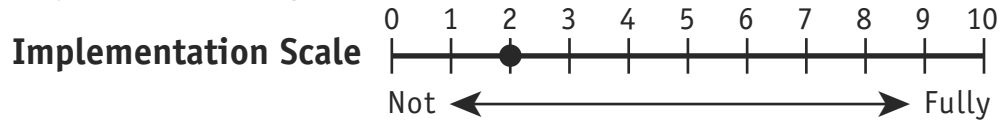
Recommendations and Improvement Plan

1. Develop board policies, administrative regulations and procedures regarding the collection and dissemination of MSDS sheets.
2. Develop board policies, administrative regulations and procedures regarding the purchase, storage and handling of hazardous materials.
3. All buildings and grounds staff, plant managers, and employees should receive in-service training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area.
4. Pursuant to Code of Regulations, title 8, section 5194 (e) (1) (A), a complete list of hazardous substances must be provided within the written hazard communication program, preferably with an indication of the work area where the substances are found.

5. Provide the appropriate fire department for each school with a list of hazardous materials stored in science labs.
6. Outside contractors should be informed of hazardous substances that are present on the site. It is the contractors' responsibility to disseminate this information to their employees and subcontractors.
7. Develop a written hazard communication program in accordance with the California Code of Regulations, Title 8, Section 5194.

Standard Implemented: Partially

July 1, 2003 Rating: 2



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.

Sources and Documentation

1. Board policy
2. Site observations and interviews
3. Interviews with site administrators

Findings

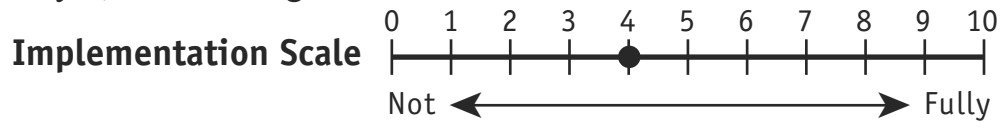
1. FCMAT was unable to obtain a copy of the current board policy relating to key control. The district is reportedly in the process of adopting a new policy.
2. Of the sites visited, no uniform system of key control was in place. One site had the keys locked in the secretary's desk. Another school had a locking key box, but it was not fastened in a secure location behind closed doors. Another school had a locking cabinet controlled by a single employee who signs all keys in and out.
3. There was no consistency among the sites for issuing keys to substitute teachers. One school simply put the classroom key in the substitute teacher's folder with the understanding that the key and folder would be returned at the end of the day. Another school had the secretary physically issue the key to the substitute and had the substitute teacher sign the key in and out in a log book.
4. The issuance of grand and great-grand master keys was not consistent. All interviewees were asked how many of these keys existed and who had control over them. In most cases, the interviewee had to revise his/her initial count and who had each of the high-level keys.

Recommendations and Improvement Plan

1. Develop a board policy stating specifically which administrators in the district are allowed to issue, make, and inventory keys for each site, including the district administrative facilities.
2. Buy locking key boxes for all school sites, install them in secure places, and require their use.
3. Establish a sign-out card system for all keys that shows who is issued a key, which door it opens, who authorized the issuance of the key, and the date of issuance.
4. Only district and site administrators should be allowed to issue and carry high-level keys. The district should annually verify those employees carrying grand or great-grand master keys.

Standard Implemented: Partially

July 1, 2003 Rating: 4



1.6 School Safety—Monitoring of Bus Loading/Unloading Areas for Safety

Professional Standard

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.

Sources and Documentation

1. On-site observation before, after, and during regular school hours
2. Bus schedules and routes

Findings

1. At the sites observed, the monitoring of student arrivals and departures was nonexistent. At one elementary school, a small loading/unloading area was designated, but ignored by most parents. Parents stopped in the middle of the street, dropped off the students, and left. Others stopped in the loading/unloading zone and parked to walk their students to class. At this same site, AAA had provided free pamphlets to explain proper student traffic management.
2. One team member was able to stand in the main hallway of one school without being approached by an adult for more than one-half hour. Students passed by without adult supervision.
3. At one of the elementary schools, a mother took off the chain around the gate, pushed the stroller across the campus, and exited the gate on the other side of the campus. No adult approached the mother, even though there were other small children on the playground.
4. At the high school campus, a team member was able to stand in front of the administration building without being questioned as to his purpose for being on the site.
5. Also at the high school, students were able to squeeze through the construction fencing in a hard-hat area. Even though new construction was occurring, the students crossed the area without restriction or reprimand.
6. At the district office, parking for both handicapped and regular access is extremely limited. Parents are unable to easily park to meet with the district staff. district staff members are required to move their cars because of the time limitations on the nearby parking spaces.

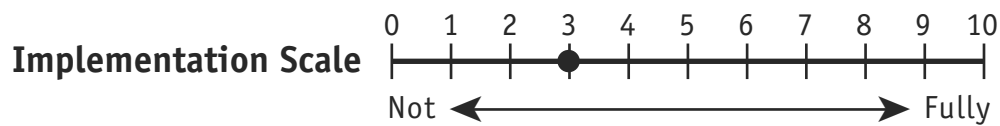
Recommendations and Improvement Plan

1. Increase adult supervision at student loading and unloading areas for all sites with K-8 students.
2. Assign adult supervision at all times when students are on campus.

3. Increase security devices at all campuses to reduce the likelihood of public use of the campuses as shortcuts to other areas of town.
4. Increase safety training at all employee training sessions.
5. Improve security fencing around construction areas.
6. Reprimand students using construction sites as shortcuts.
7. Priority should be given to obtaining sufficient parking at the new district office facilities for all employees. A limited number of handicapped and visitor parking spaces directly in front of the main entrance should be designated.

Standard Implemented: Partially

July 1, 2003 Rating: 3



1.7 School Safety—Installation and Operation of Outside Security Lighting

Professional Standard

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 safe passage of students and the public during after-hour activities. Lighting should also provide security personnel with sufficient illumination to observe any illegal activities on campus.

Sources and Documentation

1. On-site observation before, after, and during regular school hours

Findings

1. There was no current Governing Board policy available at the time of the study.
2. The majority of the school sites visited had some lighting, but still need additional lighting, specifically for security during the evening hours.
3. Many of the hallways and courtyard areas have minimal lighting, usually limited to a single light bulb behind a faded Plexiglass cover in the ceiling.
4. Some of the overhead lights were in need of repair or replacement of the Plexiglass covers. Other had no bulbs in them.
5. Some of the campuses had tall tower lighting to provide good security lighting; however, they were not all operable at key times of the evening.

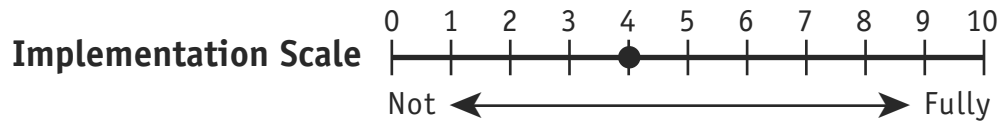
Recommendations and Improvement Plan

1. Develop a Governing Board policy regarding the amount of lighting that must be installed at all school sites and the priority for funding to enforce this policy.
2. Replace and maintain existing hallway lighting that does not provide sufficient illumination.
3. Install additional exterior lighting in all hallways, courtyards, between buildings, and fields.
4. Replace all hallway lighting, which consists of standard light bulbs, with more modern lighting, such as halogen bulbs or lighting as mentioned in Standard 8.3.
5. Replace all hallway light fixtures with clear, vandal-proof covers to allow for full illumination of the hallways.
6. Install additional lighting in all courtyards that will allow for security during after-school activities and security surveillance.
7. Install lighting between buildings, such as portable classrooms, for security purposes.

8. Increase lighting in open field areas to reduce possibility of loitering and allow easier surveillance by security.

Standard Implemented: Partially

July 1, 2003 Rating: 4



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.

Sources and Documentation

- 1. Copy of graffiti and vandalism plan
- 2. On-site observation before, after, and during regular school hours

Findings

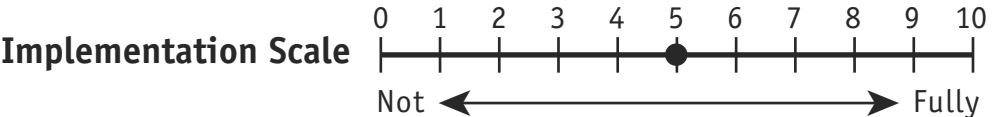
- 1. A current board policy for graffiti abatement was not available. The board reportedly is currently updating many of the policies relating to school safety, including graffiti abatement.
- 2. The elementary schools had minor graffiti, but the amount was insufficient to comment on in these recommendations.
- 3. The middle schools had differing amounts of graffiti.
- 4. During the high school campus observation, the bathrooms had heavy graffiti in more than one layer. Staff members indicated that custodians and maintenance staff members paint over all graffiti on a weekly basis.

Recommendations and Improvement Plan

- 1. Create a board policy that includes specific expectations for the staff and instructions on how to handle graffiti in the schools.
- 2. All sites should work closely with local law enforcement groups in an attempt to reduce the graffiti problems, especially at the high school.
- 3. Site-operational personnel should receive ongoing training on graffiti abatement.
- 4. Site-operational personnel should also be provided with adequate supplies and equipment to keep up with the graffiti challenges.

Standard Implemented: Partially

July 1, 2003 Rating: 5



1.9 School Safety—School Site Emergency Procedures Plan

Professional Standard

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]

Sources and Documentation

1. Board policy
2. Emergency and disaster preparedness plan
3. Evidence of disaster preparedness drills
4. First-aid kits

Findings

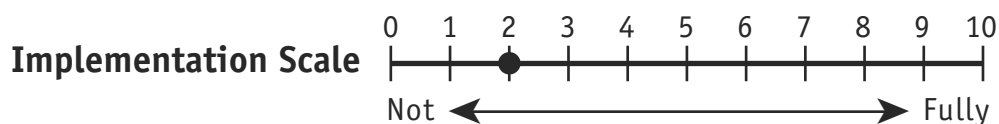
1. Board policies were not provided. They are in the process of being updated.
2. Emergency procedures documentation was inconsistent at school sites.
3. Fire drill and disaster drill logs could not be located at most sites.
4. Fire drills and disaster drills were not consistently reported to the district office.
5. Fire departments are sometimes on site when fire drills occur.

Recommendations and Improvement Plan

1. Adopt board policies and administrative regulations regarding emergency procedures.
2. Establish procedures to annually update the emergency procedures.
3. Establish procedures to ensure that all staff members are trained for emergencies.

Standard Implemented: Partially

July 1, 2003 Rating: 2



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]

Sources and Documentation

1. Board policy
2. Visible building evacuation plan
3. Evidence of fire drills
4. Fire life-safety devices
5. Emergency exit signage
6. First-aid kits

Findings

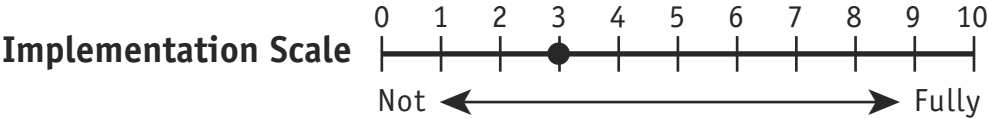
1. Board policies were not provided.
2. Conducting of fire drills was not consistent. Not all elementary and intermediate schools had drills at least once each month, and it was unclear whether the secondary schools held drills not less than twice every school year.
3. In most cases, the fire drill logs could not be found.
4. School sites did not always report drills to the district office.
5. An occasional exit sign was missing.
6. Evacuation plans were posted in each classroom. These plans consist of written directions, not maps.
7. Each site visited had first-aid kits and disaster supplies. The quantity of kits per site varied.
8. Each site had identified general procedures and assembly areas.

Recommendations and Improvement Plan

1. Adopt board policies and administrative regulations regarding fire drills.
2. Adopt procedures to ensure proper timing of fire drills.
3. Adopt procedures to ensure reporting for fire drills to the central office.
4. Establish procedures to ensure that the district office follows up with sites that do not report drills.
5. Establish procedures to evaluate the minimum quantity and type of first aid kits required for each site.

Standard Implemented: Partially

July 1, 2003 Rating: 3



1.11 School Safety—Knowledge of Chemicals and Potential Hazards

Professional Standard

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]

Sources and Documentation

1. Board policy
2. Hazard communication program
3. Availability of MSDS copies
4. List of chemical materials and shelf life
5. Observation of laboratories
6. Interviews with maintenance/custodial staff

Findings

1. Board policies were not provided.
2. A hazard communications program does not exist.
3. Some science chemical storage areas had been upgraded with earthquake rails and storage bind.
4. Some chemical storage areas were in disarray.
5. School sites could not produce an inventory of chemicals.
6. Fire departments did not have a list of chemicals.
7. Only some sites had Material Data Safety Sheets (MSDS) available in science and custodial areas.

Recommendations and Improvement Plan

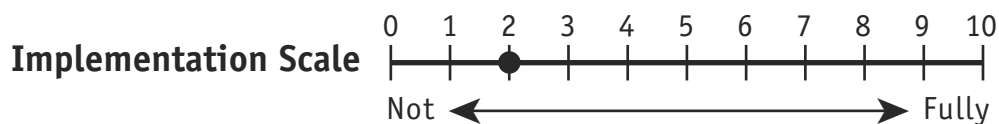
1. Adopt board policies and administrative regulations regarding hazardous chemicals.
2. All buildings and grounds staff, plant managers, and faculty should receive in-service training on chemical compounds and hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. Additional training on the methods to lessen or prevent exposure to hazardous substances as follows:
 - Well-delineated work practices
 - Use of protective equipment
 - Instruction on how to read labels and MSDS files
 - The steps the district has taken to lessen or prevent exposure to hazardous substances
3. The district should develop a written hazard communication program in accordance with the California Code of Regulations, Title 8, section 5194 that requires all school

districts to have a written hazard communication program addressing each of the program categories enumerated below.

- Material Safety Data Sheet (MSDS) List of Hazardous Substances
 - Hazardous nonroutine tasks
 - Hazardous substances in unlabeled pipes
 - Employee information and training including:
 - An overview of the requirement of California’s Hazard Communication Regulation (Code of Regulations, title 8, section 194), including employee rights described therein.
 - The location, availability and content of the district’s written hazardous communication program.
 - Information as to any operations in the employees’ work area where hazardous substances are present.
 - The physical and health effects of the hazardous substances in the work area.
 - Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area.
 - Methods by which employees can lessen or prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment and engineering controls.
 - Steps the district has taken to lessen or prevent exposure to these substances.
 - Instruction on how to read labels and review the MSDS for appropriate information.
 - Emergency and first-aid procedures to follow if exposed to the hazardous substances.
4. The written hazard communication program should be available upon request to all employees and their designated representatives. (Code of Regulations, Title 8, Section 5194).
5. Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

Standard Implemented: Partially

July 1, 2003 Rating: 2



1.12 School Safety—Inspection and Correction of Unsafe Conditions

Professional Standard

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

Sources and Documentation

1. Board policy
2. Work orders
3. Interviews with maintenance/custodial staff
4. Site reviews

Findings

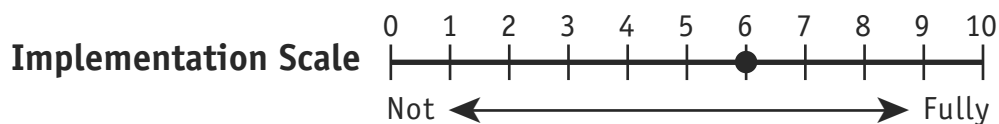
1. Board policies were not provided.
2. Work orders are used to report unsafe conditions.
3. Unsafe conditions receive the highest priority for work order completion, however, the response time from the Maintenance Department varied between sites.
4. Several substandard and potentially unsafe conditions were discovered on site visits. (Possible mold growth, missing wallboard, and improper storage in boiler and electrical rooms.)

Recommendations and Improvement Plan

1. Adopt board policies and administrative regulations regarding reporting unsafe conditions.
2. Evaluate the effectiveness of the current work-order system to address safety items immediately.
3. Develop procedures for an annual inspection of facilities to ensure that site staff members are reporting all unsafe conditions.
4. Ensure that the district has submitted the appropriate modernization funding applications to the Office of Public School Construction (OPSC) and are ready to proceed expeditiously, as funds become available.

Standard Implemented: Partially

July 1, 2003 Rating: 6



1.13 School Safety—Emergency Fire and Police Access to Campuses

Professional Standard

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. [EC 32020]

Sources and Documentation

1. Site observation of gates and locking devices
2. Interviews with maintenance/custodial Staff
3. Interviews with fire department personnel

Findings

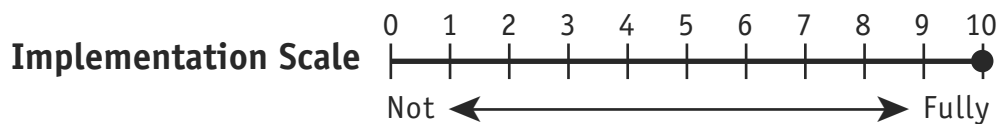
1. All district sites inspected had access gates of sufficient size to permit the entrance of emergency vehicles, equipment and apparatus.
2. The gates are designed to permit the ready entrance by the use of chain or bolt-cutting devices.

Recommendations and Improvement Plan

1. Continued compliance with Education Code Section 32020, and conformance review with law enforcement and fire protection agencies.

Standard Implemented: Fully -Sustained

July 1, 2003 Rating: 10



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]

Sources and Documentation

1. Board policy
2. Copy of facilities construction plan
3. On-site observation before, after, and during regular school hours

Findings

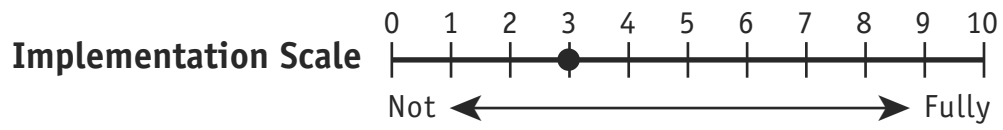
1. While no board policy was provided during the visits, these policies usually state something similar to the following, “An effective educational program requires clean, healthful, safe, businesslike, and attractive physical facilities. The maintenance and custodial staff is charged with the responsibility of caring for and protecting these facilities. In order to carry out an efficient maintenance program, the custodians must receive the cooperation of the pupils, the teachers, and administration.”
2. Some of the fire hazards noticed during the site observations included:
 - Boiler rooms with storage around the boilers.
 - Fire extinguishers blocked from easy access.
 - Electrical boxes housing circuit breakers were unlocked and doors were open.
 - Fire extinguishers missing from designated areas.
 - Large storage areas had no fire extinguishers or designated extinguisher areas.

Recommendations and Improvement Plan

1. The Governing Board should develop and adopt a board policy delineating that all sanitation hazards are corrected immediately.
2. Provide on-site in-service training for all site operational personnel in the area of site safety and cleanliness.
3. Develop on-site in-service training using the job descriptions.
4. Supervisors should periodically review the progress site personnel are making in keeping campuses safe and clean.
5. Supervisors should also emphasize the area of safety and cleanliness in the employee’s annual evaluation.
6. Prioritize hazards according to the greatest need or greatest hazard to the students and the public.
7. Provide incentives and recognition for clean campuses for both students and employees

Standard Implemented: Partially

July 1, 2003 Rating: 3



1.15 School Safety—Injury/Illness Prevention Program Inspections are Done

Professional Standard

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

Sources and Documentation

1. Board policy
2. IIPP handbook
3. Interviews with staff

Findings

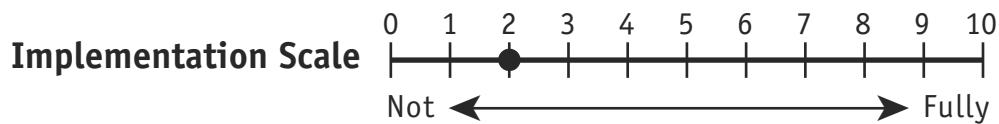
1. Board policies were not provided. They are in the process of being updated.
2. The Prevention Program (IIPP) manual is being updated.

Recommendations and Improvement Plan

1. Complete the update to the IIPP.
2. Emphasize to all staff the importance of the document. The site administrator should know the location, purpose and use of the document and its contents.

Standard Implemented: Partially

July 1, 2003 Rating: 2



1.16 School Safety—Fire Extinguishers and Inspection Information Available

Professional Standard

Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §1922(a)]

Sources and Documentation

1. On-site observation of extinguishers and tags
2. Evidence of inspections
3. Interviews with maintenance/custodial staff

Findings

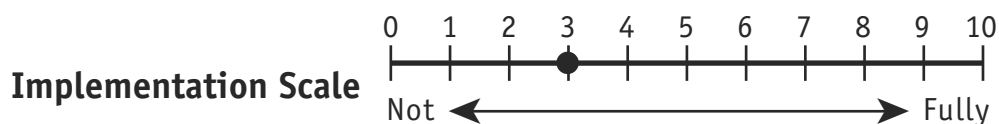
1. All sites visited had the appropriate fire extinguishers existing in most buildings/rooms.
2. Many fire extinguishers in visible, public areas had not been certified within the past 12 months.
3. Most fire extinguishers in less visible areas such as stages or kitchens or mechanical areas had not been certified within the past 12 months.
4. A minor number of mechanical or support areas did not have appropriate fire extinguishers or the current inspection information available.

Recommendations and Improvement Plan

1. Update current recharging and replacement procedures to ensure that all extinguishers on each site receive the required annual servicing.
2. Install appropriate fire extinguishers in each building so that they are visible with easy access and have current inspection information available.
3. Provide a back-up extinguisher whenever an extinguisher is removed for service.

Standard Implemented: Partially

July 1, 2003 Rating: 3



1.17 School Safety—All Exits are Free of Obstructions

Professional Standard

All exits are free of obstructions. [CCR Title 8 §3219]

Sources and Documentation

1. On-site observation of exits
2. Verification of door operation
3. Discussions with local fire officials

Findings

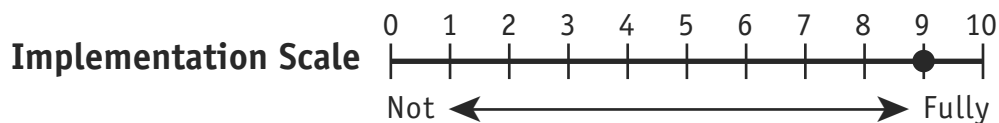
1. All sites inspected had working door hardware and no obstruction at the fire exits.
2. Exit devices were operational as exits. Some doors were in poor condition.
3. Fire departments now are reviewing sites for compliance.

Recommendations and Improvement Plan

1. Ensure that all site staff members are knowledgeable about the need to keep exits unlocked and free of obstructions.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 9



1.18 School Safety—Plan for Prevention of Campus Crime and Violence

Professional Standard

A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 35294-35294.9]

Sources and Documentation

1. Board policy
2. School safety plan
3. Observation of sites
4. Discussion with district and site staffs

Findings

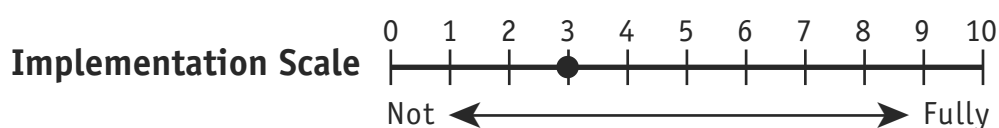
1. Board policies were not provided. They are in the process of being updated.
2. School safety plans were incorporated in emergency procedures documentation and were inconsistent at school sites.

Recommendations and Improvement Plan

1. Adopt board policies and administrative procedures related to school safety plans.
2. Ensure the annual updating, training of staff and the utilization of information acquired for the plans and reports developed pursuant to Education Code sections 35294-35294.9, to maintain the comprehensive school safety plan.
3. All plans must include the following key code requirements for a comprehensive school safety plan:
 - Status of school crimes committed on district campuses during district functions
 - Dangerous pupil notification procedures
 - Strategies and programs for the maintenance of high levels of school site safety
 - Access procedures for students
 - Educational environment requirements
 - School discipline procedure
 - Sexual harassment policy

Standard Implemented: Partially

July 1, 2003 Rating: 3



1.19 School Safety—An Emergency Action Plan Exists

Professional Standard

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]

Sources and Documentation

1. Board policy
2. Emergency and disaster preparedness plan
3. Evidence of disaster preparedness drills
4. First-aid kits

Findings

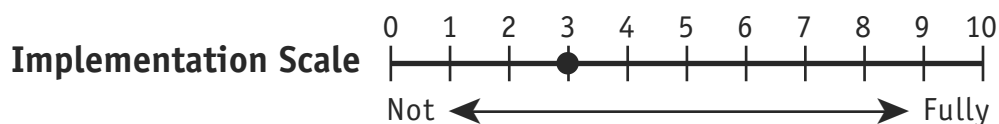
1. Board policies were not provided. They are in the process of being updated.
2. The emergency action plans were not consistent at all sites.
3. First-aid kits were generally available.
4. Fire departments are on site when fire drills occur.

Recommendations and Improvement Plan

1. Adopt board policies and administrative regulations regarding school crisis plans.
2. Develop a procedure for each site to annually review the school crisis plan.
3. Incorporate the school crisis plan with emergency and disaster planning.
4. Ensure that the school crisis plan is customized to meet the unique needs of each site.

Standard Implemented: Partially

July 1, 2003 Rating: 3



1.20 School Safety—Compliance for Under/Above Ground Storage Tanks

Professional Standard

Requirements are followed pertaining to underground storage tanks. [H&SC 25292, CCR Title 26 §477, Title 23 §2610]

Sources and Documentation

1. Board policy
2. Discussions with district staff

Findings

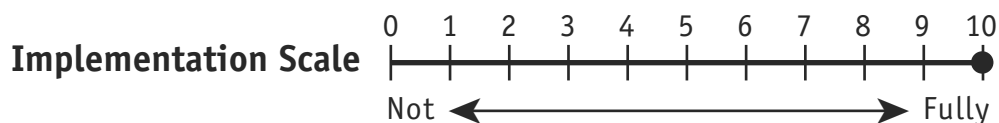
1. Board policies were not provided.
2. On or before December 22, 1998 the district was to replace or upgrade (to prevent leaks due to corrosion, spills or overfills) its underground storage tanks (USTs), and equip all existing underground-pressurized piping with automatic line-leak detectors and a secondary containment.
3. It appears that no underground fuel tanks remain. Tanks at seven sites were removed around 1994/95, and tanks were removed at three sites during construction or modernization.
4. Tanks were suspected, but not found at two other sites.

Recommendations and Improvement Plan

1. Adopt board policies and administrative regulations to ensure that, on and after January 1, 1999, no person or agency shall deposit petroleum into an UST system unless the system meets the requirements of section 25291 or subdivisions (d) and (e) of section 25292 and related regulations adopted pursuant to section 25299.3.
2. Remove or replace tanks if discovered on other sites.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 10



1.21 School Safety—Compliance with Federal AHERA Laws

Professional Standard

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]

Sources and Documentation

1. Board policy
2. AHERA inspection reports
3. Interviews with the maintenance staff

Finding

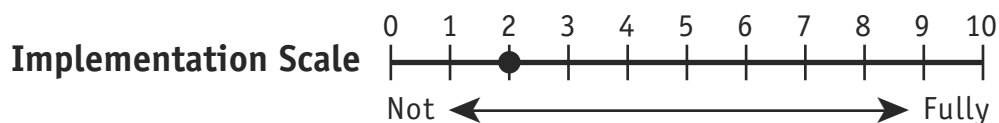
1. Maintenance has the AHERA log books.
2. No school site could locate their copy of the AHERA log book.

Recommendations and Improvement Plan

1. Adopt board policies and administrative regulations to ensure compliance with AHERA laws.
2. Provide each site with copies of the asbestos management plan and three-year recertification.
3. Maintenance/custodial staff should be trained on the location, identification, proper cleaning, and ongoing maintenance of asbestos-containing materials.
4. Maintenance and custodial staff should be trained in the removal and decontamination of small amounts of such materials when needed to repair pipes or perform small scope projects.
5. Any extensive asbestos abatement work must be done by state certified asbestos abatement contractors in compliance with state and federal standards.

Standard Implemented: Partially

July 1, 2003 Rating: 2



1.22 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]

Sources and Documentation

1. On-site observation of playground equipment

Findings

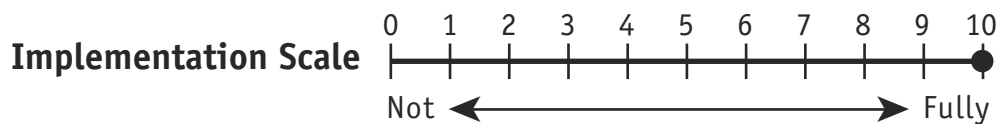
1. All playground equipment appeared to have been replaced within the past few years.
2. The district appeared to be in general conformance with prevailing codes and regulations.
3. Site custodians reported that they check for loose bolts on the equipment at least annually.

Recommendations and Improvement Plan

1. Continue the annual monitoring of playground equipment for loose bolts and maintenance needs.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



1.23 School Safety—Safety of Boilers and Fired Pressure Vessels

Professional Standard

Safe work practices exist with regards to boiler and fired pressure vessels. [CCR Title 8 §782]

Sources and Documentation

1. On-site observation of boilers and fired pressure vessels
2. Maintenance logs

Findings

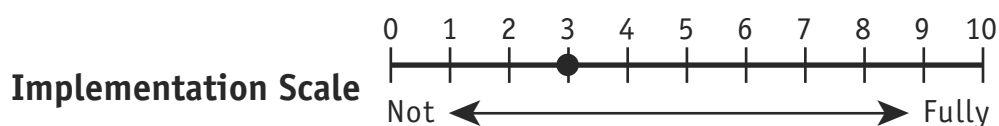
1. No site had a log of boiler maintenance.
2. Most of the district's boiler and fired pressure systems have been upgraded.
3. Site plant managers did not have maintenance knowledge about the boilers.
4. All boiler maintenance was performed by the district maintenance staff.
5. Some boiler rooms are also being used for storage.

Recommendations and Improvement Plan

1. The district should develop work practices and procedures for boilers as follows:
 - On-site maintenance logs that contain complete descriptions of the maintenance of all system components including sensors, controllers, actuators, etc.
 - The maintenance log descriptions should include the dates of inspections, periodic preventative maintenance and suggestions, and system/component failure diagnosis.
 - The maintenance log descriptions should include procedures for the repair or replacement of defective components.
 - Ongoing training for maintenance/custodial staff should continue on the general industry safety orders.
 - On start-up dates the district should have on-site qualified field technicians to place the systems in operation. Making such tests, adjustments, and changes as may be found necessary to ensure the safe and successful operation of the equipment and systems.
2. The district should eliminate all storage in boiler rooms.

Standard Implemented: Partially

July 1, 2003 Rating: 3



1.24 School Safety—Maintenance of Material Safety Data Sheets

Professional Standard

Maintenance of Materials Safety Data Sheets. [EC 49341, 49401.5, 49411, F&AC 12981, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation

1. Board policy
2. Hazard communication program
3. MSDS documentation
4. List of chemical materials and shelf life
5. Observation of laboratories
6. Interviews with maintenance/custodial staff

Findings

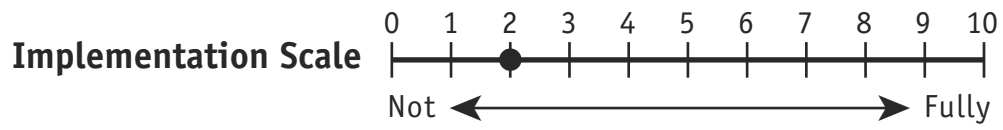
1. Board policies were not provided.
2. Few sites had the appropriate labeling and MSDS available.
3. Some science storage rooms were in disarray.
4. There is no method to determine when each MSDS notebook has been updated.

Recommendations and Improvement Plan

1. Adopt board policies and administrative regulations regarding MSDS sheets.
2. When the district receives a hazardous substance or mixture, the district representatives shall ensure that the manufacturer has also furnished a Material Safety Data Sheet as required by law. In the event the MSDS is missing or incomplete, the district shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a subsequent completed MSDS is not received.
3. The district representative shall maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees.
4. The district shall review each incoming MSDS for new and significant health and safety information and disseminate this information to all affected employees.
5. Should the district elect to convert to a computerized or fax-on-demand program, the district must ensure that up-to-date copies of the MSDS for all hazardous substances are available to all affected employees. The affected employees must be trained to operate the computers or fax machines that provide access to MSDS files.
6. All buildings and ground staff, plant managers, and employees should receive in-service training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area.

Standard Implemented: Partially

July 1, 2003 Rating: 2



1.25 School Safety—Maintenance of a Comprehensive Employee Safety Program

Professional Standard

The district maintains a comprehensive employee safety program. Employees should be aware of the district safety program, and the district provides in-service training to employees on the requirements of the safety program.

Sources and Documentation

1. Board policy
2. Copies of collective bargaining agreements
3. Copy of employee safety handbook
4. Interviews with sampling of employees
5. Observation of employees and safe practices

Findings

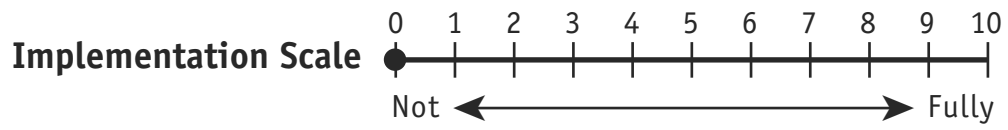
1. FCMAT was unable to obtain a copy of the board policy regarding a comprehensive employee safety program or any related training materials.
2. The bargaining unit agreement articles contained wording regarding safety training and the requirements of the district.
3. Team members were unable to verify which of the district administrators is the primary party responsible for safety training.

Recommendations and Improvement Plan

1. Update and expand current board policy.
2. Establish a districtwide safety committee that includes representatives from all bargaining units and administration.
3. Create a periodic safety newsletter for distribution to employees and the public.
4. Designate which circumstances must be handled immediately and cannot be ignored due to the district's financial condition.
5. Designate by position, the district administrator responsible for meeting the board policy requirements.
6. The district should assign one administrator for coordinating the safety committee meetings, as well as following up on the recommendations made by the committee.

Standard Implemented: Not

July 1, 2003 Rating: 0



1.26 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.

Sources and Documentation

1. Board policy
2. Copies of agendas for training
3. Copies of materials used in training
4. Interviews with sampling of employees
5. Observation of employees and safe practices

Findings

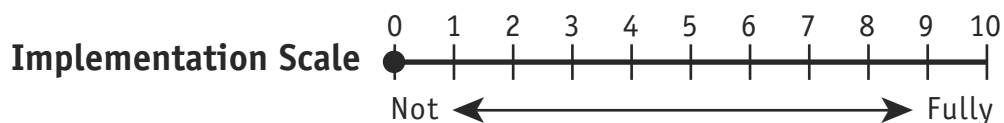
1. FCMAT was unable to obtain a copy of the board policy regarding a comprehensive employee safety program or any related training materials.
2. The bargaining unit agreement articles contained wording regarding safety training and the requirements of the district.
3. FCMAT was unable to verify which of the district administrators was the primary party responsible for safety training.

Recommendations and Improvement Plan

1. Update and expand current board policy.
2. Establish a districtwide safety committee that includes representatives from all bargaining units and administration.
3. Create a periodic safety newsletter for distribution to employees and the public.
4. Designate which circumstances must be handled immediately, and cannot be ignored due to the district's financial condition.
5. Designate by position the district administrator responsible for meeting the board policy requirements.
6. The district should assign one administrator for coordinating the safety committee meetings, as well as following up on the recommendations made by the committee.

Standard Implemented: Not

July 1, 2003 Rating: 0



1.27 School Safety—Conduct of First Aid Training for School Site Personnel

Professional Standard

The district should conduct periodic first aid training for employees assigned to school sites.

Sources and Documentation

1. Board policy
2. Copies of agendas for training
3. Copies of materials used in training
4. Interviews with sampling of employees
5. Observation of employees and safe practices

Findings

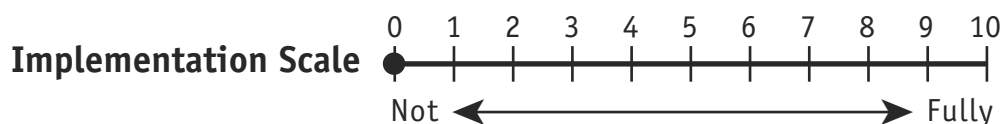
1. Assessment team members were unable to obtain a copy of the board policy regarding a first-aid training program or any related training materials.
2. The bargaining unit agreement articles contained wording regarding safety training and the requirements of the district.
3. FCMAT was unable to verify which of the district administrators was the primary party responsible for first-aid training.

Recommendations and Improvement Plan

1. Update and expand current board policy.
2. Designate which circumstances must be handled immediately and cannot be ignored due to the district's financial condition.
3. Designate by position the district administrator responsible for meeting the board policy requirements.
4. The district should assign one administrator for coordinating the first aid training.

Standard Implemented: Not

July 1, 2003 Rating: 0



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.

Sources and Documentation

Discussions with Director of Facilities

Findings

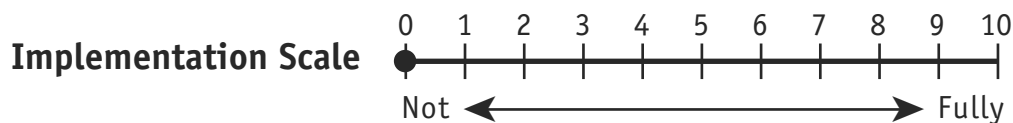
1. The district does not possess a long-range school facilities master plan.

Recommendations and Improvement Plan

1. The district should have a long-range school facilities master plan prepared. In addition, the long-range school facilities master plan should be prepared in a manner that permits updates to occur every three to five years, with minimal cost.

Standard Implemented: Not

July 1, 2003 Rating: 0



2.2 Facility Planning—CDE Facilities Planning and Construction Guide

Professional Standard

The district should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).

Sources and Documentation

1. District documentation

Findings

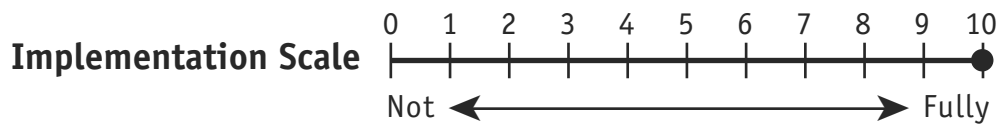
1. The district does currently possess a Facilities Planning and Construction Guide prepared by the California State Department of Education.

Recommendations and Improvement Plan

1. The district should periodically check the internet Web page of the California State Department of Education to see whether the Facilities Planning and Construction Guide has been updated, as well as to see whether other guides associated with facilities planning and school construction have been created or updated.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



2.3 Facility Planning—Efforts to Seek State and Local Matching Funds

Professional Standard

The district should seek State and local funds.

Sources and Documentation

1. Discussion with Director of Facilities
2. State Allocation Board forms 50-01, 50-02, 50-03, and 50-04
3. Ballot language for Measure A (General Obligation Bond)
4. Ballot language for Measure AA (General Obligation Bond)
5. District documentation

Findings

1. On June 2, 1992, by a vote in excess of two-thirds of the voters voting, the district received authorization to issue \$158 million of general obligation bonds (Measure A). Measure A authorized the district to construct new school facilities, retrofit and modernize existing school facilities, and replace deteriorating building systems.
2. In November 1986, a parcel tax program named “Berkeley Schools Enrichment Program” was approved by a vote in excess of two-thirds of the voters voting. A measure to renew the parcel tax program for 12 years was passed in November 1994. Another measure to extend the parcel tax for a period of four years was passed in November 1998.
3. On November 7, 2000, by a vote in excess of two-thirds of the voters voting, the district received authorization to issue \$116.5 million of general obligation bonds (Measure AA). Measure AA authorized the district to repair, upgrade, and add new classrooms to address overcrowding and facilitate reduced class sizes at Berkeley High School, King Middle School, and other Berkeley schools.
4. The district has submitted and the State Allocation Board has approved Forms 50-01, 50-02, 50-03, and 50-04. Since the enactment of the School Facilities Program, the district has received funds from the state for the modernization of six facilities. In addition, the district has submitted 50-04 forms to receive modernization funding for other facilities.
5. The district has been successful in receiving Federal Emergency Management Act (FEMA) income for hazard mitigation.

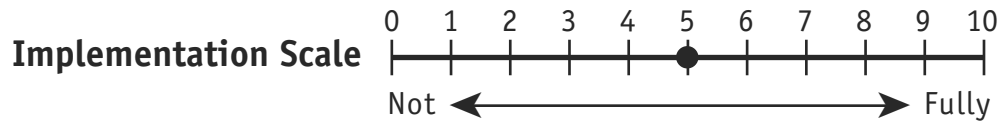
Recommendations and Improvement Plan

1. The district should continue to submit forms 50-04 to the State Allocation Board for eligible projects.
2. The district should pursue all other local funds (e.g., redevelopment tax increment, mitigation payments/alternative fees/statutory school fees, etc.) to the fullest extent possible.
3. The district should continue to seek FEMA income for hazard mitigation.

- The district should prepare residential and commercial/industrial school fee justification studies and impose statutory school fees on new construction projects.

Standard Implemented: Partially

July 1, 2003 Rating: 5



2.4 Facility Planning—Existence of a district Facility Planning Committee

Professional Standard

The district should have a functioning facility planning committee.

Sources and Documentation

1. Discussion with Director of Facilities
2. District Web page

Findings

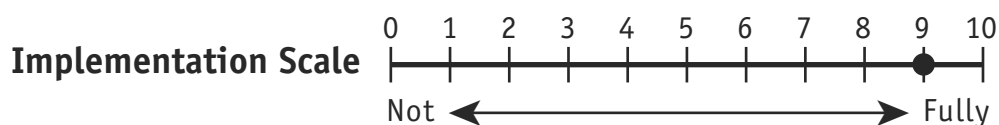
1. At Berkeley Unified, the functions and roles that would typically be found within a facility planning committee actually occur within two separate and distinct committees, the Citizens Construction Advisory Committee (CCAC) and the Maintenance and Security Advisory Committee (MAC). Based upon district staff comment, it appears that the two distinctive committees operate somewhat separately and autonomously from each other. There also appear to be functional discrepancies relative to the effectiveness of each committee.

Recommendations and Improvement Plan

1. It is commendable that the district is seeking and obtaining community involvement through the two aforementioned committees, but it may be more effective to merge the two groups into one structured committee. The new committee's roles, functions and purposes would then be redefined. The presence of the two distinct advisory committees may actually fracture the desired overall result.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 9



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.

Sources and Documentation

1. Discussion with Director of Facilities
2. Review of district staffing/organizational chart
3. Discussion with OPSC and CDE staff

Findings

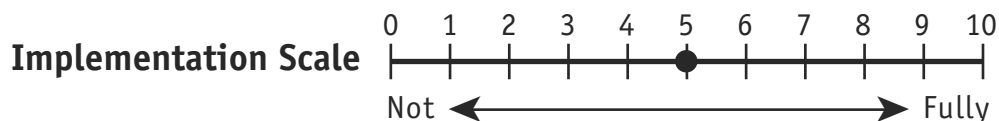
1. The district Facilities Department is seriously understaffed. While the current Director of Facilities' knowledge and skills are commendable, his current range of responsibilities and involvement far exceed those found for directors in similar California public school districts. These responsibilities include overseeing the district's highly aggressive, far-reaching and long-term facilities improvement program.
2. While the district has contracted with outside project management/construction management services in the past to support the construction implementation program, it is evident that the facilities planning role and functions fall solely within the responsibility of the Director of Facilities.
3. A staffing funding augmentation may be possible through the allocated use of either Measure BB or AA funds (as permitted by ballot language and/or bond counsel review/authorization).

Recommendations and Improvement Plan

1. The district should perform a self-analysis to determine the types and numbers of additional staffing positions that are required in order to effectively meet its facilities-related challenges and opportunities. While past practices have tended to focus upon program implementation and construction support, the facilities planning area of the department needs staff augmentation.
2. Job descriptions, roles and responsibilities should be carefully developed and articulated. A system of ongoing assessment and evaluation is needed to determine whether the Facilities Department is properly staffed and funded to meet evolving project servicing requirements, which depend upon current projects and needs.

Standard Implemented: Partially

July 1, 2003 Rating: 5



2.6 Facility Planning—Implementation of an Annual Capital Planning Budget

Professional Standard

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

Sources and Documentation

1. Discussion with Director of Facilities
2. District documentation

Findings

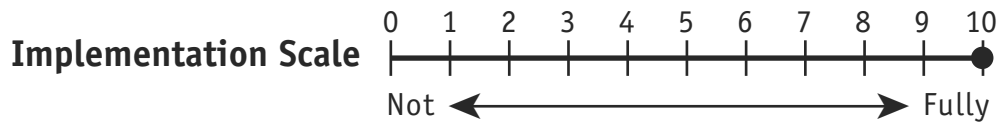
1. With the passage of Measure A, Measure AA, and Measure BB, the district develops annual capital planning budgets that identify the school facilities improvements that require immediate attention in a given school year.

Recommendations and Improvement Plan

1. The district should continue to develop annual capital planning budgets and present them to the board of education.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



2.7 Facility Planning—Standards for Real Property Acquisition and Disposal

Professional Standard

The district should have standards for real property acquisition and disposal. [EC 39006, 17230-17233]

Sources and Documentation

1. Discussion with Director of Facilities
2. District documentation

Findings

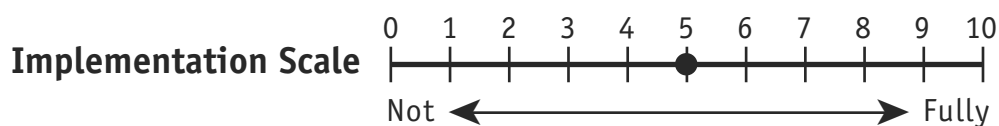
1. The district has retained the services of a firm to assist in determining which school properties should be asset managed. The schools properties identified in the facilities study prepared by California Financial Services were selected based on location of students to facilities and potential value of the property.

Recommendations and Improvement Plan

1. The district should develop and modify its standards for real property acquisition and disposal as the California State Department of Education modifies its guidelines.
2. The district should consider long-range enrollment projections in determining properties to be disposed of. facilities master plan prepared.
3. The district should contact the City of Berkeley to assist in determining which school properties are the most appropriate for disposal.

Standard Implemented: Partially

July 1, 2003 Rating: 5



2.8 Facility Planning—State Allocation Board Waivers for Non-Conforming Facilities

Professional Standard

The district seeks and obtains waivers from the State Allocation Board for continued use of its non-conforming facilities. [EC 17284, 17285]

Sources and Documentation

1. Interview with OPSC Project Manager
2. Interviews with district staff
3. Review of State Allocation Board agendas
4. Personal inspection of district sites/facilities

Findings

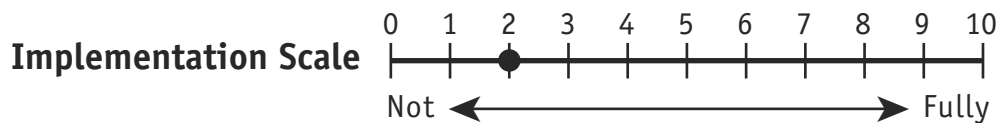
1. The district has not pursued waivers from the State Allocation Board for authorized/continued use of any nonconforming facilities. The district has done an exceptional job of identifying and addressing structural deficiencies within its permanent school facilities, primarily as a result of the Loma Prieta earthquake. Actions related to this remedial structural work were not prompted by nonconforming facilities. Rather they were prompted by desires from the district and community to remedy identified structural code discrepancies or structural deficiencies that were identified in physical inspections. However, the district has some older relocatable classrooms that probably require approval by the Division of the State Architect (DSA) and should be classified as nonconforming.

Recommendations and Improvement Plan

1. The district should finalize its efforts to either obtain DSA approval for any of its non-conforming facilities or seek to replace the nonconforming classrooms with DSA-approved facilities.

Standard Implemented: Partially

July 1, 2003 Rating: 2



2.9 Facility Planning—Selection of Licensed Architect/Engineering Services

Professional Standard

The district has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 17302]

Sources and Documentation

1. Interviews with district staff
2. Review of district records

Findings

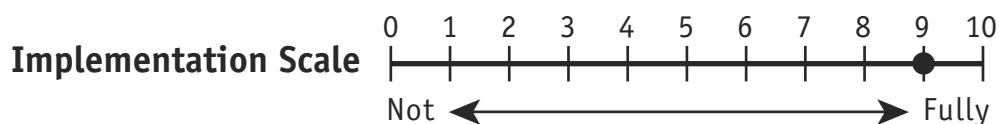
1. The district has successfully completed the selection processes to identify approved architectural/engineering/design firms that may be utilized in one or more district-identified facilities projects.
2. There is relatively focused participation by district staff within the architectural selection process—although there is also significant local (site-based) involvement in the selection of an architectural firm for site-specific projects.
3. The district is to be commended for developing a selection process that is based upon meaningful criteria, strong inclusion of local participants and an overall comprehensive approach toward selection. However, the overall selection process may be improved through greater/stronger direction by the district staff. This approach may ensure a more broad-based perspective rather than one that is parochial and based upon factors that may not greatly improve the end result. Nonetheless, the current selection process is better than what is used at many other California public school districts.

Recommendations and Improvement Plan

1. The district should consider making the above modifications to its procedures for selecting architectural/engineering services.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 9



2.10 Facility Planning—Assessment of Local Bonding Capacity

Professional Standard

The district should assess its local bonding capacity. [EC 15100]

Sources and Documentation

1. Discussion with Director of Facilities
2. District documentation

Findings

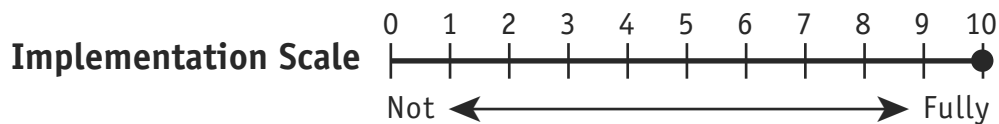
1. The district has retained the services of credible legal and financial advisory firms to assist in assessing the local bonding capacity. This is evident with the passage of Measure A and Measure AA.

Recommendations and Improvement Plan

1. The district should continue to work with its legal and financial advisors to access local bonding capacity.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



2.11 Facility Planning—Process to Determine Debt Capacity

Professional Standard

The district should develop a process to determine debt capacity.

Sources and Documentation

1. Discussion with Director of Facilities
2. District documentation

Findings

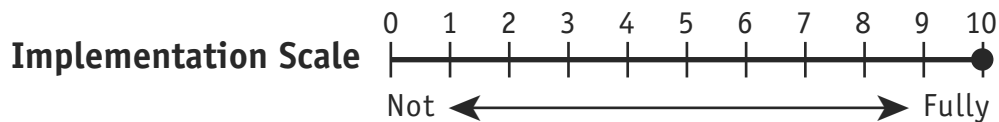
1. With the assistance of a financial advisor, the district has developed a process to determine debt capacity.

Recommendations and Improvement Plan

1. The district should continue to work with a financial advisor whose expertise is municipal finance for school districts in the state.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



2.12 Facility Planning—Awareness and Monitoring of Assessed Valuation

Professional Standard

The district should be aware of and monitor the assessed valuation of taxable property within its boundaries.

Sources and Documentation

1. Discussion with Director of Facilities

Findings

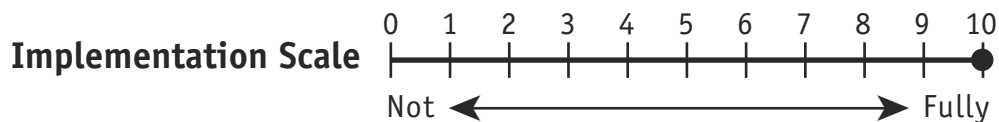
1. Under the guidance of a financial advisor, the district has been made aware of, and has developed a procedure for, monitoring the assessed valuation of taxable property within its boundaries.

Recommendations and Improvement Plan

1. The district should continue to work with a financial advisor whose expertise is municipal finance for school districts in the state.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



2.13 Facility Planning—Monitor Legal Bonding Limits

Professional Standard

The district should monitor its legal bonding limits. [EC 15100, 15330]

Sources and Documentation

1. Discussion with Assistant Superintendent, Operational Support Facilities

Findings

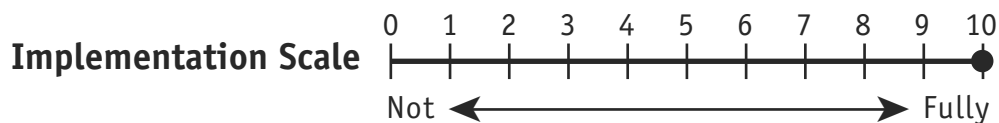
1. With the assistance of a financial advisor, the district has developed a procedure for monitoring its legal bonding limits.

Recommendations and Improvement Plan

1. The district should continue to work with a financial advisor whose expertise is municipal finance for school districts in the state.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



2.14 Facility Planning—Collection of Statutory Developer Fees

Professional Standard

The district should collect statutory school fees. [EC 17620, GC 65995, 66000]

Sources and Documentation

1. Discussion with Director of Facilities

Findings

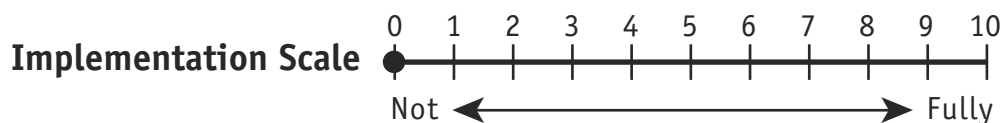
1. The district has not performed any studies to justify a residential and commercial/industrial development school fee. As a result, the district does not collect any statutory school fees on residential development or commercial/industrial development.
2. The district does not have a school facilities need analysis. As a result, the district does not collect alternative school facility fees on residential development per Section 65995.5 of the Government Code.

Recommendations and Improvement Plan

1. The district should retain a consultant to prepare studies for justification of residential and commercial/industrial development school fees and prepare a school facilities needs analysis.
2. The district should communicate with departments of the City of Berkeley to identify the amount of residential and commercial/industrial development that is expected to occur within district boundaries over the next five to 20 years.
3. The district should begin to charge school fees on new development to pay for school facility impacts directly or indirectly generated by such development.

Standard Implemented: Not

July 1, 2003 Rating: 0



2.15 Facility Planning—Consideration of an Asset Management Plan

Professional Standard

The district should consider developing an asset management plan.

Sources and Documentation

1. Discussion with Director of Facilities
2. District documentation

Findings

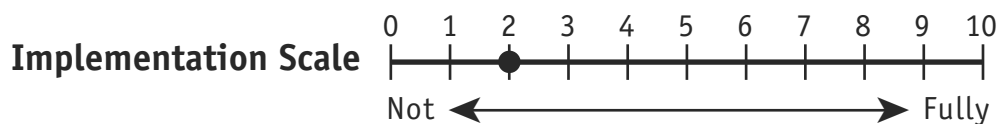
1. The district has many schools that could be combined. By combining schools, the district could reduce maintenance and operation costs and generate surplus school sites that could be asset-managed.

Recommendations and Improvement Plan

1. While the district has an Asset Management Plan, no surplus school sites should be disposed of until a long-range school facilities master plan is prepared. The district needs documentation that demonstrates existing school sites and facilities will not be needed to accommodate students in the future.
2. The district and its consultant should work closely with the staffs of the various cities in developing an asset management plan. By doing so, the district could maximize the value of schools that are closed.
3. The district should proceed cautiously in determining which schools should be closed.

Standard Implemented: Partially

July 1, 2003 Rating: 2



2.16 Facility Planning—Application for Funding for Joint Use Projects

Professional Standard

The district has pursued State funding for joint-use projects through the filing of applications through the Office of Public Construction and the State Allocation Board.

Sources and Documentation

1. Interview with OPSC Project Manager
2. Review of OPSC project tracking for the district.
3. Interviews with district staff
4. Review of district records

Findings

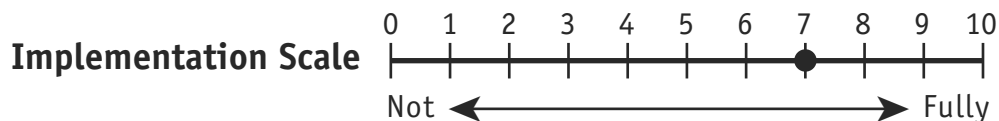
1. The district was successful in obtaining funding for a joint-use project at Longfellow School under the State's previous Leroy Greene Lease-Purchase Program (state application #22/61143-00-01).
2. The district has not pursued joint use funding opportunities under the current authorization for joint use projects identified as part of AB 47 and the current School Facilities Program.

Recommendations and Improvement Plan

1. At this time, funding for future joint-use projects continues to be available and it appears that the conceptual program may be a part of a March, 2004 ballot measure. As such, the district would be well-advised to continue to monitor opportunities to leverage locally generated funds from other public agencies through the potential pursuit of joint-use projects and, it is hoped, joint-use funding through the School Facilities Program.

Standard Implemented: Partially

July 1, 2003 Rating: 7



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.

Sources and Documentation

1. Interviews with district staff
2. Review of district records and reports

Findings

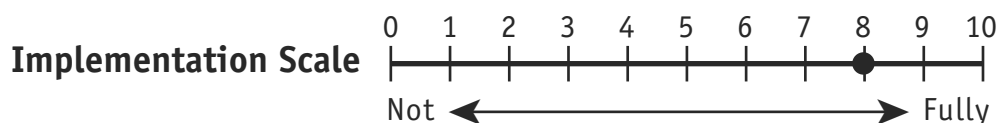
1. The district staff works diligently to plan and schedule projects in a manner that corresponds to priorities established by the board of education. Clear-cut recommendations from staff appear to be presented to the board of education for their review, approval and direction for implementation.
2. The district has maintained a moderately effective working relationship with a professional project manager. This relationship has been partially beneficial to the district, its projects and the overall progress of respective projects.

Recommendations and Improvement Plan

1. The district has been effective in scheduling projects, given the very limited staffing that currently exists and the strong competing demands that exist from various in-house constituencies. The district should continue to utilize the services of a professional project manager (a new selection process is scheduled to occur in the very near future) to assist with scheduling of projects. Facilities Department staffing levels should be enhanced. A higher staffing level would help in prioritizing and scheduling efforts that are required to effectively implement such a broad-based facilities improvement program.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



2.18 Facility Planning—School Site Size and Loading Capacity

Professional Standard

The district complies with California Department of Education (CDE) recommendations relative to school site sizing.

Sources and Documentation

1. Interviews with district staff
2. Review of district facilities records
3. Physical inspection of district sites/facilities

Findings

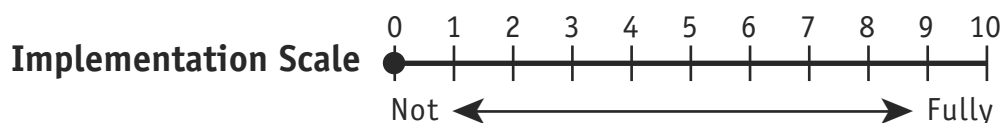
1. The district currently maintains a wide variety of school grade level configurations on sites of varying size and enrollment capacities. The district's school sites are generally constructed on very small and somewhat constrained sites.
2. The district has a range of site sizes and configurations upon which to conduct the various educational programs and instructional services offered to its approximately 9,000 students.

Recommendations and Improvement Plan

1. The district is extremely limited in its ability to modify existing site sizes given the "built out" condition that generally exists within its boundaries.
2. If and when the district plans for any future new school sites (which is extremely unlikely), the district should carefully utilize the resources within the California Department of Education's School Facilities Planning Division to analyze and "size" future school sites in accordance with the guidelines included within the "Guide to School Site Analysis and Development—2000 edition."

Standard Implemented: Not

July 1, 2003 Rating: 0



2.19 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 all school levels.

Sources and Documentation

1. Discussion with Director of Facilities
2. District documentation

Findings

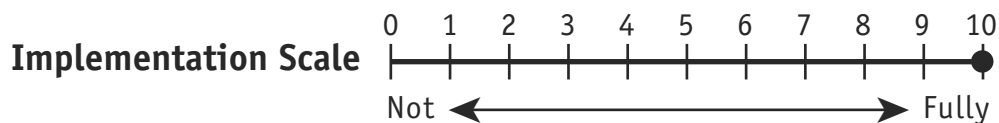
1. The district recognizes that the funding of school facilities needs to be distributed throughout its boundaries at all school levels.
2. The district prepares a maintenance yearly plan and facilities division goals that are presented to the board of education.
3. The district prepares annual facilities construction plan updates that are presented to the board of education.
4. The district has a Citizens Construction Advisory Committee and a Maintenance and Security Advisory Committee.

Recommendations and Improvement Plan

1. The district should continue preparing annual plans that are presented to the Governing Board and involving the community by meeting with the Citizens Construction Advisory Committee and the Maintenance and Security Advisory Committee

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 10



3.1 Facilities Improvement and Modernization—Appropriate Use of the Deferred Maintenance Fund

Professional Standard

The district has a restricted deferred maintenance fund and those funds are expended for maintenance purposes only. The deferred maintenance fund should be a standalone fund reflecting the revenues and expenses for the major maintenance projects accomplished during the year.

Sources and Documentation

1. Board policy
2. District's general ledger for deferred maintenance fund
3. Copies of J-205 deferred maintenance fund budget and unaudited actuals document
4. Copies of purchase orders and contracts
5. Copy of five-year deferred maintenance plan

Findings

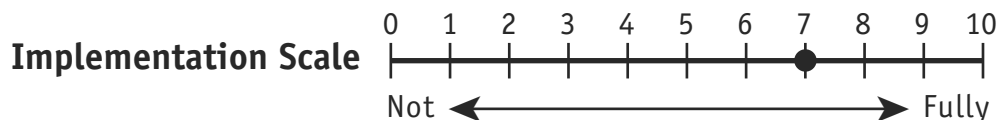
1. No board policy exists stating the district's goals for the use of the deferred maintenance funds or the facilities that will carry the highest priority for the deferred maintenance program.
2. The district updates the five-year deferred maintenance plan regularly and submits it to the Office of Public School Construction for approval.
3. The district makes the annual transfer into the deferred maintenance fund from the bond proceeds.

Recommendations and Improvement Plan

1. Establish board policy stating the district's goals for using deferred maintenance funds, and prioritize deferred maintenance sites and projects.
2. Continue to update the five-year deferred maintenance plan annually to remove maintenance completed during the year, and include projects that have become eligible for funding. While state funding will never reach the level necessary to cover the total district needs, the district should have a plan in place for all available funding.
3. Any projects included in the five-year plan that have become a safety hazard should be considered for critical hardship funding, and the appropriate application filed with the Office of Public School Construction.

Standard Implemented: Partially

July 1, 2003 Rating: 7



3.2 Facilities Improvement and Modernization—Use of Deferred Maintenance Extreme Hardship Applications

Professional Standard

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]

Sources and Documentation

1. Interview with OPSC staff
2. Interviews with district staff
3. District facilities records
4. State Allocation Board agendas

Findings

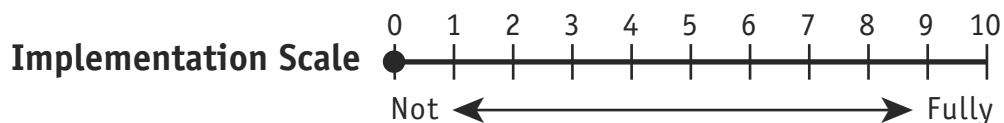
1. The district has not pursued deferred maintenance-critical hardship funding through the State Allocation Board.

Recommendations and Improvement Plan

1. The district should continue to pursue deferred maintenance-critical hardship funding opportunities through the State Allocation Board, although it is recognized that the state's Deferred Maintenance Program is severely hampered because of the state's budget crisis.

Standard Implemented: Not

July 1, 2003 Rating: 0



3.3 Facilities Improvement and Modernization—Application to State Allocation Board for Facilities Funding

Professional Standard

The district applies to the State Allocation Board for facilities funding for all applicable projects.

Sources and Documentation :

1. Interview with OPSC Project Manager and other staff members
2. OPSC project tracking for the district.
3. Interviews with district staff
4. District facilities records
5. State Allocation Board agendas

Findings

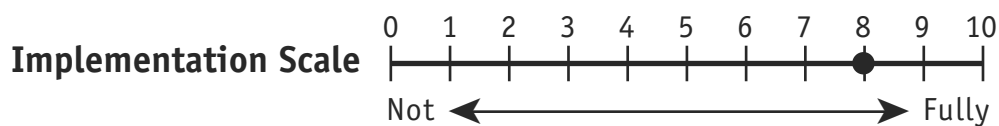
1. The district has made a concerted effort within recent years to qualify for the State School Facility Program for potential funding of modernization, growth and deferred maintenance needs. This was also true through the previous state program, the Lease-Purchase Program.

Recommendations and Improvement Plan

1. The district should continue to monitor potential funding opportunities that may be available through the current state program, the School Facilities Program. While the district probably will never be eligible for new construction, it should continue to monitor opportunities for either additional modernization or even potential joint use funding.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



3.4 Facilities Improvement and Modernization—Determination of Maximum Eligibility for State Funding

Professional Standard

The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.

Sources and Documentation

1. Interviews with district staff
2. Interview with OPSC Project Manager
3. District facilities records

Findings

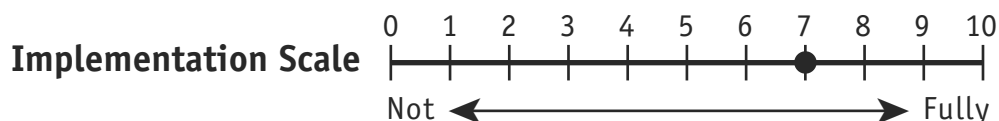
1. The district has made efforts within recent years to improve its chances for funding through the State School Facility Program for modernization, growth and deferred maintenance needs.
2. The current Director of Facilities appears to be knowledgeable about the School Facilities Program (SFP) and fairly diligently assesses the district's likely opportunity to access various funding programs within the SFP. However, a more consistent and proactive approach toward state program participation and monitoring may need to be established and maintained.

Recommendations and Improvement Plan

1. The district should increase efforts to participate in the State School Facility Program. Under the current regulations of the states' School Facilities Program, it is important to move individual projects through the DSA approval phase to ensure they are in the best position for potential state funding.
2. Future Facilities Department staff members should receive training to ensure they uniformly understand state program regulations and how they specifically apply to applications for funding for the district.
3. When additional Facilities Department staffing is provided, specific district staff members should be responsible for monitoring the state program and serving as a liaison with appropriate state program representatives.
4. Regularly scheduled coordination meetings should be conducted (district staff, architects, etc.) to track completion of the activities necessary to enhance state program funding potential.

Standard Implemented: Partially

July 1, 2003 Rating: 7



3.5 Facilities Improvement and Modernization—Interim Plans for Student Housing During Construction

Professional Standard

The district establishes and implements interim housing plans for use during the construction phase of modernization projects and/or additions to existing facilities.

Sources and Documentation

1. Interviews with district staff
2. Review of district records

Findings

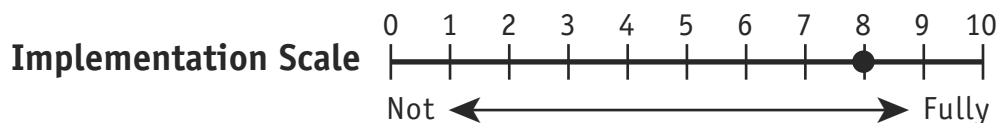
1. Multiple modernization projects have been completed and others remain in process. Typically, the district has not used interim housing for its modernization projects because they were either completed when school was not in session or the scope of the projects was so small, interim housing was not required. However, the district staff was receptive to using interim housing for upcoming modernization as one way to minimize disruptions to the schools' instructional programs.

Recommendations and Improvement Plan

1. In order to minimize distractions to the instructional program at sites being modernized or receiving substantial facility additions, the district should consider the following
 - Include the site-level administrators in discussions focusing upon construction phasing plans and the need for providing and placing interim housing.
 - Make a commitment to providing uniform communication between all involved parties concerning project scheduling.
 - Maximize the effectiveness of the interim housing plan by strictly adhere to project schedules. This requires strong leadership during the construction administration phase of the project. The project architect, general contractor's representative, the district construction representative, and other responsible parties will need to operate through a cohesive approach toward project and construction management.

Standard Implemented: Fully-Substantially

July 1, 2003 Rating: 8



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.

Sources and Documentation

1. Interviews with district staff
2. District facilities records

Findings

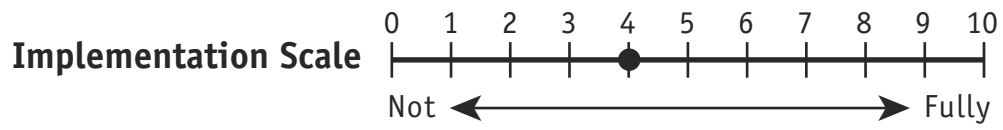
1. The district has a wide variety of projects in various phases of planning and construction.
2. The district is currently utilizing the services of a project management firm. It appears that a somewhat effective working relationship exists between the project management firm and the district staff, however, the district is currently in the process of selecting an additional and/or different firms.
3. Because of Measures AA and BB and the large number of facilities projects that are anticipated, the district definitely appears to be understaffed.
4. Aside from the understaffing, the Facilities Department leadership is very knowledgeable, interested in project tracking and appears to have the requisite skills for the overall management of projects.

Recommendations and Improvement Plan

1. The district should consider the significant project management and project-tracking needs that will be associated with the aggressive list of future facilities projects. The district should become better prepared to track the progress of individual projects.
2. All Facilities Department staff members should participate in professional training on project management. Training should be uniform for all staff.
3. The district should continue to regularly schedule and hold project status meetings between all involved parties to promote project articulation and to develop a more uniform understanding of the status of individual projects. Future project managers should attend these meetings, bringing concise and up-to-date written reports that reflect the status and needs of projects for which they are responsible.
4. The district should seriously evaluate and remedy understaffing in the Facilities Department.
5. A careful staffing assessment should consider the district's past and anticipated future use of outside project management.

Standard Implemented: Partially

July 1, 2003 Rating: 4



3.7 Facilities Improvement and Modernization—Furniture and Equipment Included in Modernization Program

Professional Standard

Furniture and equipment items are routinely included within the scope of modernization projects.

Sources and Documentation

1. Interview with OPSC Project Manager
2. Interviews with district and site staff.
3. District records

Findings

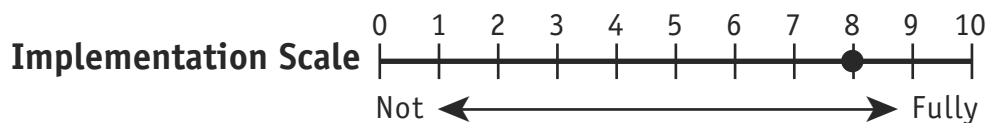
1. An important element within any modernization project is the inclusion of furniture and equipment.
2. The district has done an admirable job in two areas: (1) Obtaining the passage of local bond elections for facilities and (2) Seeking and obtaining state funding to supplement funds generated through successful local bond measures. These collective efforts have enabled the district to find ways to include furniture and equipment allowances within modernization projects.

Recommendations

1. The district should continue to ensure that furniture and equipment are routinely included in the scope of all modernization projects.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



3.8 Facilities Improvement and Modernization—Approval of Plans and Specifications Prior to Contract Award

Professional Standard

The district obtains approval of plans and specifications 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]

Sources and Documentation

1. Interviews with district staff
2. Review of the district project documents

Findings

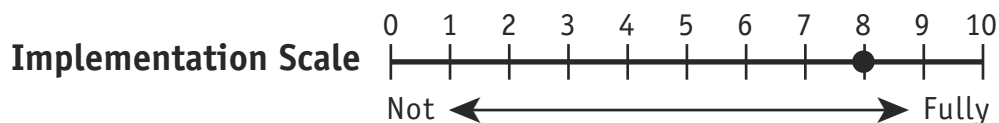
1. The district obtains Division of the State Architect and Office of Public School Construction approvals prior to the award of a contract to the lowest, responsible bidder.
2. A few times, the district awarded a construction contract before agency approvals, but this has only occurred when scheduling needs absolutely necessitated such action.

Recommendations and Improvement Plan

1. The district should continue to require approval of all construction plans prior to commencement by the Division of the State Architect and the Office of Public School Construction to maintain maximum funding eligibility.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



3.9 Facilities Improvement and Modernization—All Relocatables Meet Statutory Requirements

Professional Standard

All relocatables in use throughout the district meet statutory requirements. [EC 17292]

Sources and Documentation

1. Inspection of district sites
2. Interviews with district staff
3. Review of district records
4. Review of Division of the State Architect records

Findings

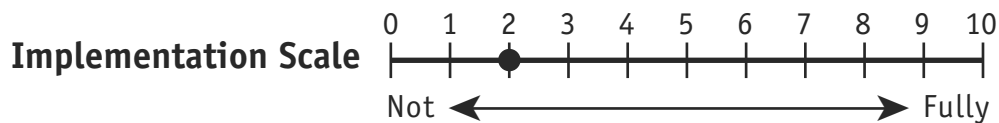
1. It appears that the district has a number of relocatable facilities that may not meet statutory requirements.

Recommendations and Improvement Plan

1. The district must make an ongoing commitment to systematically install relocatables only after all required approvals are obtained by the district.

Standard Implemented: Partially

July 1, 2003 Rating: 2



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]

Sources and Documentation

1. Interviews with district staff
2. Review of district records

Findings

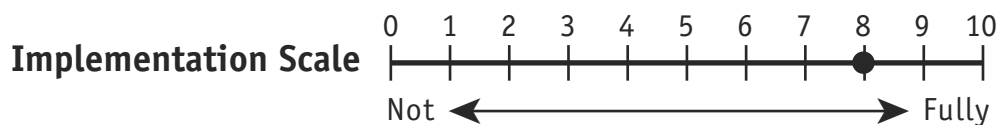
1. A plan exists to guide the district’s facilities program. Consistent and extensive reports are prepared and present to the district board.
2. The district has filed its five-year deferred maintenance plan with the State Allocation Board.
3. The district is in the implementation phase of providing improvements to its facilities through funding approved by local voters and the successful access to state funding.
4. Significant ongoing facility-related improvements need to be addressed .

Recommendations and Improvement Plan

1. The district should continue to follow is schedule for project implementation in the facilities Department’s periodic report.
2. The district should continue to update its Facilities Department periodic report on a consistent basis as individual projects are completed and additional facility needs are identified.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



3.11 Facilities Improvement and Modernization—Annual Deferred Maintenance Contribution is Made Correctly

Professional Standard

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.

Sources and Documentation

1. District's general ledger for deferred maintenance fund
2. Copies of J-205 deferred maintenance fund budget and unaudited actuals document
3. State correspondence for maximum funding
4. County correspondence regarding possible funding levels
5. Copy of transfer certification document

Findings

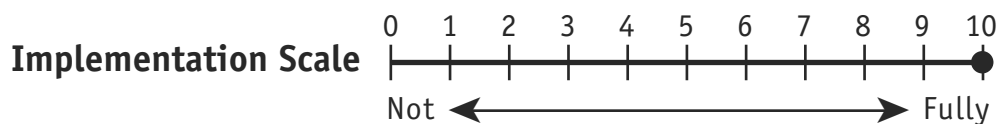
1. The district annually transfers sufficient funding from the bond proceeds to the deferred maintenance fund to ensure maximum state funding.

Recommendations and Improvement Plan

1. At a minimum, the district should continue transferring the maximum amount possible to match the State Deferred Maintenance Apportionment.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



3.12 Facilities Improvement and Modernization—Deferred Maintenance Projects are Actively Managed

Professional Standard

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 expenses performed during the year were included in the state-approved five-year deferred maintenance plan.

Sources and Documentation

1. District's general ledger for deferred maintenance fund
2. Copies of purchase orders and contracts
3. Copy of five-year deferred maintenance plan

Findings

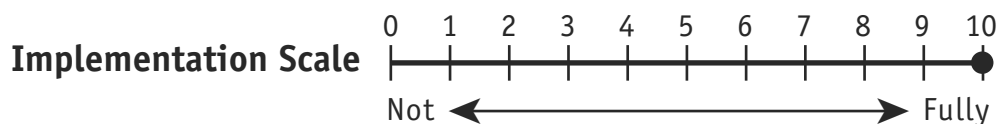
1. The district's 1997-98 deferred maintenance fund general ledger reflected the majority of the expenditures paid for roofing repair and replacement, which were a part of the five-year deferred maintenance plan.
2. Since these projects were for large amounts, they were required to go to bid.
3. Verification that the bids were indeed let was obtained from the Purchasing Department.

Recommendations and Improvement Plan

1. The district should continue using deferred maintenance funding for those projects that require immediate attention.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



0

3.13 Facilities Improvement and Modernization—Knowledge of Office of Public School Construction Procedures

Professional Standard

Staff within the district is knowledgeable of procedures within the Office of Public School Construction (OPSC).

Sources and Documentation

1. Interview with OPSC Project Manager
2. Interviews with district staff

Findings

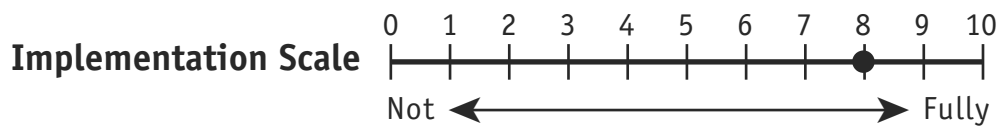
1. Upper-level management is knowledgeable of procedures within the Office of Public School Construction (OPSC).

Recommendations and Improvement Plan

1. The district Facilities Department (once additional staffing is retained) should receive training on proven methodologies to work effectively with the OPSC staff and to fully understand OPSC procedures, especially with the implementation and ongoing refinement of SB 50 regulations.
2. district personnel could provide the training, but it should be augmented with outside professionals who have experience in working with OPSC staff and who are well-versed in OPSC procedures. This type of training will be especially important if and when Facilities Department staffing is increased.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



3.14 Facilities Improvement and Modernization—Knowledge of Division of State Architect Procedures

Professional Standard

Staff within the district is knowledgeable of procedures within the Division of the State Architect (DSA).

Sources and Documentation

1. Interview with DSA staff
2. Interviews with district staff

Findings

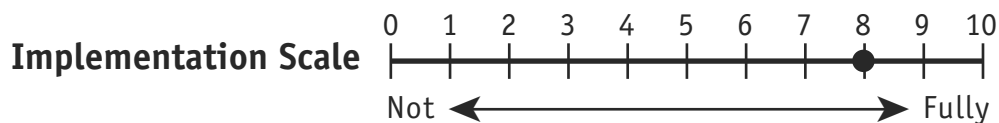
1. Upper-level management is knowledgeable of procedures within the Division of the State Architect (DSA).
2. The current construction-related staff within the Facilities Department is very familiar with DSA procedures.

Recommendations and Improvement Plan

1. If and when additional district Facilities Department staff members are employed, they should receive extensive training to fully understand DSA procedures. This training should be provided by outside professionals who have experience in working with DSA and who are well-versed in DSA policies, procedures and regulations.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



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.

Sources and Documentation

1. Interviews with district staff
2. Review of district records
3. Interviews with contractors from respective construction projects

Findings

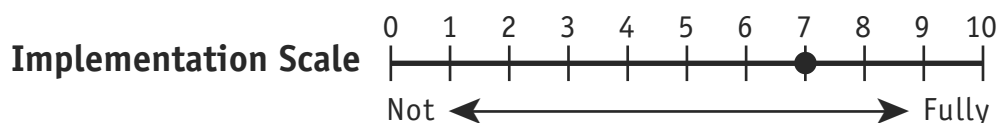
1. The district is managing its current construction projects fairly well, but there is a significant concern that low staffing in the Facilities Department will impede broader-scale project management once Measure AA and BB projects begin.
2. The district has contracted with a project manager and this working relationship is moderately effective. However, the district is implementing an additional selection process for project/construction management services.

Recommendations and Improvement Plan

1. The district should carefully plan for upcoming project management needs, considering the large number of Measure AA and BB projects scheduled.
2. The district should establish procedures to evaluate the ongoing effectiveness of its district/project management relationship. The results of this evaluation should guide the degree to which outside project management services will be used in the future.
3. All future Facilities Department staff members who are retained for the construction phase of projects should participate in professional training in project and construction management.
4. Provisions for team building/training should be made for the various in-house and outside professionals involved in facilities-related projects to ensure that effective project coordination and articulation occurs. This will be especially important to enhance the most efficient use of local funds as the district continues to pursue future state funding.

Standard Implemented: Partially

July 1, 2003 Rating: 7



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.

Sources and Documentation

1. Interview with inspector/s of record
2. Interviews with district staff
3. Interviews with respective contractors
4. Review of district records

Findings

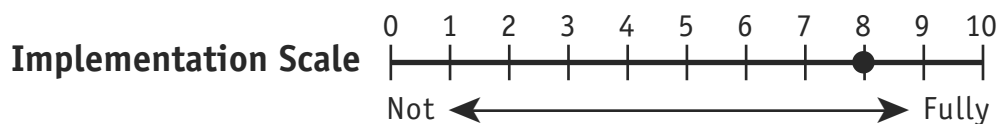
1. The district has generally obtained all required approvals for change orders prior to their implementation. Current written procedures exist to guide the change-order process within district projects. The importance of this practice cannot be overstated due to the financial implications that can result through a haphazard adherence to this practice.
2. The district has had mixed experiences with respect to its inspectors of record. The inspector is an important participant in the change-order review/approval process.

Recommendations and Improvement Plan

1. The district should clearly communicate to all project participants its standard of obtaining all necessary approvals for change orders prior to implementation.
2. Establish procedures and standards for selecting and employing inspectors of record and cover within their initial training the standard of obtaining all necessary approvals for change orders prior to implementation.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



4.3 Construction of Projects—Appropriate Project Records and Drawings are Maintained

Professional Standard

The district maintains appropriate project records and drawings.

Sources and Documentation

1. Interview with Inspector/s of Record
2. Interviews with district staff
3. Review of district records

Findings

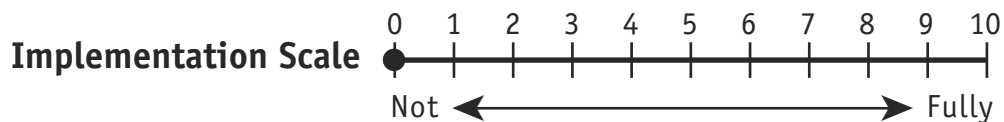
1. Like many California public school districts, Berkeley Unified is somewhat disorganized and inconsistent in maintaining project records and drawings.
2. The district needs an improved system of storing and maintaining project records and drawings to support future needs regarding facilities repairs and/or modifications.

Recommendations and Improvement Plan

1. The district should improve its process of storing and maintaining records and drawings by establishing internal systems for this purpose.
2. The district should designate an area and develop a system to maintain project drawings and specifications. This area should be close to the Director of Facilities' office to ensure monitoring of plan check out and to ensure as-built plan availability and utilization.
3. The district should communicate to parties involved in facilities projects that there is a system to record plan checkout, and that those who check documents out will be held responsible for their return.

Standard Implemented: Not

July 1, 2003 Rating: 0



4.4 Construction of Projects—Inspector of Record Assignments are Properly Approved

Professional Standard

Each Inspector of Record (IOR) assignment is properly approved.

Sources and Documentation

1. Interview with DSA staff
2. Interviews with district staff
3. Review of district records

Findings

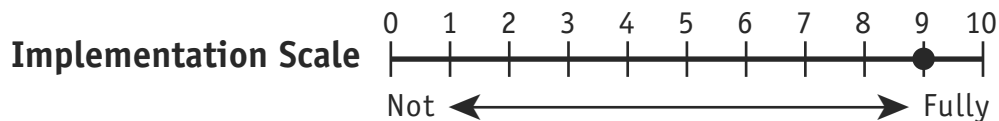
1. The district employs its inspectors of record, and each assignment is properly approved. The district has expressed some level of dissatisfaction regarding the quality of inspection services it has received on some occasions. There is a shortage of qualified inspectors throughout the state.

Recommendations and Improvement Plan

1. The district should analyze its process for employing inspectors of record. Based upon the previous level of satisfaction for services received, the district should modify the criteria used to select and employ inspectors of record.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 9



5.1 Compliance with Public Contracting Laws and Procedures—Compliance with Formal Bidding Procedures

Professional Standard

The district complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy
2. Copy of bid processing documents
3. Sample bid documents including ads, bid packets, awards, and correspondence

Findings

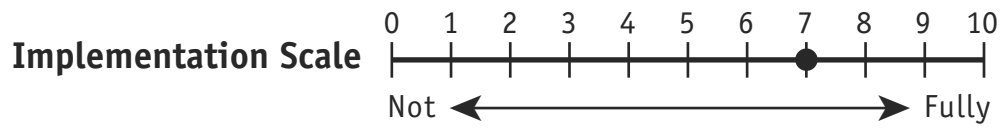
1. A board policy for the bidding process was not available. The board is updating many of the policies relating to contracting for services and the bid process.
2. The district has a well-documented bid process as verified by the Director or Facilities. Sample bid document #836.9601 for the construction of the new alternative high school provided a clear understanding of what is required of the bidders, including minimum documentation required for a bid to be considered, the deductive alternatives to the bid, the composition of the company bidding on the project, and lengthy details of the work being considered.
3. The process is well documented and adhered to according to the files. The Purchasing Department maintains the files for the process, and works closely with the Facilities Department in the progress of each bid.
4. Since the district initiated the current bid procedure, there has been a reduction in the number of appeals.
5. The district has implemented the uniform-cost accounting program, which allows the Maintenance Department to perform more projects without going to bid as often.

Recommendations and Improvement Plan

1. The district should develop board policy for the bid process, detailing what the Governing Board expects of the staff.
2. The district should continue with the current bid process and the related documentation.
3. Include the board policy should be included as a portion of the bid document.
4. district administration should support the implementation of the uniform-cost accounting program to provide quicker turnaround of maintenance needs.

Standard Implemented: Partially

July 1, 2003 Rating: 7



5.2 Compliance with Public Contracting Laws and Procedures—Procedures for Requests for Quote/Proposals

Professional Standard

The district has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy
2. Sample requests for proposals

Findings

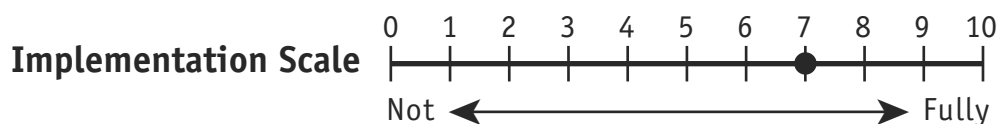
1. A current board policy for the bidding process was not available. The board is currently updating many of the policies relating to contracting for services and the bid process.
2. The district has a well-documented bid process as verified by the Director or Facilities. This process includes guidelines to determine when the district will request quotes or bids for projects. The Purchasing Department maintains files for this process and works closely with the Facilities Department.
3. The purchasing agent is the primary party responsible for handling the informal quotes and bids to provide a clean internal control break. The process is well documented and adhered to per the files.
4. Since the district initiated the current bid procedure, there has been a reduction in the number of appeals.

Recommendations and Improvement Plan

1. The district should develop board policy for the bid process detailing what the Governing Board expects of the staff.
2. The district should continue with the current bid process and the related documentation.
3. The board policy should be included as a portion of the bid document.

Standard Implemented: Partially

July 1, 2003 Rating: 7



5.3 Compliance with Public Contracting Laws and Procedures—Conflict of Interest Statements and Compliance

Professional Standard

The district maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements should be collected annually by the superintendent and kept on file.

Sources and Documentation

1. Board policy
2. Copies of sample conflict of interest statements on file

Findings

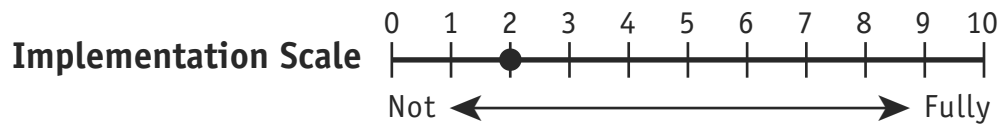
1. Board policy 9270 had last been revised in 1982 and did not reflect current practices.
2. The positions listed in the policy were outdated and had not been revised to reflect changes in organizational structure and job titles.
3. Annual recertifications for positions that require conflict-of-interest statements to be filed with the county were inaccurately certified as being correct, but they were incorrect.
4. For both 2000 and 2002, follow-up letters from the county indicated that filings had not been made on time and were made only after follow-up by the county.
5. Conflict-of-interest statements for the year 2000 and earlier were on file in the Superintendent's office and appeared to be complete, except that there was no statement on file for the Superintendent for the year 2000.
6. Assessment team members were not able to examine statements filed for 2001, 2002, and 2003 because they could not be located at the time of FCMAT's visit.

Recommendations and Improvement Plan

1. Board policy 9270 should be revised to reflect current positions and procedures.
2. The district should update certification to the county regarding which positions had been designated by the board.
3. The district should ensure that in the future, the board designates positions correctly before providing certifications to the county.
4. The filing of conflict-of-interest statements and recertifications should be completed on time and without additional prompting by the county.
5. Annual collection and filing of conflict of interest statements for 2001, 2002, and 2003 should be verified as having actually occurred and that the statements are on file for those years.

Standard Implemented: Partially

July 1, 2003 Rating: 2



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.

Sources and Documentation

1. Interviews with district staff
2. Review of district records
3. Interviews with project contractors
4. Interviews with inspectors of record

Findings

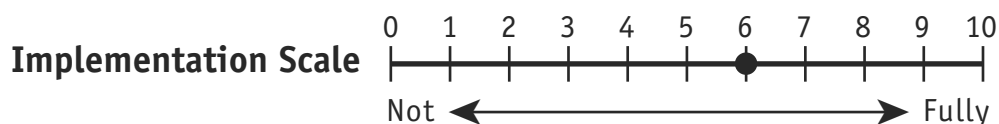
1. The district has expressed some concern about prior difficulties with the quality of plans and specifications prepared and utilized during respective project bid periods.
2. As a result of inadequate or poorly prepared plans and specifications, the district may have sometimes been exposed unnecessarily to project cost and time line overruns.

Recommendations and Improvement Plan

1. The district should consistently analyze the “bidability and constructability” of plans and specifications for future projects.
2. Before establishing a bid schedule for a construction project, the district should conduct coordination meetings between the project architect, the architect’s engineering consultants and district representatives to address “bidability and constructability” of plans and specifications.
3. These meetings should discuss plans and specifications relative to program needs and project budget.
4. The district should consider completing a constructability review of each project’s plans and specifications.
5. Required revisions as recommended through the project constructability review should be made to the plans and specifications prior to bid authorization.

Standard Implemented: Partially

July 1, 2003 Rating: 6



5.5 Compliance with Public Contracting Laws and Procedures—Evaluation of Requests for Progress Payments

Professional Standard

The district ensures that requests for progress payments are carefully evaluated.

Sources and Documentation

1. Interviews with district staff
2. Interviews with project managers and contractors
3. Review of district records

Findings

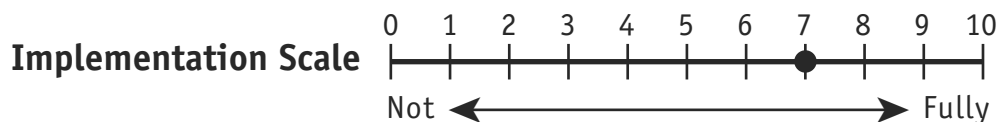
1. The district has a system in which progress payment requests within respective projects are carefully evaluated.
2. Individuals interviewed stated that significant improvement has been made within this area over the past couple of years.
3. The staff noted that improvements in the selection and utilization of architectural/engineering firms and inspection services will enhance the team approach required to fairly and successfully evaluate progress payment requests.

Recommendations and Improvement Plan

1. The district should take steps to continue to address the effective and systematic review of progress payments. This is even more important given the responsibility associated with the efficient implementation and utilization of Measure AA/BB and state funds.
2. The district should continue its recent efforts to enhance the selection and employment of qualified architectural/engineering firms and to improve its selection and retention of qualified inspectors of record.

Standard Implemented: Partially

July 1, 2003 Rating: 7



5.6 Compliance with Public Contracting Laws and Procedures—Contract Award Appeal Procedures

Professional Standard

The district maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy
2. Interview with Director of Facilities and Director of Maintenance

Findings

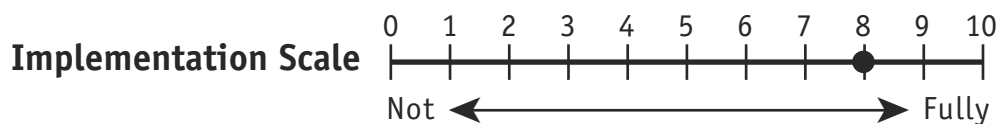
1. A current board policy for the appeal process was not available. The board is currently updating many policies relating to the appeal process and the bid process.
2. The district has a well-documented bid process as verified by the Director or Facilities. While the district has had some appeals and litigation regarding recent awards of contracts, the district has successfully defended all challenges. Much of this success is attributed to bid documents that are solid.
3. Since the district initiated the current bid procedure, there has been a reduction in the number of appeals.

Recommendations and Improvement Plan

1. The district Governing Board should adopt a board policy that delineates the appeal process.
2. The district should continue the current bid and appeal process.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



5.7 Compliance with Public Contracting Laws and Procedures—Internal Control of Bidding Process

Professional Standard

The district maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]

Sources and Documentation

1. Board policy
2. Interview with Director of Facilities and Director of Maintenance

Findings

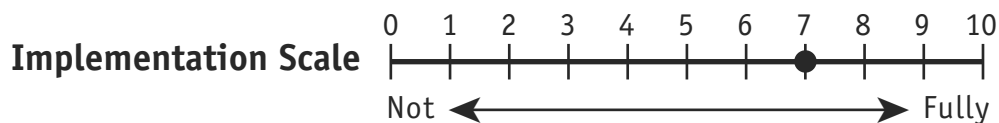
1. A current board policy for the proper internal control of the bidding process was not available. The board is updating many of the policies relating to the bid process.
2. The district has a good internal control procedure over the bidding process. While the Facilities Department initiates the request for the proposal, the Purchasing Department is a key partner in the process. According to the Director of Facilities, the Purchasing Department has the primary responsibility for coordinating and disseminating the documents. The Purchasing Department is also responsible for issuing the contract once the bid has been awarded. This provides a very good internal control procedure.

Recommendations and Improvement Plan

1. The district Governing Board should adopt a board policy that delineates the proper internal control process.
2. The district should continue the current bid process, which includes a sound internal control standard.

Standard Implemented: Partially

July 1, 2003 Rating: 7



6.1 Special Education Facilities—Compliance with CDE Regulations

Professional Standard

The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education facilities.

Sources and Documentation

1. Interviews with CDE staff
2. Interviews with district staff
3. Inspection of District sites/facilities

Findings

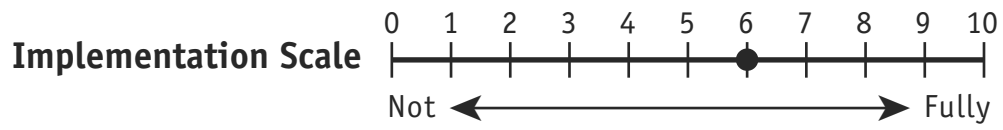
1. The district generally understands the requirements for special education facilities and provides them accordingly, within given physical constraints.
2. The district provides appropriate physical spaces for its less severely handicapped students (direct-service programs) through district-administered programs.
3. Facilities and services for more severely handicapped students are provided through special education programs generally operated within district facilities. In some instances, adjunct special education services (speech therapy, psychological services, etc.) are provided in “substandard” spaces.

Recommendations and Improvement Plan

1. The district should develop a plan to ensure that adequate spaces are provided for all special education programs and services.
2. A facilities inventory/assessment should be completed to determine the actual space allocations for current special education programs (within both relocatable and permanent facilities).
3. The information in this analysis should be compared with program needs and expectations to ensure that the delivery of quality special education programs is not inhibited due to space and/or location limitations.
4. The analysis Findings should be compared with recommendations provided through the California Department of Education, the Office of Public School Construction and the State Allocation Board relative to suggested areas for programs.
5. A plan should be developed to correct any space and/or location deficiencies that exist within district school sites concerning the delivery of instructional services and programs for special education students.
6. The fiscal impact associated with the implementation of this plan should be developed and considered within the broader context of facilities-related needs.

Standard Implemented: Partially

July 1, 2003 Rating: 6



6.2 Special Education Facilities—Equity with Other Facilities, Appropriate to Educational Program

Professional Standard

The district provides facilities for its Special Education programs that ensure equity with other educational programs within the district and provides appropriate learning environments in relation to educational program needs.

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with district staff

Findings

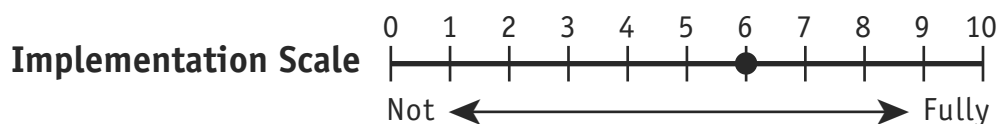
1. The district provides special education facilities in a manner that is similar to many California public school districts. Because of the fewer numbers of students that are typically included within special education programs, services are sometimes provided within physical spaces smaller and/or different than spaces provided for other educational programs.
2. It appears that this practice may have been further affected in recent years because of additional space requirements created through the implementation of Class Size Reduction.

Recommendations and Improvement Plan

1. The district should develop a plan to ensure equity between facilities provided for all special education students and special education program services and for students within other educational programs.

Standard Implemented: Partially

July 1, 2003 Rating: 6



6.3 Special Education Facilities—Adequacy for Instructional Program Needs

Professional Standard

The district provides facilities for its Special Education programs that provide appropriate learning environments in relation to educational program needs.

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with district staff

Findings

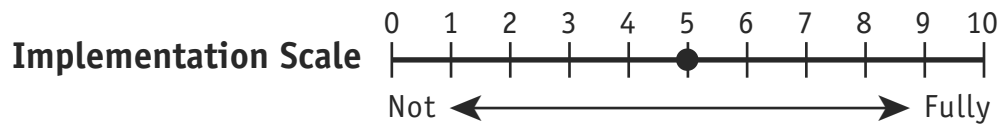
1. Due to the varying needs and evolving enrollment of special education students, it appears that the locations for some special education services are provided, to some degree, on a “transient” basis. This especially appears to be more apparent in those programs and services provided on an adjunct basis.
2. In some instances, it appeared that spaces were created to accommodate special education students, but that these spaces were not always suitable in comparison to program and student needs.

Recommendations and Improvement Plan

1. In order to develop a plan to ensure special education students are provided with special education spaces and facilitate the delivery of high-quality programs and services, the district should complete a facilities inventory/assessment.
2. The facilities inventory/assessment should be completed to determine the actual space allocations for current special education programs (within both relocatable and permanent facilities).
3. The analysis of existing space allocations should be compared with program needs and expectations to ensure that the delivery of quality special education programs is not inhibited because of space and/or location limitations.
4. The Findings of the analysis should be compared with recommendations provided through the California Department of Education, the Office of Public School Construction and the State Allocation Board relative to suggested areas for respective programs.
5. A plan should be developed to correct any space and/or location deficiencies that exist within respective district school sites relative to the delivery of instructional services and programs for special education students.
6. The fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs.

Standard Implemented: Partially

July 1, 2003 Rating: 5



7.1 Implementation of Class-Size Reduction—Application for Funding

Professional Standard

The district applies for state funding for class-size reduction facilities. The district should apply for class-size reduction facilities funding annually.

Sources and Documentation

1. 2002-03 CSR operational application
2. State apportionment for class size reduction operations

Findings

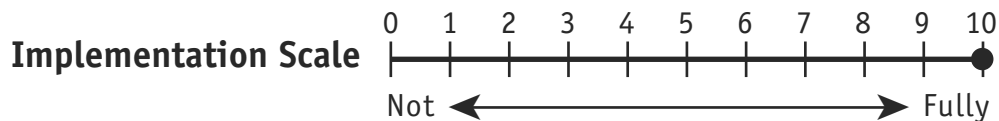
1. For the 2002-03 fiscal year, no funding was made available for K-3 class-size reduction facilities.
2. The district did apply for and received funding for the 2002-03 operations, which can be used for both operational and facilities expenses.

Recommendations and Improvement Plan

1. The district should continue to apply annually for class-size reduction facilities funding in years when funding is available. These applications may also make the district eligible for future state bond funds for class-size reduction.
2. The district should also continue to annually apply for class-size reduction operations funding.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



7.2 Implementation of Class-Size Reduction—Adequacy of Facilities for Additional Classes

Professional Standard

The district has provided adequate facilities for the additional classes resulting from the implementation of Class-Size Reduction (CSR).

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with district staff
3. Review of district Web page

Findings

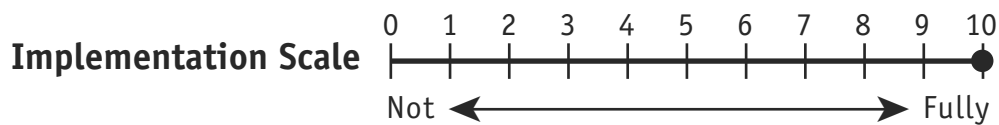
1. The district and its constituency have done a remarkable job in implementing a Class Size Reduction program. This program has generally been made possible through the passage of the Berkeley Schools Educational Enrichment Act of 1986 (BSEP). The voter-approved tax program helps to fund class sizes of 25 to one at the elementary level and 27 to one at the secondary level. Additionally, the district has maintained extremely small enrollments at respective schools (from a relative standpoint throughout the state of California).
2. The district has provided facilities for additional classes that have resulted through the implementation of CSR. This has been accomplished through the reallocation/modified use of existing spaces, as well as through the acquisition of additional relocatable teaching stations.

Recommendations and Improvement Plan

1. The district should maintain an ongoing goal to ensure fully equitable teaching and learning environments are provided for its CSR classes.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



7.3 Implementation of Class-Size Reduction—Compliance with CDE Space Requirements

Professional Standard

The district has complied with CDE suggested space requirements relative to the provision of educational environments for the implementation of Class Size Reduction (CSR).

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with district staff

Findings

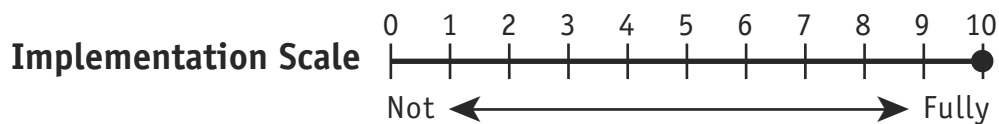
1. The vast majority of the CSR classes are being conducted in teaching stations that comply with CDE recommendations.
2. In some very limited instances, classes are being conducted in teaching stations that do not meet the California Department of Education suggested square footage requirements.

Recommendations and Improvement Plan

2. The district should maintain an ongoing goal to ensure fully equitable teaching and learning environments are provided for its CSR classes.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



7.4 Implementation of Class-Size Reduction—Plans for Permanent Facilities

Professional Standard

The district has developed a plan for the provision of permanent facilities in which to house its CSR programs.

Sources and Documentation

1. Interviews with district staff
2. Review of district records/plans
3. Inspection of district sites/facilities

Findings

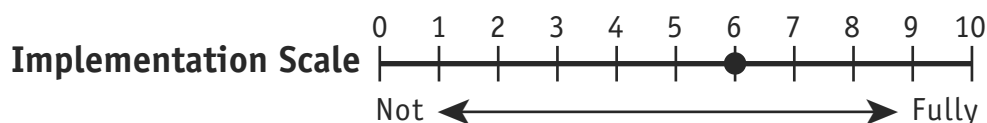
1. While the district had done a remarkable job in providing adequate space for the implementation of Class Size Reduction, there appears to be no finalized plan to provide permanent facilities to house all of its CSR programs.

Recommendations and Improvement Plan

1. Although it is financially burdensome, the district should develop a plan to ensure the provision of permanent facilities as a result of the district's extensive and broad-based implementation of Class Size Reduction programs. The district and its oversight committees should evaluate the relative importance of implementing this plan in consideration of other district facilities-related needs. This consideration should be included within the district's self-evaluation of its overall number of operating school facilities and any future change to the district's current grade-level organizational structure.
2. A facilities inventory/assessment should be completed to determine the actual space allocations for current Class Size Reduction programs and to identify which of those programs are being implemented in "nonpermanent" facilities vs. permanent facilities.
3. The Findings of the inventory/assessment should be compared with suggested guidelines from the California Department of Education concerning suggested room size.
4. A plan should be developed to correct any space and "permanency" deficiencies that exist within respective district school sites concerning the delivery of instruction services and programs for Class Size Reduction programs. A fiscal impact associated with plan implementation should be considered within the broader context of facilities-related needs.

Standard Implemented: Partially

July 1, 2003 Rating: 6



8.1 Facilities Maintenance and Custodial—Energy Conservation Policy

Professional Standard

An energy conservation policy should be approved by the Board of Education and implemented throughout the district.

Sources and Documentation

1. Energy policy for school design
2. Review of materials provided by the district staff
3. Interviews with district staff

Findings

1. The district has approved an energy resolution for state funding and an energy policy for design professionals working with the district. However, there is no comprehensive board-approved energy policy.

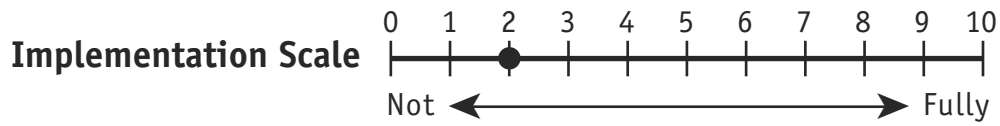
Recommendations and Improvement Plan

1. The district should create a board policy and implement it districtwide.
2. The district should include, at least the following items in the policy:
 - Board commitment to energy efficiency.
 - Direction to administrators to aggressively implement the policy.
 - Energy management shall be a high priority in new construction, modernization, equipment replacement or repair project.
 - A list of energy design criteria will be produced for use by design teams working for the district.
 - All sites not part of state funded modernization shall be made energy efficient through alternate funding.
 - Identify specific items for implementation.
 - All heating and ventilation systems will be turned off at the close of the school day (when classes end).
 - All systems will be kept off on weekends and holidays.
 - After-school and weekend meetings will take place in portable classrooms so large centralized systems do not have to run for a meeting in one classroom.
 - Lights are to be shut off whenever a room becomes unoccupied.
 - Morning warm up of a school site should begin at the latest possible time in order to properly heat classrooms.
 - All rooms will be checked at appropriate times in order to ensure lighting, heating and ventilation are turned off.
 - Each site should have a designated energy coordinator to implement the policy.
 - Stadium lights (football, soccer, baseball) shall not be turned on during daytime hours except for repairs and lamp replacement.
 - Principals shall be responsible and held accountable for the results of the energy program at their site.
 - An energy education curriculum shall be included at all levels and disciplines.

- The district shall implement an energy-accounting system, review bills monthly and annually, and track the success of the program.
- The district shall share savings with individual school sites based on their success in an operational energy-saving program.

Standard Implemented: Partially

July 1, 2003 Rating: 2



8.2 Facilities Maintenance and Custodial—Energy Accounting System

Professional Standard

Create and maintain a system to track utilities costs, consumption and report on the success of the district's energy program.

Sources and Documentation

1. Review of materials provided by the district staff
2. Interviews with the district staff

Findings

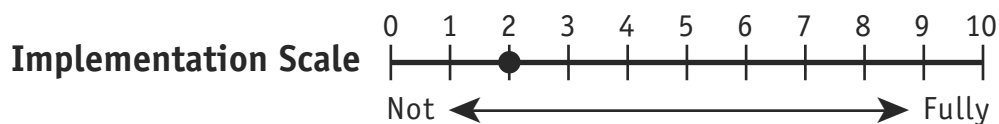
1. The district has not implemented a system to account for energy use and utilities expense.
2. The district has several utilities bills, but is unsure which site incurred them or whether they are actually district bills.
3. There is currently no way to track the results of recently completed energy projects and energy-efficient design measures.

Recommendations and Improvement Plan

1. A system should be established in the business office with assistance from facilities to log consumption and cost as part of the bill-paying process. Reports should be created and sent to facilities for review and possible action.
2. Items for review include billing errors, review of billing tariffs, drastic changes in consumption and cost, monitoring of projects effect on consumption and tracking of the energy program.

Standard Implemented: Partially

July 1, 2003 Rating: 2



8.3 Facilities Maintenance and Custodial—Completion of Energy Analyses

Professional Standard

An energy analysis should be completed for each site.

Sources and Documentation

1. Review of materials provided by district staff
2. Interviews with district staff

Findings

1. The district has received proposals from an Energy Service Company (ESCO) to perform a number of services including lighting retrofit, upgrade and recommissioning of the Allerton EMS at different sites. A great majority of district sites that have received lighting retrofits are now energy efficient in that area. However, the control of HVAC systems and outside lighting is sorely lacking.

The district should consider replacing the Allerton EMS. Allerton continues to install its IBEX system at district sites, and the system is relatively inexpensive, but it uses 10-year old technology and communicates over phone lines instead of being Internet based. Current EMS should be Internet-based and easier to operate. FCMAT was able to access only a few systems while at the maintenance office. Some phone lines did not work.

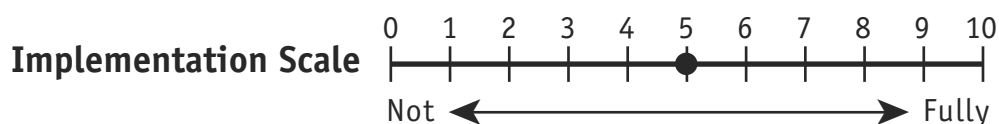
Instead of recommissioning existing systems, it may be better to explore what other systems are available at a relatively low cost range. Some examples are Automated Logic, Carrier and Non-Proprietary Lon Based Systems. One concern with Lon Based Systems is that ease of use of the software package is extremely important. There is no advantage to Lon Works over BacNet. FCMAT estimates that districtwide implementation of EMS would save the district 10 percent-15 percent from current electric consumption.

Recommendations and Improvement Plan

1. The district should complete an energy analysis at all district sites.
2. The cost-effective Findings of the analyses should be implemented.
3. ESCO should not be hired. to implement energy-saving projects because their management fees are usually twice that of traditional design professionals. Consider an energy consultant, engineer or the district architect as more cost-effective alternatives.

Standard Implemented: Partially

July 1, 2003 Rating: 5



8.4 Facilities Maintenance and Custodial—Energy Efficient Design Criteria for New Construction and Modernization

Professional Standard

Cost-effective, energy-efficient design should be a top priority for all district construction projects.

Sources and Documentation

1. District policy
2. Review of materials provided by district staff
3. Interviews with district staff

Findings

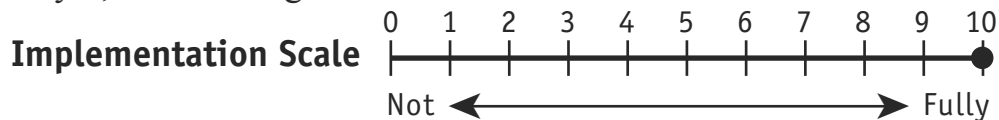
1. In 1994 the district published an energy design standards policy for design professionals working with the district. In it are goals to improve the energy efficiency by 40 percent before the year 2000 and to exceed Title 24 energy efficiency standards in new construction and modernization by at least 40 percent. Other district responsibilities are not being implemented and are addressed in other sections of this document.

Recommendations and Improvement Plan

1. The district should continue to actively implementing this policy in its facilities construction program.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



8.4a Facilities Maintenance and Custodial—Take advantage of State and Local Program for energy assistance and partial funding of energy efficiency

Professional Standard

The district should be in discussion and working as a team with agencies that can provide professional assistance and funding.

Sources and Documentation

1. Review of materials provided by district Staff
2. Interviews with district Staff

Findings

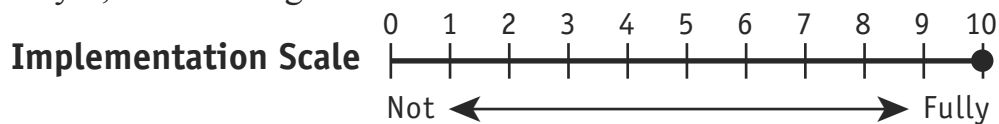
1. District teachers have applied for and received more than \$3,000 from the State Consumer Services Agency for Energy Education.
2. The district's experience with the California Energy Commission was not as helpful as hoped.
3. The district is working with PG&E to identify electric meters and meter locations to set up an energy accounting system.

Recommendations and Improvement Plan

1. The district should continue working with PG&E, South Bay MUD and the P.U.C. to gain incentives for energy efficiency on all projects where energy costs are affected.
2. The district should continue working with SCSA to gain free services.

Standard Implemented: Fully - Sustained

July 1, 2003 Rating: 10



8.4b Facilities Maintenance and Custodial—Implement Energy Projects at sites not funded by the local bond

Professional Standard

The district should act towards improving the energy efficiency of all sites, including those not included in the local bond.

Sources and Documentation

1. Review of materials provided by district staff
2. Interviews with district Staff

Findings

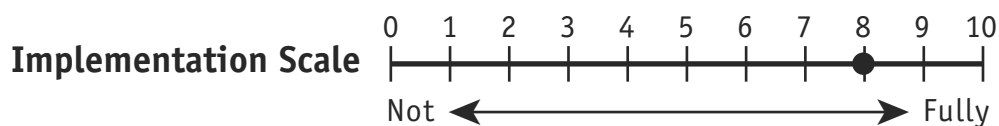
1. The district has aggressively upgraded lighting at district sites. Some areas still require this change.
2. The existing energy management system does not serve all sites and does not serve any sites well.
3. The project information from the Energy Service Company did not show unit costs. Generally ESCO charges 35 percent-to 50 percent or more as its management fee. This is extreme and not in the district's best interests. This can cost hundreds of thousand of additional dollars with no benefit to the district.

Recommendations and Improvement Plan

1. The district should continue to upgrade the energy efficiency of the facilities and consider hiring an engineer, the district architect, using in-house design or the state. Each of these options is less expensive than an Energy Service Company.
3. The district should plan to replace the existing energy management system and install a Web-based system districtwide.
4. The district should continue to upgrade efficiency as part of bond-funded projects.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



8.4c Facilities Maintenance and Custodial—Generation and Purchase of Utilities

Professional Standard

The district should analyze the possibility of using alternative energy sources as a means to reducing the financial impact of utilities on the district.

Sources and Documentation

1. Interviews with district staff

Findings

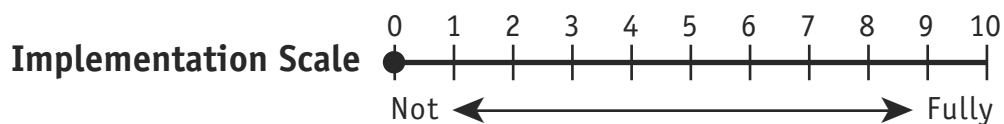
1. The district has not looked into generation options.

Recommendations and Improvement Plan

1. The district may want to approach generation options in a few ways. First, the district can analyze solar, wind and micro turbines just as they would analyze an energy project. However, these technologies have specific sensitivities in the areas of noise, durability, space and cost.
2. The district may want to look into third-party programs, which allow a company to build a small generation facility on district-owned land and purchase power on a long-term basis.
3. The district may want to investigate a JPA with other entities to purchase power at a relatively low rate.

Standard Implemented: Not

July 1, 2003 Rating: 0



8.5 Facilities Maintenance and Custodial—Adequate Maintenance Records and Inventories

Professional Standard

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.

Sources and Documentation

1. Work orders
2. Inventory records
3. Site observation of actual inventory

Findings

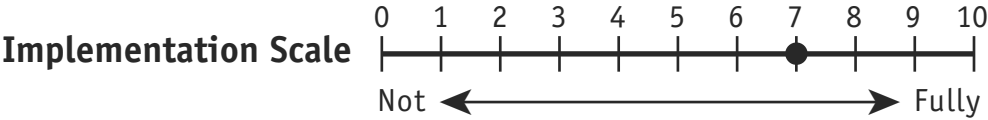
1. During the site observations and interviews, some site personnel felt that they had adequate access to supplies for cleaning and maintaining the facilities. A review of the supply closet and the maintenance rooms showed ample supplies for cleaning, however, it was not apparent that the proper supplies needed were available.
2. Some of the schools had small inventories of minor maintenance supplies for the custodial staff to assist the maintenance staff.
3. The inventory available in the Maintenance Department was smaller than expected. However, with multiple vendors and open purchase orders available, the need for a larger inventory does not seem necessary.
4. All work orders are on a districtwide computer system that allows the site administrators to see which requests are still pending. It also allows the maintenance staff and administration to anticipate the materials needs for future projects to determine if large materials orders could be made to reduce down time in picking up necessary supplies.

Recommendations and Improvement Plan

1. The district should continue with the current inventory of supplies and materials at the main maintenance yard.
2. The district should establish a minimum inventory level of both custodial and maintenance supplies for each school. If a school's custodial staff can assist with graffiti abatement, adequate supplies of cleaning and painting supplies and materials should be provided in a timely manner.
3. The district should continue to monitor the work order system to determine whether cost savings are possible by making bulk purchases in anticipation of large or similar work orders in the system.

Standard Implemented: Partially

July 1, 2003 Rating: 7



8.6 Facilities Maintenance and Custodial—Procedures for Evaluation of Maintenance and Operations 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.

Sources and Documentation

1. Board policy
2. Job descriptions
3. Interview sampling of employees and supervisors

Findings

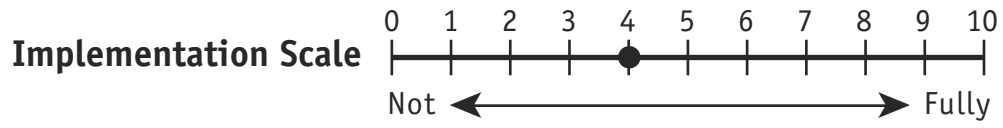
1. Under the current evaluation process, the Director of Maintenance evaluates the maintenance supervisors. The maintenance supervisors evaluate their workers, and the Director of Maintenance reviews the evaluations prior to submission to the Personnel Department.
2. The evaluation process is complicated, since there are three different unions that are a part of the Maintenance and Operations Department. The district recently reached agreement with the newest of the bargaining units, Local 21.
3. Evaluations are to be performed annually at a minimum. Evaluations are performed more often if an employee is performing at a less-than-acceptable level.
4. Some employees were not sure of the last time they received an evaluation. A review of the personnel files confirmed that some employees had not been evaluated in the past few years.

Recommendations and Improvement Plan

1. The district should require all supervisory personnel responsible for evaluating classified staff members to record all cases of outstanding work, unsatisfactory work, and incomplete maintenance requests as a part of the evaluation process.
2. The completeness of maintenance records should be included in the evaluation of maintenance personnel.
3. The district should provide in-service training for all supervisory personnel in the proper documentation of personnel standards.
4. Administrative staff should periodically review evaluations for adherence to personnel standards.
5. The maintenance of an accurate supply inventory is important to the productivity of the Maintenance Department. Employees should be held accountable for their part in keeping the inventory accurate. This is best done in the evaluation process.

Standard Implemented: Partially

July 1, 2003 Rating: 4



8.7 Facilities Maintenance and Custodial—Identification of Maintenance and Custodial Responsibilities

Professional Standard

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 on which they will be evaluated.

Sources and Documentation

1. Board policy
2. Bargaining group agreements
3. Job descriptions
4. Interview with sampling of employees and supervisors

Findings

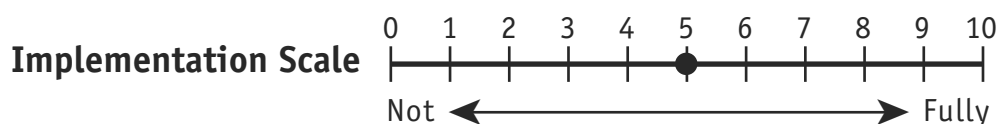
1. The site personnel interviewed felt that they had a good understanding of what was expected of them in order to perform their jobs properly. While some felt that they could do more if allowed, they accepted the job duties as explained to them.
2. There is some confusion about when the custodial staff can perform minor maintenance projects and when they need to wait until the maintenance staff can do them
3. The custodial staff members who were interviewed commented that they had the resources necessary to perform their duties. When they needed supplies, they received them if they could show the need existed and that previous inventories had been depleted.

Recommendations and Improvement Plan

1. The district should annually review with all Maintenance and Operations staff their job descriptions and anticipated duties so that there is a clear understanding of what is expected of them and how they will be evaluated.
2. The district should discuss with the staff which areas may be considered for the future to be covered by either operational or maintenance staff, and how other duties will be assigned and approved.
3. The positive communication between the Director of Maintenance and the maintenance crews should be continued.

Standard Implemented: Partially

July 1, 2003 Rating: 5



8.8 Facilities Maintenance and Custodial—Availability of Custodial Supplies and Equipment

Professional Standard

Necessary staff, supplies, tools, and equipment for the proper care and cleaning of the schools 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.

Sources and Documentation

1. Inventory records
2. Purchase orders for supplies and equipment
3. Site observation of actual inventory

Findings

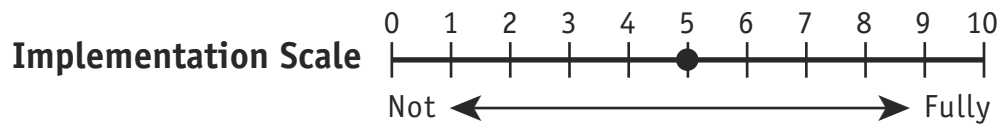
1. Some of the site staff interviewed commented they had all of the necessary chemicals to perform the various cleaning needs of the schools. However, some of them felt that they could use additional training on cleaning practices.
2. Some of the staff observed seemed less-than-motivated to do anything more than the minimum required tasks. One staff person was seen passing by a trash-covered area while pushing his empty custodial barrel across campus.
3. During the site observations and interviews, the majority of the site custodial personnel stated that they had sufficient supplies and equipment to perform the duties expected of them. This was verified in most cases.
4. After observing the classrooms, hallways, lunch areas, and bathrooms, even with the proper supplies and equipment, cleanliness of the campuses was inconsistent across the district. Some schools were spotless while others were in need of some deep cleaning.

Recommendations and Improvement Plan

1. Provide in-service training for all site personnel regarding the proper use of all cleaning supplies and equipment.
2. All site personnel responsible for the cleaning of the site should receive training at the site for a complete understanding of what chemicals and equipment must be used to maintain a clean and safe campus.
3. Supervisors should evaluate the proper use of the supplies and equipment on a regular basis to verify that the site personnel are following the training given to them.
4. If the supervisors find misuse or noncompliance with the training given to the site personnel, the Findings must be included in the employee's evaluation.

Standard Implemented: Partially

July 1, 2003 Rating: 5



8.9 Facilities Maintenance and Custodial—Implementation of a Preventive Maintenance Program

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.

Sources and Documentation

1. Interview with Director of Facilities and Director of Maintenance
2. Site observation of actual program being implemented

Findings

1. The district has two maintenance crews. The day shift concentrates on routine work orders while the night crew performs preventive maintenance. This provides less disruption to the classroom which is commendable.
2. While the primary responsibility for the preventive maintenance program is the night shift, this shift also performs some of the routine maintenance work orders if they cannot be completed during the day. This reduces the effectiveness of the preventive maintenance program.
3. During the site observations, some portable classrooms had the HVAC units on, with the doors open, causing an unnecessary strain on the units. This could result in the unit requiring additional maintenance above the normal maintenance schedule.

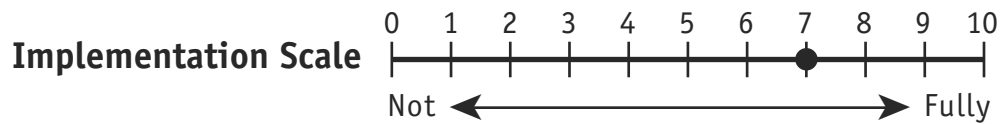
Recommendations and Improvement Plan

1. Site administrators should be interviewed for their comments on the effectiveness and timeliness of the repairs requested of the maintenance personnel using the mobile maintenance shop.
2. The work orders assigned to the shop should be reviewed to verify that the work requested has been completed to the satisfaction of the requestor and was finished in a timely manner.
3. Positive or negative Findings should be included in the appropriate employee's evaluation and personnel folder.
4. Using the information contained in the maintenance requests, the district should develop an annual report to the board and administration showing the progress made by the Preventive Maintenance Program.
5. Long-range estimates of the financial needs of the program should be determined.
6. The projects in line for preventive maintenance in the coming years should be displayed.

7. The preventive maintenance program should be made a part of every employee's workday.
8. Examples should be provided of how other district employees can help reduce emergency repairs by following some simple steps like:
 - Closing the windows and doors when the air conditioning is operating
 - Turning off lights when they leave
 - Turning down thermostats after hours

Standard Implemented: Partially

July 1, 2003 Rating: 7



8.10 Facilities Maintenance and Custodial—Adequate Repair and Supervision of School Buildings

Professional Standard

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

Sources and Documentation

1. Board policy
2. Site observations verifying conditions of facilities
3. Interview with sampling of employees and supervisors

Findings

1. A current board policy for the adequate repair and maintenance of the schools was not available. The board is currently updating many of the policies related to the bid process.
2. The influx of locally approved bond funding, coupled with state funding, is providing the district with funding to modernize and construct school facilities.
3. During the site visitations, both ends of the spectrum in plant conditions were noted. While the district is spending millions on the construction of the new high school wing, the grounds are in disrepair. Some of the older buildings are in need of an exterior cleaning.
4. Also at the high school, while the bathrooms had a considerable amount of graffiti, all the fixtures were in place and operable.
5. At the sites visited, all but one of the drinking fountains were in place and operable.
6. One school was in need of painting, but was not scheduled for painting this year, while another school was receiving the final touches as a result of modernization funding. The other campuses spanned the spectrum, with some on the “needs-work” end of the spectrum.

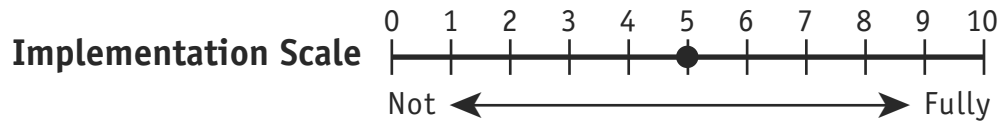
Recommendations and Improvement Plan

1. A board policy should be developed that clearly directs the district in the area of facilities maintenance. This should include the areas the board sees as the highest priorities. Once the policy is adopted, the board must provide adequate funding to implement the policy.
2. Site administrators and the public should be updated regularly on the progress of the work. Rather than a massive annual report, a simple summary of projects underway and in the works can provide support for future needs.
3. The district should continue to implement an aggressive facilities recovery plan.

- School administrators should be informed of scheduled improvements, such as painting, so that they can in turn inform the public of the anticipated work.

Standard Implemented: Partially

July 1, 2003 Rating: 5



8.11 Facilities Maintenance and Custodial—Implementation of a Planned Program Maintenance System

Professional Standard

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 time lines, and budgetary resources necessary to maintain the facilities.

Sources and Documentation

1. Interview with Director of Facilities and Director of Maintenance

Findings

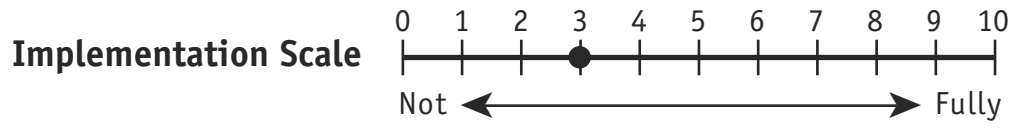
1. The Governing Board does not have a board policy regarding planned program maintenance.
2. The planned program maintenance system is a part of the district's facility master plan.
3. The planned program maintenance system is still in the development stage.

Recommendations and Improvement Plan

1. A board policy should be developed that delineates the various aspects of the planned program maintenance system.
2. The district should establish in the board policy a minimum funding level that the district should budget annually to support the planned program maintenance system.
3. Priorities should be established for which maintenance projects receive first priority in case of a financial crisis.
4. The district should establish a separate financial account for the planned program maintenance system.
5. A database should be created in chronological order by date, showing when the repair or replacement must occur.
6. The funding necessary to accomplish the repairs for the year should be established.
7. The district should place the projects on the calendar to determine whether contracting may be necessary to accomplish all the maintenance projects.
8. The district should present the financial plan to the board and administration for inclusion in the initial budget discussions for the coming year.
9. The district should designate where the funding will come from to accomplish the maintenance requirements.

Standard Implemented: Partially

July 1, 2003 Rating: 3



8.12 Facilities Maintenance and Custodial—Priorities for assignment of routine repair work orders

Professional Standard

The district has a documented process for assigning routine repair work orders on a priority basis.

Sources and Documentation

1. Interview with Director of Facilities and Director of Maintenance

Findings

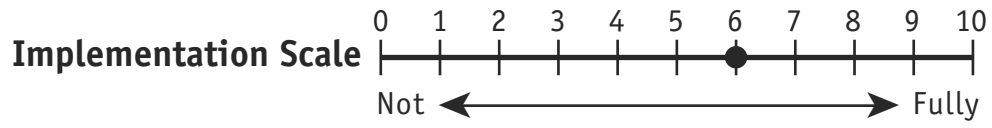
1. Work orders are submitted by the sites to the Maintenance Department via the network.
2. The maintenance supervisors review the work orders and determine whether the priority submitted by the site is accurate.
3. All health and safety or emergency repairs are given top priority.
4. All other work orders are prioritized by the supervisors and distributed to the staff.
5. Any work orders that may be more than existing staff can handle are presented to the Director of Maintenance to determine if the repair may need to be sent out to be completed by a private contractor.
6. If it is determined that a project is too large for current staff to handle, the bid/quote process will be implemented.
7. The hesitancy of the Purchasing Department to implement the uniform cost accounting program is one of the roadblocks in performing the larger projects.

Recommendations and Improvement Plan

1. The district should continue the current work order prioritizing process.
2. The district should continue training site personnel and maintenance personnel on how to use the computerized work order system.
3. Both the positive and negative comments received from the sites regarding the maintenance staff should be documented and included them in the employee evaluations.
4. Support from the administration should be received to implement the uniform cost accounting program.

Standard Implemented: Partially

July 1, 2003 Rating: 6



9.1 Instructional Program Issues—Plan for Attractive Landscaped Facilities

Professional Standard

The district has developed a plan for attractively landscaped facilities.

Sources and Documentation

1. Interviews with district staff
2. Review of district records
3. Inspection of district school sites

Findings

1. The district has developed a plan for landscape improvements within most of the district's recently bid construction projects. The district staff has acknowledged a link between school site appearance and positive effects upon students' desire and interest to attend school.
2. The staff acknowledged that improved landscaping can have positive effects upon staff and community morale and support for the school.
3. Any lack of commitment toward the development of a plan for attractively landscaped plans appears to be solely based upon funding deficiencies, physical site limitations and potential impacts upon district grounds staffing and its current ability to maintain improved school sites/landscaping.
4. The staff generally displayed a positive attitude toward the development of a landscaping improvement plan, but has reiterated the staffing deficiencies that currently exist within the Grounds Department.

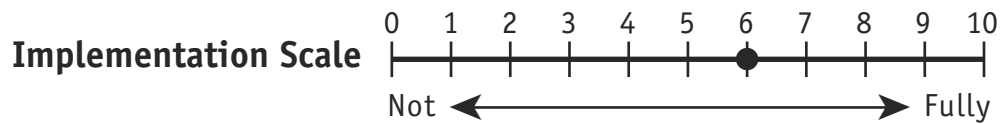
Recommendations and Improvement Steps

1. The district should consider developing a plan to continue to improve the landscaping at the individual district facilities in consideration of staffing realities that exist within the district's Grounds Department.
2. An inventory/assessment should be conducted to determine the actual landscaping conditions that exist within individual district sites.
3. The district should develop standards of landscaping that are desired at various types of schools (elementary, junior high, high school, special program sites, etc.).
4. The district should measure the Findings of the inventory/assessment with the standards developed to put together a determination of needs and deficiencies.
5. The district should develop a broad-based set of potential funding sources to assist in the implementation of a district landscaping plan.

6. A plan should be developed to correct any landscaping needs and deficiencies that exist within respective district school sites. A fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs, as well as in consideration of potential additional staffing requirements within the Grounds Department.

Standard Implemented: Partially

July 1, 2003 Rating: 6



9.2 Instructional Program Issues—districtwide Technology Plan to Benefit all Sites

Professional Standard

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.

Sources and Documentation

1. District technology plan
2. District technology financial plan
3. District policies and administrative regulations

Findings

1. **Technology Plan:** The district has a districtwide plan for implementation of instructional technology. The parts of the plan dealing with staff development, teaching and learning, network infrastructure, and classroom hardware and software are well done. The plan addresses networking standards and site-level student information as well as acceptable use policies for both employees and students. The plan also addresses equal access issues and availability of appropriate technology at each school site.
2. **Tracking and Reporting Progress:** Major goals are well defined, and the plan includes milestones to provide tracking and reporting of progress. The plan for 2002-2005 was recently approved by the board of education to ensure compliance with goals for the Federal No Child Left Behind program. It is anticipated that there will be annual updates and progress reports, but at the time of FCMAT's review, the plan adoption was recent enough that none had been performed.
3. **Financing Plan:** The district did not have a complete financing plan listing specific funding streams for implementation of technology. The district, because of its financial condition, is unable to invest significant general fund resources in technology. Most of the funding for past purchases and for repair and maintenance has been provided by a parcel tax. Within the technology plan, tables suggest funding sources that individual departments and schools might investigate for use in implementing the plan.
4. **Staffing Considerations:** The district relies on a very small staffing augmentation in the central office to lead its technology planning, operation, and execution. Planned addition of a Technology Director has, necessarily, been delayed due to the district's financial condition. As a result, the technology area is not organized or led in the manner anticipated by the technology plan.

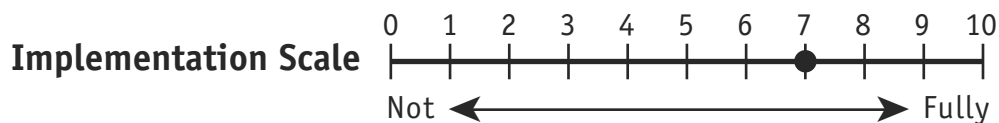
Recommendations and Improvement Plan

1. The district will need to actively manage the technology planning process if progress is to be made. The district should develop a formal tracking system, separate from plan revisions, to assess progress toward major goals. The results should be reported and the goals should be revised periodically, at least annually.

2. In order to implement the instructional technology plan, the district should identify sources of revenue that are reasonably certain, sufficient to meet plan goals, and which are committed to this purpose. A formal financing plan should be adopted. The financing plan should include total dollars required, when the district will need funds, sources of funding, and cash flow projections supporting the availability of funding. During the budget development each year, the board should consider the need for financing the plan and make an appropriate decision as to the level of funding. Expectations for implementation should be adjusted accordingly.
3. The technology plan carries substantial policy implications for the district. It specifies policies for student access to technology, establishment of new positions, duties of those positions, commitments of staff development time, and specific learning outcomes, among other things. These are major policy questions that should be considered before they automatically become effective with adoption of the district technology plan.

Standard Implemented: Partially

July 1, 2003 Rating: 7



9.3 Instructional Program Issues—Lunch Areas are Warm, Healthful and Safe

Professional Standard

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]

Sources and Documentation

1. On-site observation of cafeterias, lunch areas, and multipurpose rooms
2. Discussions with site staffs
3. Discussions with maintenance/operations staff

Findings

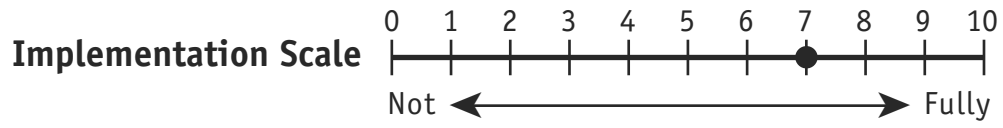
1. The comfort level of lunch areas was inconsistent. Most schools had adequate, warm areas, however, some schools lacked adequate HVAC for the lunch area.
2. Most cafeterias and multi-purpose rooms did not have appropriate capacity signage.
3. Some lighting levels were low due to old light fixtures.
4. Eating areas were generally clean, however some facilities were very old, which made it difficult to be perceived as appropriately clean.

Recommendations and Improvement Plan

1. In addition to Education Code 17573, all facilities plans should conform to state standards as specified in the Code of Regulations, Title 5, Section 14030. These standards are briefly and partially summarized below:
 - Auxiliary areas such as multipurpose cafeterias, administrative offices and library/media centers shall be adequately sized to accommodate the student population, and allow adaptation for changing uses.
 - Lighting shall be designed to provide comfortable and adequate levels of illumination.
 - Delivery and service areas shall be located so as to provide vehicle access without jeopardizing the safety of students and staff.
2. Plans shall also comply with the Americans with Disabilities Act and its regulations that require that facilities be designed and constructed so that they are readily accessible to and usable by individuals with disabilities. (42 USC 12101 – 12213, 28 CFR 35).
3. The district must complete the gradual replacement and upgrade of aged cafeteria facilities as funds become available through modernization projects, deferred maintenance, or other miscellaneous funds.
4. Maintenance/custodial/cafeteria staff should continue to be trained on the general industry cleaning and safety orders.

Standard Implemented: Partially

July 1, 2003 Rating: 7



9.4 Instructional Program Issues—Bathroom Facilities are Clean and Operable

Professional Standard

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]

Sources and Documentation

1. On-site observation of student restrooms
2. Discussions with site staffs
3. Discussions with maintenance/operations staff

Findings

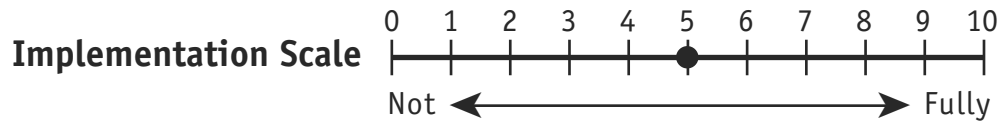
1. Nearly all district fixtures were in working order.
2. Some restrooms need to be upgraded (primarily due to handicapped accessibility and age of the structure).
3. Some restrooms in modernized schools were not upgraded and still had old tile with “restroom smells” embedded in the grout. Even when clean, these restrooms did not seem clean.
4. Some restrooms had been closed and converted to storage.

Recommendations and Improvement Plan

1. Restrooms should be sufficient to accommodate the maximum planned enrollment and located on campus to allow for supervision.
2. The district must complete the gradual replacement and upgrade of aged restroom facilities as funds become available through modernization, deferred maintenance, or other miscellaneous sources.
3. Maintenance/custodial staff should continue to be trained on the general industry cleaning and safety orders.
4. Sanitary measures should be enforced, buildings should be regularly cleaned, and minor repairs completed, in order to prevent infestations, and eliminate potential health and safety issues.
5. The district should evaluate custodial staffing ratios to ensure that enough staff is available to provide clean and safe restrooms.
6. Future site improvement and new construction plans must comply with the Americans with Disabilities Act and its implementing regulations which require that facilities be designed and constructed so that they are readily accessible to and usable by individuals with disabilities. (42 USC 12101 - 12213, 28 CFR 35)

Standard Implemented: Partially

July 1, 2003 Rating: 5



9.5 Instructional Program Issues—Facility Plans Include Space for Extended Day Programs

Professional Standard

The district has plans for the provision of extended day programs within its respective school sites. [EC 17264]

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with district staff
3. Review of district records

Findings

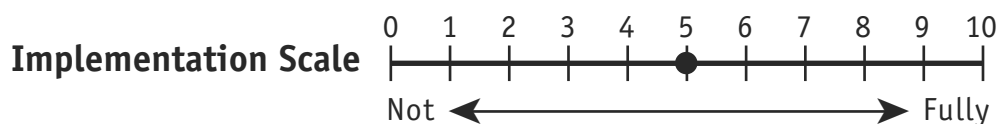
1. The district maintains extended day/child development programs at selected existing school sites. These programs appear to be utilized by the students and are a definite benefit as a supplemental program service for school sites.
2. While these types of programs are not currently available at all district elementary school sites, it is believed that the district has done a partially effective job in developing opportunities for families to have access to these types of programs within subregions of the district's boundaries.

Recommendations and Improvement Plan

1. While no improvement plan steps appear to be required at this time, it is strongly suggested that the district continue to investigate ways to broaden the implementation of its extended day/child development programs as the benefits for additional student participation appear to be significant.

Standard Implemented: Partially

July 1, 2003 Rating: 5



9.6 Instructional Program Issues—Plan to Maintain Equality/Equity of District Facilities

Professional Standard

The district has developed and maintains a plan to ensure equality and equity of its facilities throughout the district. [EC 35293]

Sources and Documentation

1. Interviews with district staff
2. Review of district records
3. Meetings with selected community representatives
4. Inspection of district school sites

Findings

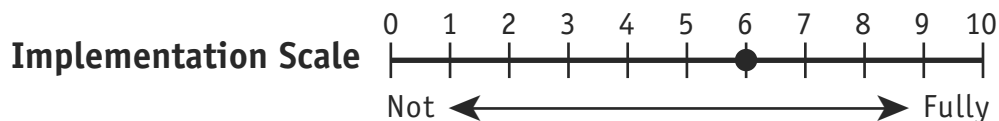
1. There is a fairly consistent level of equality and equity for the facilities provided throughout the district, although there are definitely varying socioeconomic levels that exist within the district and likely affect the makeup of respective school student populations.
2. It appears that there have been concerted efforts to provide facility improvements at schools within the four quadrants of the district and, hence, to avoid favoritism for any schools located within any given geographic region. Nonetheless, future facility improvements at selected sites are still required in order to further improve the equality and equity of facilities.

Recommendations and Improvement Plan

1. More clearly identified and understood district-level standards need to be developed with respect to the numbers and quality of facilities required in order to accommodate the delivery of instruction to students. However, it is believed that activities are beginning to occur in this area.
2. Specific facility discrepancies that exist at respective sites need to be identified, and costs estimated. This type of information will continue to form the basis for future development and refinement of the district's facilities master plan.

Standard Implemented: Partially

July 1, 2003 Rating: 6



9.7 Instructional Program Issues—Adequate Heating and Ventilation Exists in all Schools

Professional Standard

All schools shall have adequate heating and ventilation

Sources and Documentation

1. School sites observations to assess the condition of the facilities, including heating and ventilation systems
2. Discussions with site staffs
3. Discussions with maintenance/operations staff

Findings

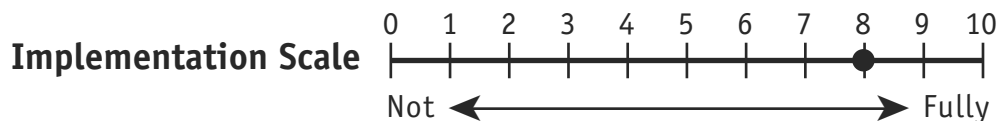
1. Most facilities appeared to have operational heating and ventilating systems (HVAC).
2. Due to age, many systems need to be upgraded.
3. Some instances of uneven heating and cooling were observed.

Recommendations and Improvement Plan

1. As modernization funds become available, the district should upgrade all HVAC systems.
2. The district should ensure that central energy management systems are operations.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



9.8 Instructional Program Issues—Adequate Lighting and Electrical Service is Provided

Professional Standard

All schools shall have adequate lighting and electrical service.

Sources and Documentation

1. School site inspections to assess the condition of the facilities including lighting and electrical systems
2. Discussions with site staff
3. Discussions with maintenance/operations staff

Findings

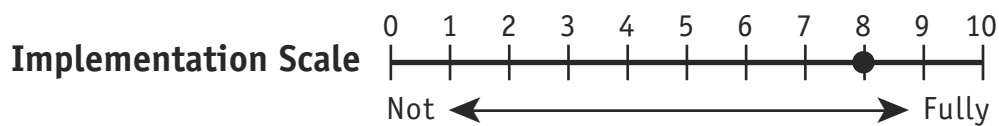
1. School sites appeared to have adequate power and lighting.
2. Some lighting still needs to be upgraded for better lighting and energy efficiency.

Recommendations and Improvement Plan

1. As modernization funds are available, the district should increase electrical capacity as necessary for each site.
2. As modernization funds are available, the district should upgrade lighting.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



9.9 Instructional Program Issues—Classrooms are Free of Noise and Other Barriers to Instruction

Professional Standard

Classrooms are free of noise and other barriers to instruction. [EC 32212]

Sources and Documentation

1. Board policy
2. Observation of classrooms
3. Interviews with district Staff

Findings

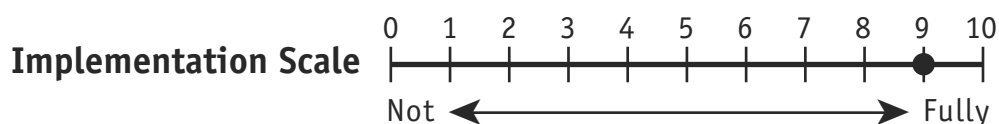
1. Board policies were not provided.
2. At the sites visited, classrooms were generally free of noise and other barriers to instruction.

Recommendations and Improvement Plan

1. The district should adopt a policy concerning Education Code 32212, which expresses the Legislature's intent that all Governing Boards formally address the problem of classroom interruptions and adopt a policy to control them.
2. During any construction, the use of the site by contractors should be limited as follows:
 - The contractor shall confine operations at the site to areas permitted by law, ordinances, permits and the contract documents, and shall not unreasonably encumber the site with materials or equipment.
 - Notwithstanding the designation of contract limits or the indication of temporary fences or barricades, the provisions of the contract documents governing certain portions or phases of the work may require that certain operations be carried out beyond such designated limits.
 - Pumping, draining and control of the designated site shall be carried out so as to avoid endangering the work or any adjacent facility or property, or interrupting, restricting or otherwise infringing or interfering with the districts use.
 - The contractor shall keep the premises and surrounding areas free from accumulation of waste materials.
 - Consider specifying work hours that do not coincide with school hours.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 9



9.10 Instructional Program Issues—Environment Conducive to High Quality Teaching Learning

Professional Standard

The learning environments provided within respective school sites within the district are conducive to high quality teaching and learning.

Sources and Documentation

1. Inspection of district sites/facilities
2. Interviews with district staff
3. Interviews with district parents/community members

Findings

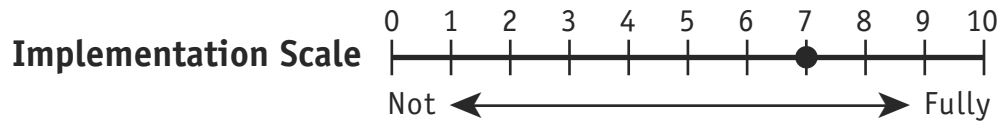
1. Learning environments, as currently provided within respective district school sites, are generally conducive to high quality teaching by the instructional staff and efficient learning by students. Significant facilities improvement efforts are in place or have been made in large part because of voter support for recent facilities improvement bonds. While additional improvements are required, there is evidence of a systematic plan to address these needs over time.

Recommendations and Improvement Plan

1. Student learning and the delivery of quality instructional programs must form the basis of any determination for modifications to existing facilities and the development of new facilities, as future facility planning occurs within the district.
2. A commitment should be made toward the identification and articulation of district standards for student learning and for suggested methods for delivery of instruction. This commitment should form the basis for all deliberations and decisions regarding modifications to existing facilities and the development of new facilities.
3. Instructional staff should be included as an integral and participating member of all facilities planning efforts which lead to the development of plans for modifications and/or additions to existing facilities and for any potential new school sites. It is suggested that student representation be included within planning committees for secondary school facility projects.
4. The district should continue to foster the strong link between the planned expenditure of capital facilities funds and the improvement of learning environments provided for students and the staff. The delivery of high-quality instruction must be the overriding concern when capital facility expenditure plans are being developed.

Standard Implemented: Partially

July 1, 2003 Rating: 7



9.11 Instructional Program Issues—Facilities Reflect Community Standards and Expectations

Professional Standard

Facilities within the district reflect the standards and expectations established by the community.

Sources and Documentation

1. Inspection of district facilities
2. Interviews with district staff
3. Interviews with district parents/community members

Findings

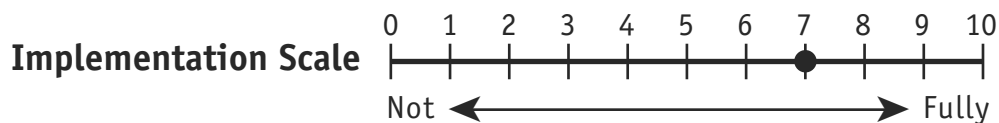
1. It is extremely difficult to assess the degree to which facilities reflect the standards and expectations established by the entire community, primarily due to the fact that the district is comprised of several distinct geographic/political areas. It is quite apparent, however, that public education is important in Berkeley. The district and its residents should be strongly commended for their support of multiple facility and educational program improvement tax elections. These successful efforts should be viewed as votes of confidence by the district's constituency and support for ongoing improvement within Berkeley's public schools.

Recommendations and Improvement Plan

1. The district should continue to strengthen the connection between the facilities improvement plans and the standards and expectations established by the board for its instructional programs and expected outcomes for students. A better understanding of community standards and expectations for all district facilities should be developed to enable the district to identify and quantify discrepancies that continue to exist between existing and desired conditions.

Standard Implemented: Partially

July 1, 2003 Rating: 7



7

10.1 Community Use of Facilities—Plan to Promote Community Involvement in Schools

Professional Standard

The district should have a plan to promote community involvement in schools.

Sources and Documentation

1. Adopted district governing board policies
2. district civic center policy
3. district civic center implementation procedures
4. Site utilization records
5. district newsletters, press releases, community forum summary reports

Findings

Policy on use of facilities

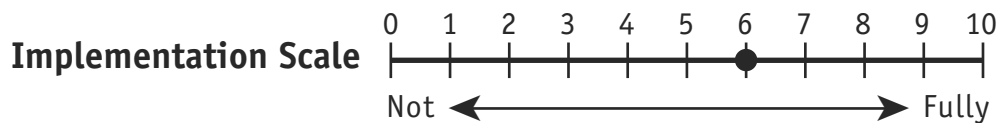
1. The district actively promotes community use of facilities. Procedures, pricing and implementation clearly favor such activity. The Superintendent and staff members have aggressively marketed the need for improvement in district facilities. These efforts culminated in passage of a local school bond and in unusually strong community and political support for the district. The activity level directed toward community involvement in facilities continues even after passage of the bond.
2. The civic center procedures/application/rules and regulations for community use of facilities foster such use. The policy is clear, easy to comprehend, and complete. A summary was available and helpful in guiding members of the public through the process.
3. The board had not adopted a formal policy on community use of facilities at the time of FCMAT's review.
4. The one-page application for use of facilities is usually initiated at the school site, with district-level approval. The form itself is very comprehensive and complete, but was still easy to use.
5. The district's civic center program is well utilized by the community. Records reflect that many community groups regularly access the district's facilities. The participating groups range from school-related groups to church groups, and youth athletic leagues. Periods of use range from less than two hours to long-term use for weeks, months, or even longer.
6. The district has in the past budgeted resources to provide these services, instituting fees to cover supervision after school hours. Traditionally, the fees charged have been much lower than actual allowable costs would justify. The district recently revised its fee structure to a higher and more appropriate level.
7. Staffing for issuance of permits has been reduced, and the function has been transferred from the Business Department to the Facilities Department with no corresponding transfer of staff. The staffing level provided for this function has declined from two FTE to zero.

Recommendations and Improvement Plan

1. The board should adopt a formal policy regarding the community use of district facilities.
2. Application processing is labor intensive, time consuming and requires a person with good interpersonal skills to interact with the public. Appropriate staffing should be provided, and the cost of administration should be included in determining of allowable costs.
3. The district should consider making the civic-center application form available in languages other than English.

Standard Implemented: Partially

July 1, 2003 Rating: 6



10.2 Community Use of Facilities—Compliance with Civic Center Act for Community Use

Professional Standard

Education Code Section 38130 establishes terms and conditions 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.

Sources and Documentation

1. District board policy
2. Internal accounting records
3. Policy and procedures for renting school district property
4. Facilities use permit

Findings

1. **Implementation of the Civic Center Act:** The district implementation of its civic center obligations is adequate and unquestionably within the spirit and letter of the Education Code. Distinction is appropriately made between types of groups (nonprofit vs. for profit, school/youth vs. other, church association) and the appropriate fee schedules (free, direct cost, fair market) are applied. A distinction is also made between occasional short-term use and longer-term more permanent use.
2. **Fee Schedules:** Fee schedules have been extraordinarily low and are not supported by current calculations of actual expense. The fees to be charged have recently been revised to increase them to levels more reflective of actual costs incurred. The study required by the Civic Center Act to justify fees had recently been completed and the increases are justified by the study.
3. **Rates Charged:** The rates charge for both “direct cost” and “fair market”, which had fallen far below established practical norms, have recently been increased. This means that the general fund, which had been subsidizing public use of facilities by incurring an encroachment due to community participation, should be made whole from increased fees. Requests for waiver of charges are reviewed and approved by the Director of Facilities.
4. **School Site Involvement:** School sites are contacted prior to finalization of facility use permits to avoid schedule conflicts with school activities. Schools have veto power over use of their facilities. Additionally, school related free use is now coordinated primarily at the school site.

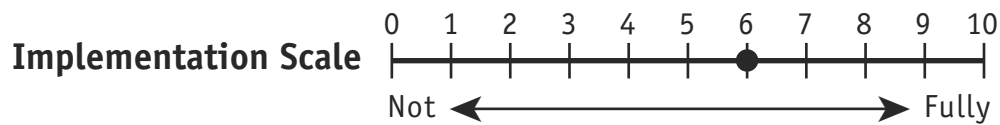
Recommendations and Improvement Plan

1. The district should prepare a comprehensive study of allowable costs and charges for community use of facilities. The results of the study should be presented to the board of education for discussion and adoption.

2. The district should also consider raising rates periodically to accurately reflect current costs of providing custodial services, utilities, and other services and to avoid a cycle of encroachments followed by large increases.
3. Members of the public must make at least three and often more stops to secure a permit to use district facilities. The district should streamline this process by initiating a one-stop procedure for the user.
4. School sites should be given clear guidance as to when it is appropriate and legal for them to veto community use of site facilities.

Standard Implemented: Partially

July 1, 2003 Rating: 6



10.3 Community Use of Facilities—Maintenance of Records and Cash Controls on Civic Center Funds

Professional Standard

The district should maintain comprehensive record and controls on civic center implementation and cash management.

Sources and Documentation

1. District board policy
2. Internal accounting records
3. Policy and procedures for renting school district property
4. Facility use permit

Findings

1. Internal Control: Internal control problems are both numerous and serious.
 - Permit forms are not prenumbered and there is no control on their use.
 - Applications, invoices and payments are all handled by the same person; a major breach of internal control.
 - Checks are stored in a closet in the facilities area and are not remitted to accounting promptly.
 - Invoices are prepared after the fact and are not sent out promptly.
 - The work area is inappropriate for storage of checks and sensitive documents.
 - The employee involved had several other jobs and was not given time or training to do this one.
2. Handling of Payments: Payments, once remitted to accounting, appear to be handled properly, however, until that point there is no control at all.
3. Records of Use and Charges: Site-by-site records are maintained of each facility use permit. The records are, however, maintained by the same person who issues permits, prepares invoices and receives payments.
4. Checkpoints at each step to ensure compliance for such crucial items as insurance documents, which are appropriately prepared and filed.

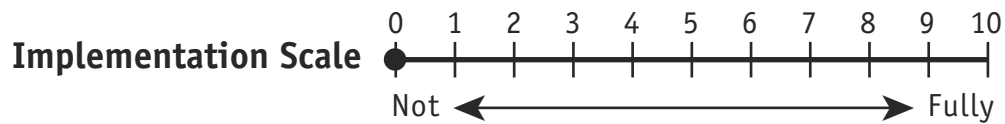
Recommendations and Improvement Plan

1. The request and supporting documentation should be sent to a designated district office, where permits are approved and issued.
2. Invoices should be prepared and mailed by members of the accounting department.
3. Remittances, primarily checks, should be received and deposited by a different member of the accounting department staff.
4. Payments should not be made directly to the same individual who either approves permits or is responsible for billing the charges.

5. The district should use prenumbered forms and activity logs to provide adequate transaction history and to improve internal control.
6. The district should consider requiring payment in advance for facility use permits in cases where costs are more predictable. This would eliminate the need for invoicing, receiving and handling checks, and follow-up on late payments.
7. The district should recognize the opportunities this program presents for fraud and abuse and provide additional oversight, staffing and safeguards accordingly.
8. The district should request that its independent auditors address the internal controls in this area in each year's annual audit.

Standard Implemented: Not

July 1, 2003 Rating: 0



11.1 Communication—Communication of Facility Status Quo and Needs

Professional Standard

The district's public information office should coordinate a full appraisal to students, staff, and community of the condition of the district's facilities.

Sources and Documentation

1. Staff bulletins
2. District website
3. Press release files
4. Distribution lists
5. Newsletters
6. Newspaper clip files
7. Radio and television new scripts
8. Public forum MS PowerPoint files

Findings

1. The district has, as a part of its recent bond and parcel tax campaigns, established an effective public relations program, complete with internal and external district newsletters, an active press release component, and regularly scheduled public forums. The publications are distributed in English, but not in other languages. In all of these efforts, the facilities situation is given high priority, second only to student achievement.
2. At the present time, the district is not actively engaged in a bond election, and the level of effort directed toward public information is lower.
3. The district Web site is effectively used to communicate with the public. It was well designed and had a wealth of information available.
4. There is evidence that the communications efforts have been successful in reaching community members. Local bond campaign results can be viewed as the test of community support for school facilities. When judged by this standard, Berkeley Unified has been quite successful, as evidenced by the earning of voter approval for both general obligation bond and parcel tax elections.
5. Additionally, Berkeley Unified has two oversight committees that meet regularly and are in support of rigorous standards and accountability for use of bond, maintenance and facilities funding.
6. School site meetings, as well as board meetings are also used as an effective vehicle for communicating facility condition and needs.

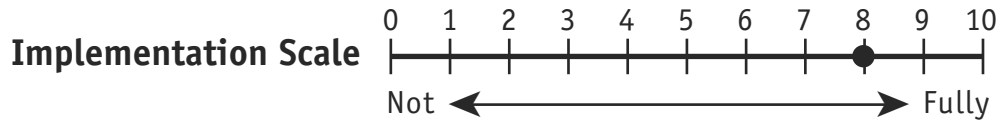
Recommendations and Improvement Plan

1. The district should consider producing at least some of its facilities related publications in a language other than English.

2. Most of the facilities related publicity material team members observed was generated and distributed by the Facilities Department. The district should consider other means of distribution as well, for example as part of an overall districtwide publicity effort, especially during sensitive elections.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



11.2 Communication—Communication of Activities to Rectify Substandard Conditions

Professional Standard

The district should apprise students, staff, and community of efforts to rectify and substandard conditions.

Sources and Documentation

1. Staff bulletins
2. Press release files
3. Distribution lists
4. Newsletters
5. Newspaper clip files
6. Radio and television news scripts
7. Public forum MS PowerPoint files

Findings

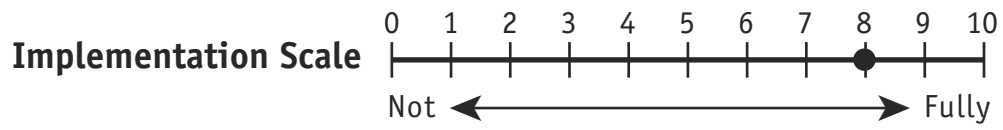
1. **Communication with the Public:** Communication of facility needs was very good. The program used for informing the bond committee and other members of the community of facility plans, needs, and progress was also very good.
2. **Dissemination of Information:** The district facilities construction plan is comprehensive and well done. This plan is the primary vehicle for keeping the board and the public aware of progress on facilities issues. During bond campaigns, various publications featured articles on the school bond, new projects begun under Measures A and AA, and the status of the school renovation program. The district did not have copies of the plan readily available to provide to the public.
3. **Broad Target Audience:** At this time, the primary vehicle for dissemination of facilities information is the district facilities construction plan. The latest plan issued in March, 2003, includes an annual review and update cycle. The information provided has both a districtwide and an area focus, dealing with projects in particular areas of the district. While parents and community members tend toward parochial ownership of their local schools alone, the district's efforts to provide balance in project approvals is warranted.

Recommendations and Improvement Plan

1. The district facilities construction plan is a good informational tool; it should be readily available for access by the public. This plan should be made available through the district Web site to avoid printing and storage costs.
2. The district should continue districtwide and site-by-site releases with site-specific detail for distribution by individual sites. This would continue to respond well to neighborhood/area interests in individual sites, and foster central office accountability.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



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.

Sources and Documentation

1. Facilities construction plan
2. Interoffice memoranda
3. Department of Facilities and Operations memoranda
4. District department goals and objectives
5. Materials provided to the Measure A and AA bond oversight committee
6. Staff interviews

Findings

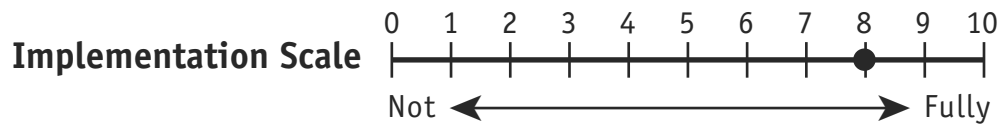
1. Facility Standards: In some areas, the district facilities department has actively upgraded or implemented entirely new facilities standards. These standards are clearly expressed in the district facilities construction plan. Additionally, the district Web site includes considerable information related to facilities.
2. Long-Range Planning: Continual review of needs and a comprehensive assessment of long-range facility needs have put the district in a good position to communicate its standards and condition. The district has a good array of facilities planning documents and has taken care to present them to stakeholders groups such the Citizen's Bond Oversight Committee.
3. Communication of Plans and Standards: Standards are more meaningful when publicized and acted upon, therefore, continued efforts at communication will be needed.
4. The district devotes its efforts to conducting and then communicating the planning process to interested stakeholders. The Citizen's Bond Oversight Committee packages were excellent.

Recommendations and Improvement Plan

1. The district facilities construction plan is a very good informational tool. The district should make this plan available through the district Web site to avoid printing and storage costs.
2. The standards and plans are incorporated into one document. This promotes ease of use, but site-level staff needs to be apprised in greater detail of all facilities standards and plans in order to both expedite the projects and provide accountability as to results.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8



11.4 Communication—Meaningful Involvement of All Stakeholder Groups

Professional Standard

All stakeholder groups should be directly involved in a meaningful manner regarding the district's facilities.

Sources and Documentation

1. Facilities construction plan
2. School safety committee minutes
3. Measure A and AA oversight committee presentations
4. Community forum presentations
5. Staff interviews

Findings

1. Community Input: The district aggressively solicits community input regarding its facilities. The district supports an official and active facilities advisory committee, the Measure A Citizen's Bond Oversight Committee, which advises on all facility matters. The staff meets often with community members. Facilities remain an issue of crucial importance to the community, and the community's concerns are relayed back to the district office.
2. Projects Lists: A project priority list for each school provides a basis for the bond expenditures. The general obligation bond results indicate that the district-community relationship is instilling confidence in the district's capability to manage its capital plant. Passage of the bond is a major vote of confidence for the district.

Recommendations and Improvement Plan

1. The active solicitation of community input regarding facilities may be in response to a crisis, but these efforts should remain in place once the crisis is over. Maintenance of community confidence and support is an ongoing pursuit.

Standard Implemented: Fully - Substantially

July 1, 2003 Rating: 8

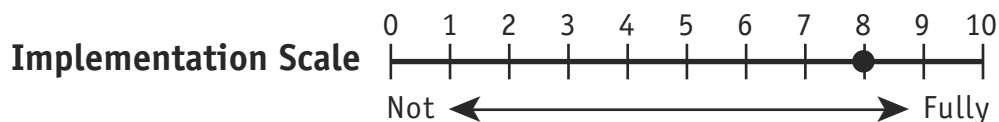


Chart of Facilities Management Standards



Progress Ratings Toward Implementation of the Improvement Plan

Facilities Management			
Standard to be addressed		July 2003 rating	Focus for January 2004
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]	2	
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]	6	
1.3	The district should be able to 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]	2	<input type="checkbox"/>
1.4	The district should 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]	2	<input type="checkbox"/>
1.5	The district has a documented process for issuing of master and sub-master keys. A districtwide standardized process for the issuance of keys to employees must be followed by all district administrators.	4	
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.	3	<input type="checkbox"/>
1.7	Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and 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.	4	
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.	5	
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]	2	

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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]	3	
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]	2	
1.12	Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 17367]	6	
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	
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]	3	
1.15	The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]	2	
1.16	Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §1922(a)]	3	
1.17	All exits are free of obstructions. [CCR Title 8 §3219]	9	
1.18	A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 35294-35294.9]	3	
1.19	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]	3	
1.20	Requirements are followed pertaining to underground storage tanks. [H&SC 25292, CCR Title 26 §477, Title 23 § 2610]	10	
1.21	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]	2	<input type="checkbox"/>

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1.22	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]	10	
1.23	Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8 §782]	3	<input type="checkbox"/>
1.24	Materials Safety Data Sheets are maintained. [EC 49341, 49401.5, 49411, F&AC 12981, LC 6360-6363, CCR Title 8 §5194]	2	
1.25	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.	0	<input type="checkbox"/>
1.26	The district conducts periodic safety training for employees. District employees should receive periodic training on the safety procedures of the district.	0	
1.27	The district should conduct periodic first aid training for employees assigned to school sites.	0	
2.1	The district should have a long-range school facilities master plan.	0	<input type="checkbox"/>
2.2	The district should possess a California State Department of Education Facilities Planning and Construction Guide (dated 1991).	10	
2.3	The district should seek state and local funds.	5	
2.4	The district is in the process of finalizing 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). In essence, this committee will function as an advisory/facility planning type of committee.	9	
2.5	The district should have a properly staffed and funded facility planning department.	5	
2.6	The district should develop and implement an annual capital planning budget.	10	

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2.7	The district should have standards for real property acquisition and disposal. [EC 39006, 17230-17233]	5	
2.8	The district seeks and obtains waivers from the State Allocation Board for continued use of its nonconforming facilities. [EC 17284, 17285]	2	
2.9	The district has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 17302]	9	
2.10	The district should assess its local bonding capacity. [EC 15100]	10	
2.11	The district should develop a process to determine debt capacity.	10	
2.12	The district should be aware of and monitor the assessed valuation of taxable property within its boundaries.	10	
2.13	The district should monitor its legal bonding limits. [EC 15100, 15330]	10	
2.14	The district should collect statutory school fees. [EC 17620, GC 65995, 66000]	0	
2.15	The district should consider developing an asset management plan.	2	
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.	7	
2.17	The district has established and utilizes an organized methodology of prioritizing and scheduling projects.	8	
2.18	The district complies with California Department of Education (CDE) recommendations relative to school site sizing.	0	
2.19	The district should distribute facility funding in an equitable manner to all communities served and to all school levels.	10	

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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.	7	
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]	0	
3.3	The district applies to the State Allocation Board for facilities funding for all applicable projects.	8	
3.4	The district consistently reviews and monitors its eligibility for state funding so as to capitalize upon maximal funding opportunities.	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.	8	
3.6	The district has established and maintains a system for tracking the progress of individual projects.	4	<input type="checkbox"/>
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	8	
3.8	The district obtains approval of plans and specifications 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]	8	
3.9	All relocatables in use throughout the district meet statutory requirements. [EC 17292]	2	
3.10	The district maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	8	
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	

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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 expenses performed during the year were included in the state approved five-year deferred maintenance plan.	10	
3.13	The staff within the district is knowledgeable of procedures within the Office of Public School Construction (OPSC).	8	
3.14	The staff within the district is knowledgeable of procedures within the Division of the State Architect (DSA).	8	
4.1	The district maintains an appropriate structure for the effective management of its construction projects.	7	
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	8	
4.3	The district maintains appropriate project records and drawings.	0	<input type="checkbox"/>
4.4	Each Inspector of Record (IOR) assignment is properly approved.	9	
5.1	The district complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]	7	
5.2	The district has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]	7	
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.	2	<input type="checkbox"/>
5.4	The district ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	6	
5.5	The district ensures that requests for progress payments are carefully evaluated.	7	

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5.6	The district maintains contract award/appeal processes. [GC 54202, 54204, PCC 2011]	8	
5.7	The district maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]	7	
6.1	The district complies with California Department of Education (CDE) requirements relative to the provision of Special Education facilities.	6	<input type="checkbox"/>
6.2	The district provides facilities for its special education programs that ensure equity with other educational programs within the district and provide appropriate learning environments in relation to educational program needs.	6	<input type="checkbox"/>
6.3	The district provides facilities for its special education programs that provide appropriate learning environments in relation to educational program needs.	5	<input type="checkbox"/>
7.1	The district applies for state funding for class size reduction facilities. The district should apply for class size reduction (CSR) facilities funding annually.	10	
7.2	The district has provided adequate facilities for the additional classes resulting from the implementation of class size reduction.	10	
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.	10	
7.4	The district has developed a plan for the provision of permanent facilities in which to house its CSR programs.	6	
8.1	An energy conservation policy should be approved by the board of education and implemented throughout the district.	2	<input type="checkbox"/>
8.2	The district should create and maintain a system to track utility costs and consumption and to report on the success of the district's energy program.	2	<input type="checkbox"/>
8.3	An energy analysis should be completed for each site.	5	<input type="checkbox"/>
8.4	Cost-effective, energy-efficient design should be a top priority for all district construction projects.	10	

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8.4a	The district should be in discussion and working as a team with agencies that can provide professional assistance and funding.	10	
8.4b	The district should act toward improving the energy efficiency of all sites, including those not included in the local bond.	8	
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.	0	
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.	7	
8.6	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.	4	<input type="checkbox"/>
8.7	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.	5	
8.8	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.	5	
8.9	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.	7	
8.10	Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 § 631]	5	

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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.	3	☐☐
8.12	The district has a documented process for assigning routine repair work orders on a priority basis.	6	
9.1	The district has developed a plan for attractively landscaped facilities.	6	
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	
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	
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]	5	
9.5	The district has plans for the provision of extended day programs within its respective school sites. [EC 17264]	5	
9.6	The district has developed and maintains a plan to ensure equality and equity of its facilities throughout the district. [EC 35293]	6	
9.7	All schools shall have adequate heating and ventilation.	8	
9.8	All schools shall have adequate lighting and electrical service.	8	
9.9	Classrooms are free of noise and other barriers to instruction. [EC 32212]	9	

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9.10	The learning environments provided within respective school sites within the district are conducive to high quality teaching and learning.	7	
9.11	Facilities within the district reflect the standards and expectations established by the community.	7	
10.1	The district should have a plan to promote community involvement in schools.	6	
10.2	Education Code section 38130 establishes terms and conditions 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. "	6	
10.3	Districts should maintain comprehensive records and controls on civic center implementation and cash management.	0	<input type="checkbox"/>
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.	8	
11.2	The district should apprise students, staff and community of efforts to rectify any substandard conditions.	8	
11.3	The district should provide clear and comprehensive communication to staff of its standards and plans.	8	
11.4	All stakeholder groups should be directly involved in a meaningful manner regarding the district's facilities.	8	