



Compton Unified School District

Facilities Management

Comprehensive Review

February 1999

Administrative Agent
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Office of Kern County
Superintendent of Schools

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INTRODUCTION

Background

The purpose of this report is to provide an assessment of the progress the Compton Unified School District has made in the areas of school facilities and school safety. Included in the report are standards, measurement tools, and a description of steps to be taken to achieve a full recovery.

The facilities and school safety portion of the RFA for Compton USD is a very broad, but also very deep area. Our review centered on several important functional areas: School Safety, Facility Planning, Facilities Improvement and Modernization, Construction of Projects, Compliance with Public Contracting Laws and Procedures, Special Education Facilities, Implementation of Class-size Reduction, Facilities Maintenance and Custodial, Instructional Program Issues, Community Use of Facilities, and Communication. Each of these areas is presented separately in the tabbed recovery plan that is presented as part of this report. We do want to point out, however, that the entire area we reviewed contains many interdependencies and that our findings and recommendations should be taken in the context of the entire area. Implementation of our recommendations in one finding statement may correct deficiencies in related areas as well.

In evaluating each of the functional areas listed above, we developed a meaningful standard, selected appropriate sources and documentation for measurement of performance against the standard, conducted those measurements, and produced findings and recommendations in each area. These recommendations are the heart of the recovery plan.

In each functional area we employed experts with practical knowledge and experience in the area. We asked that the standards and measurements not be tailored to Compton, but that they instead be appropriate for application in any school district. Implementation of our recommendations, as listed in the recovery plan, should enable Compton USD to perform on a par with other districts in the state.

Our reviewers, exercising their best professional judgement, determined how many and which sites should be visited in order to gather data and provide supporting information for each finding. Each of our findings identifies the conditions we found and our recommendations are designed to correct any deficiencies noted and to enable the district to sustain the corrective action.

Study Team

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Study Guidelines

We have divided the assessment and recovery plan into several sections to better represent the categories of findings noted and to facilitate the development of cohesive recovery steps. Each of the area groupings includes assessment elements that, in our professional judgement, pertain to that general area of our investigation. In the end, all of these areas and individual elements are inescapably interrelated; the findings and recommendations for individual elements must be taken together when evaluating progress.

For each individual assessment element we have formulated and provided a standard and a description of the measurement tools we used to evaluate progress toward that standard. We then completed the field work necessary to evaluate progress, develop findings, and determine the recommendations we believe must be implemented to complete recovery plan. Our investigation included substantial field work by professional experts qualified to evaluate each of the areas and elements of the project. Evaluation of elements which were common to many schools entailed the use of judgmental and/or stratified samples which we believe were sufficient to support the conclusions we reached.

In many areas we found that substantial progress had been made. We have detailed the success we found equally as diligent as the deficiencies. We found the majority of the people we worked with in Compton to be dedicated to the performance of their duties. They were cooperative and helpful as we added our requests for their time and talents to their workload. In some cases, we found people who were not representative of this group of dedicated people and who will require significant redirection if they are to become facilitators rather than barriers to progress.

Our assessments of how much progress has been made and whether or not it is sustained are to some extent subjective; however, we believe our judgements are supported by the factual evidence we reviewed and reported. It is, however, certain that substantial progress has been made in the past two years by the current leadership team. Nearly all of the areas in which we found that substantial sustained progress had been made had shown that improvement during the tenure of the current leadership team. It is perhaps beyond the scope of this report to comment on the necessity of maintaining the momentum established by the current leadership team. However, it is important that we note that the intangible as well as the tangible aspects of leadership that have facilitated the current improved situation will be essential to moving forward to a full recovery.

Summary of Findings and Recommendations

Our review of the conditions related to facilities and safety in Compton Unified School District required us to review 104 specific assessment elements in 11 functional areas. After our evaluation we rated each area using the following rating format which was supplied by FCMAT.

- Fully Implemented - Sustained
- Fully Implemented - Substantially
- Partially Implemented
- Not Implemented

We found that 15 assessment elements were Fully Implemented - Sustained. These elements have reached a satisfactory or better level of performance and, in our judgement, this level can be sustained without extraordinary intervention.

We also found that 22 assessment elements were Fully Implemented - Substantially. These elements appeared to have attained the standard at the time of our review, but the support structure we believe

necessary to ensure they remain at that level was not in place.

There were 43 assessment elements that were Partially Implemented. These elements will require further action before they can be considered Fully Implemented.

We found that 24 of the assessment elements were Not Implemented.

The following recommendations have been drawn from the 11 facilities and safety functional areas. These recommendations generally characterize the nature of deficiencies found in the district. Although we have noted deficiencies, it is important to point out that significant progress has been made during the past two years.

School Safety

- 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. 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. Outside contractors should be informed of hazardous substances that are present on the site. It is the contractor's responsibility to disseminate this information to their employees and subcontractors.
- All buildings should be inspected periodically to ensure compliance with fire codes. Eighty percent (80 percent) of the sites visited had the appropriate fire extinguishers existing in each building. All current inspection information was available and on file. Approximately 20 percent of the sites investigated did not have appropriate fire extinguishers or the current inspection information available.
- All students and employees should continue to receive regular instruction regarding emergency plans. At least one staff member at each school site should hold a valid certificate in first aid and cardiopulmonary resuscitation.

Facility Planning

- The District should retain professional consulting services to develop a long-range school facilities master plan. The long-range school facilities master plan should project student enrollment and identify school facility needs on an annual basis for a period of fifteen (15) to twenty (20) years.
- The District should create a facility planning committee. Members of the committee should include District staff (e.g., Director of Facilities, principals, teachers, etc.) City staff (e.g., Director of Planning, Planning Commissioner, Director of Public Works, etc.), parents, members of the community, and District consultants (e.g., financial consultant, architect, demographer, etc.).

Facilities Improvement and Modernization

- All facilities department staff should receive training to ensure that there is uniform understanding of State Program regulations and how they specifically apply to applications for funding for CUSD.
- All Facilities Department staff should participate in professional training related to project and construction management. It would be ideal if this training could be uniform for all staff.
- In order to ensure that distractions to the instructional program at any given site being modernized

or receiving substantial facility additions, at a minimum, the CUSD should consider the following factors related to the provision and use of an interim housing plan:

- a. Include the site level administrator/s in discussions focusing upon construction phasing plans and the need for the provision and placement of interim housing.
 - b. Make a consistent commitment to providing uniform communication among all involved parties relative to project scheduling elements at each respective site.
 - c. Improved adherence to project schedules will minimize the effectiveness of interim housing plans. It is acknowledged that this requires improvement in the construction administration phase of the project and that the project architect, the general contractor's representative, the District construction representative, and other responsible parties will need to operate through a more cohesive approach toward project and construction management.
- In order to ensure the use of furniture and equipment funding in ways which serve to better facilitate the delivery of instruction and promote the effectiveness of educational programs and student learning, it is suggested that CUSD implement the following:
 - a. Furniture and equipment expenditure proposals should be developed by a site-based group. The development of these proposals should be managed by a site-level administrator/s.
 - b. All site-based proposals for the expenditure of furniture and equipment funds should be reviewed and ultimately approved for implementation by a District-level oversight committee which includes representation from the respective school site, the District's instructional services division and the District's facilities services department.

Construction Of Projects

- The CUSD needs to better review plans and specifications prepared by their project architects/engineers prior to bidding and contract award to ensure their completeness, accuracy and appropriateness. Any required changes to plans and/or specifications need to be incorporated prior to award of contract.

Compliance with Public Contracting Laws and Procedures

- To improve the "bid-ability" of plans and specifications for future projects it is suggested that the CUSD consider the following strategies:
 - a. Prior to considering the establishment of a bid schedule for a respective construction project, the CUSD should conduct coordination meetings between the project architect, the architect's engineering consultants and a CUSD representative(s). This meeting/s should serve to analyze and determine the quality and completeness of plans and specifications relative to program needs and project budget. Revisions should be directed and made as required, as a result of this meeting(s).
 - b. The District should consider the completion of a construct-ability review of each project's plans and specifications prior to the establishment of a bid schedule for each project. This would clarify issues in advance of bidding and result in fewer change orders and attendant cost over-runs.

Special Education Facilities

Due to the varying needs and evolving enrollment of special education students, it appears that the locations for special education classrooms and programs is provided, to some degree, on a "transient" basis. In some instances it appeared that space was "created" to accommodate special education students, but that this space was not always suitable in comparison to program and student needs.

Implementation of Class Size Reduction

The CUSD has, for the most part, implemented Class Size Reduction in spaces approximating 960 square feet. In some instances classes are being conducted in teaching stations that do not meet the California Department of Education suggested areas. However, given the ongoing discussions which are occurring throughout the state relative to suggested spaces for CSR vs. required spaces for CSR (especially in consideration of SB 50 legislative regulation development and the fiscal impacts associated with space allocations for CSR implementation), it is suggested that any determination of the CUSD's adherence to CSR "standards" for implementation be postponed until a clear direction has been provided through the State Legislature, the California Department of Education and/or the State Allocation Board-Office of Public School Construction.

Facilities Maintenance and Custodial

- There is a great need for quality personnel. The district needs to recover from the previous hiring practices of finding people jobs without regard to qualifications. This was most noted in the maintenance of the schools, mainly the plant managers. Some functions appeared to be over-staffed but under-skilled.
- Of the personnel interviewed, the majority needed training. The maintenance people, in particular, needed training at their school sites for how to properly handle certain chemicals and basic cleaning practices and this was not limited to bathrooms.
- The area of maintenance work orders needs significant improvement. Consistency in the assignment of priorities to work orders was lacking. Work orders reviewed did not have sections completed that reflected supplies used or time on task, as a result, neither time nor materials could be accounted for.
- The district needs to establish consistent equitable procedures for providing maintenance services to schools. It seems that the school that shouts the loudest and complains the most gets the quickest action. The squeaky wheel theory in action. This has caused great discrepancies in the quality of the various school facilities. While some had well kept sites due to continuous complaints, others were left waiting for basic maintenance needs.
- Employee accountability needs to be improved. Rank and file employees are not held accountable for their actions or lack thereof. Some employees have the attitude that they have a job and no matter how poor their performance, they cannot be fired. Other employees who are doing an outstanding job do not get credit for what they do because the lack of accountability also causes an inability to recognize excellence.

Instructional Program Issues

- Approximately 50 percent of the buildings inspected had malfunctioning or non-functioning heating and ventilation systems. Approximately 40 percent had poor lighting. These two deficiencies have a major impact on instruction and must be corrected immediately.
- It is extremely difficult to assess the degree to which facilities within the CUSD reflect the standards and expectations established by the community. One of the most significant challenges which exists within the CUSD is the tremendously inconsistent level of standards and expectations found within various areas of the district and its diverse constituency. There appears to be an "arbitrary" and inconsistent set of standards and expectations which exist. It is believed that this inconsistency is a major potential impediment toward the development and implementation of a District Facilities Master Plan which should lead to widespread improvements within the District's instructional program and the learning outcomes of students.
- The district will need to actively manage the technology planning process if progress is to be

made. The technology plan specifies that the plan is for 1997-2002, but as 1999 approaches, it has still not been finalized and adopted. The plan needs to be completed and adopted. Additionally, the plan does not include the substantial upgrades which must be made to administrative computer systems, nor is there an adequate plan to finance the needed improvements.

Community Use of Facilities

- The CUSD implementation of its Civic Center obligations is exceptional. Controls are numerous, beginning with right-of-refusal given to site principals. Multiple checkpoints at each step ensure compliance for such crucial items as insurance documents. Applications are first completely filled out in quadruplicate at the site in question with principal's approval and all required insurance documentation. The request and supporting documentation is sent to the district office, where three signatures are required for approval (including the facilities director and the CBO) and then faxes are sent to the CUSD public safety department, the operations department, and the actual school site. A single district staff member maintains records in a binder dedicated to that purpose. All payments are made directly to CUSD's fiscal department.

Communications

- Both for implementation and communications purposes, all staff, particularly site administrators, needs to be more actively involved in the communication of standards and plans. This communication should not be the responsibility of the facilities department. Once standards and plans are devised, complete distribution to all staff should become one of the responsibilities for the new Public Information Officer.

1.1 School Safety – CDE Civil Defense and Disaster Planning Guide

Legal 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, 38051, 38132, 46390-46392, 49505, GC 3100, 8607, CCR Title 5 §550, 560, Title 19 §2400]

Sources and Documentation

1. Board Policy
2. Emergency Planning Procedures Section of District and School Portfolios
3. Copy of Emergency Preparedness Handbook
4. Visible Building Evacuation Plans
5. Emergency Exit Signage
6. School Building Disaster Plan
7. Evidence of Training of School Site Students and Staff
8. First Aid Kits
9. Management Resources
 - a. CDE Program Advisories
0224.94 Contingency Planning for School Campus Emergencies, CIL: 93/94-04
 - b. Governor’s Office of Emergency Services
Standardized Emergency Management System (SEMS) Guidelines, March 1995

Findings

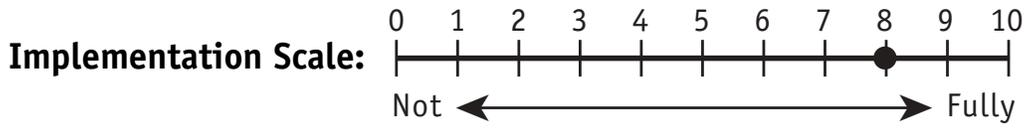
1. All of the sites reviewed had the appropriate Civil Defense and Disaster Planning materials available.
2. All sites possessed a thorough comprehension of the legal aspects, responsibilities and requirements for disaster preparedness. These sites also included a disaster preparedness plan within their overall “Comprehensive Safety Plan.”
3. Evacuation plans and exit signages were visible, with training and drill procedures in place.

Recommendations and Recovery Steps

Recommendations

1. Continue monitoring the annual update/revision of the “Civil Defense and Disaster Planning” portion of the comprehensive safety plans at the district sites to ensure compliance.
2. As modernization or improvement funds become available, implement upgrades to exit signage.
3. Continue employee training so employees become more proficient in first aid.
4. Continue regular disaster preparedness exercises at school sites.
5. Continue community involvement.
6. Replenish supplies.

Standard Implemented: Fully - Substantially



1.2 School Safety – Appropriate Security Devices in Buildings

Legal 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. District Design Standards
- 2. Observation of Newly Constructed Buildings
- 3. Observation of Recently Modernized Buildings
- 4. Discussions with Facilities Staff
- 5. Discussions with Buildings and Grounds/Custodial Staff
- 6. Discussions with Site Supervisor/Support Staff
- 7. Management resources:
 - a. CDE Publications
 - Safe Schools: A Planning Guide for Action, 1995
 - b. CSBA Publications
 - Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

Findings

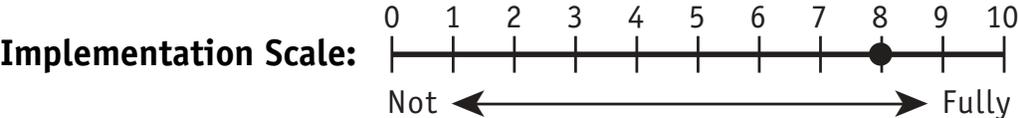
- 1. Current district design guidelines and procedures incorporate appropriate security devices within the design of new and modernized facilities.
- 2. Of the sites reviewed, those that were recently renovated were in general conformance with this district’s design standards.

Recommendations and Recovery Steps

Recommendations

- 1. Annually review district design standards to ensure the continued incorporation of security devices meets the various needs of the district.
- 2. Continue incorporating security devices as newly constructed and modernized facilities are completed.
- 3. Establish priority list of sites related to security issues in order to maximize cost/benefit relationship when installing security devices.

Standard Implemented: Fully - Substantially



1.3 School Safety – Plan for Protection of People and Property

Legal 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, 39670-39675]

Sources and Documentation:

1. Board Policy
2. Comprehensive Safety Plan
3. Intrusion Alarm system
4. Exterior Lighting
5. Perimeter Access and Fencing
6. Visitor's Log
7. Trespassing Signage
8. Key Issuance Procedures
9. Management Resources
 - a. CDE publications
Safe Schools: A Planning Guide for Action
 - b. CSBA Publications
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

Findings

1. Current district design standards incorporate appropriate security devices within the physical design of new and modernized facilities.
2. The typical remaining sites have developed campus security procedures which are consistent with the goals and objectives of the comprehensive safety plan.
3. The majority of facilities have secure campus perimeters (campus fencing) and buildings (visitor registration, identification tags and patrols of places used for congregating and loitering) discouraging outsiders from trespassing.
4. Buildings and grounds staff and the plant managers attempt to discourage vandalism and graffiti by immediately covering and repairing the afflicted area.
5. The principal (or designee) typically controls access to school keys and inventory stock, and keys are only issued to employees who regularly need them to carry out the normal activities of their position.
6. Most sites have instituted anonymous crime reporting systems, analysis of school crime incidents, and collaborate with local law enforcement.

Recommendations and Recovery Steps

Recommendation

1. Vendors and contractors shall be required to wear badges and identify workers.

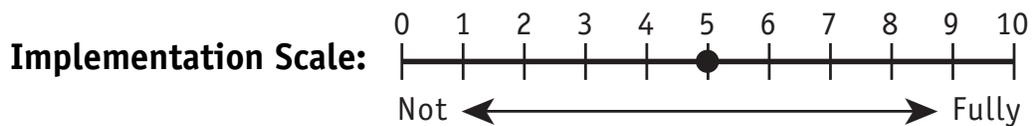
Recovery Steps

The district’s plan of security shall include strategies and methods for at least the following:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity. These strategies shall include an analysis of the building security system, lighting system and campus fencing.
2. Develop procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping.
3. Secure buildings from outsiders and discourage trespassing.
4. Control access to keys and other school inventory.
5. Detect and intervene with school crime.
6. Train all staff in building and grounds security procedures.

These procedures shall be regularly reviewed and updated in order to reflect changed circumstances and to assess progress in achieving safe school objectives.

Standard Implemented: Partially



1.4 School Safety – Restrictions on Flammable and Toxic Materials

Legal Standard

To 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. Evidence of Training Programs or Sessions
5. List of Hazardous Substances on Site
6. Appropriate Labeling on Pipes and Storage Areas
7. Contractor's Notification

Findings

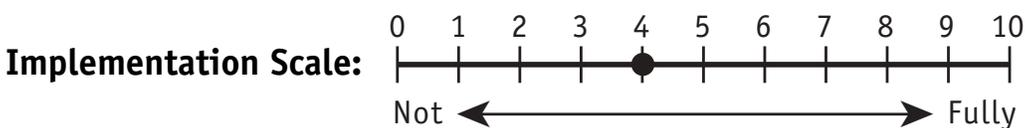
1. Most sites had the appropriate labeling and material safety data sheets (MSDS) available.
2. A few of the sites visited were in the process of periodic updates and the information, though available, was not current.
3. Variances with the availability of the information were predominantly due to the on site plant managers assessment of competing priorities.

Recommendations and Recovery Steps

Recommendations

1. 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.
2. 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.
3. Outside contractors should be informed of hazardous substances that are present on the site. It is the contractor's responsibility to disseminate this information to their employees and subcontractors.
4. As noted in Std. 1.11, the district should develop a written hazard communication program in accordance with the California Code of Regulations, Title 8, Section 5194.
5. District should work closely with the fire department and environmental agencies.

Standard Implemented: Partially



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 district-wide standardized process for the issuance of keys to employees must be followed by all district administrators.

Sources and Documentation

1. Board Policy
2. Key control cards
3. Site observations
4. Interviews with site administrators

Findings

1. The current Board policy 3517(a), which is undated, states that the principal is responsible for all keys at the school site. The principal shall set up a key control system with a record of the number of each key filed. The loaning of the master keys is prohibited.
2. Of the sites visited, no uniform system of key controls was in place. One school had small manila envelopes with individual room keys that were picked up in the morning and returned in the afternoon. Other schools had assigned the keys to each teacher at the start of the school year. Another had a keyboard that had hooks with keys on them for all of the rooms.
3. There was no consistency among the sites for issuing keys for substitute teachers. One campus had one of the plant staff escort the substitute to the room. Another had the substitute sign for the key. A third site had the substitute take the key from the board once it was signed for by the substitute.

Recommendations and Recovery Steps

Recommendation

1. Standardize key control policy for all school sites.

Recovery Steps

1. Revise existing 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 and require their use.
3. Establish signout card system for all keys stating who is being issued a key, which door it opens, who authorized the issuance of the key and the date of issuance.
4. Only allow site administrator to carry grand masters.

Standard Implemented: Not

Implementation Scale:

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. Board Policy
2. On-site observation during regular school hours
3. Job descriptions for school bus monitors
4. Bus schedules and routes

Findings

1. Board policy 3541, as adopted August 31, 1982, “asks” the superintendent to administer the transportation program. The first guideline for the superintendent is to “provide for maximum safety of pupils.”
2. Board policy 3541.22(a) assigns the responsibility of the orderly conduct of the students to the school bus driver. During the site observations made on September 8 and 9, numerous unsafe bus loading and unloading practices were observed which included:
 - Children crossing a busy four-lane highway unescorted after school. There was no attendant or crosswalk available for the children to cross safely.
 - Parents parked in the bus loading zone, and in some cases double-parked, requiring children to weave between cars to get to parent’s car.
 - Buses were required to honk horns at parents parked in bus loading zones and received various levels of cooperation.
 - Regardless of the posted speed limit, many of the drivers exceeded the speed limit even though children were obviously present.
 - Bus monitors or teachers were observed only when the special-education buses were loading or unloading.
 - Some buses would use yellow flashing lights instead of red flashing lights when they were waiting at a bus stop. Regardless of what lights were displayed, most cars ignored them and passed to unload their children.
3. Regarding the parking for parents and community during school hours, the following challenges were observed:
 - a. At some school sites, parking is almost nonexistent. Parents are either required to park on the street or in a small parking lot that is normally occupied by employees. The small parking lots created major congestion during student pick-up hours requiring the campus police to close the incoming gate as well as provide traffic control for incoming buses.
 - b. Some campuses lock the parking lots so that vehicles cannot be stolen or vandalized requiring district police or campus security to unlock the gates during school hours.

Recommendations and Recovery Steps

Recommendations

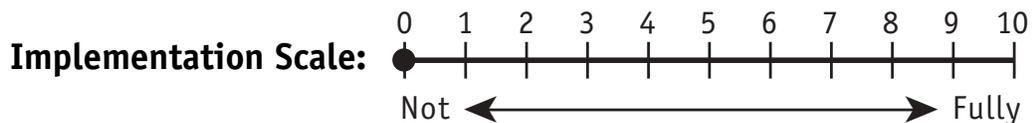
1. Have monitored crosswalks for all sites with K-8 students.

2. Establish a safe zone for the buses to enter and exit the loading zones.
3. Expand available parking at some campuses.

Recovery Steps

1. Work with the City of Compton to have additional crosswalks painted on the streets and signage erected adjacent to the school zones.
2. Assign or hire district staff to escort students across the streets.
3. Have the monitors keep records on violators of speed limit and crosswalk violation for reporting to the proper legal authority.
4. Request assistance from the police in ticketing violators.
5. Set out orange cones 30 minutes prior to the scheduled arrival of school buses. This will deter parents from obstructing the loading area.
6. At least one school employee should monitor the bus loading area prior to and during the loading of the buses.
7. Use some of the surplus, undeveloped land, to create additional overflow parking.
8. Provide drop off and pick up areas at every site.

Standard Implemented: Not



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 the 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. Board Policy
2. On-site observation during regular school hours

Findings

1. Board Policy 3517, as adopted August 31, 1982, states: “Buildings constitute one of the greatest investments of the school district. It is in the best interest of pupils and taxpayers to protect that investment adequately. It continues, “Security also means protecting against vandalism and burglary.” Proper lighting is an integral part of security.
2. The majority of the school sites visited had insufficient lighting not to mention the need for 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. Some of the overhead lights were in need of repair or replacement of the plexiglass covers. Other had no bulbs in them.

Recommendations and Recovery Steps

Recommendations

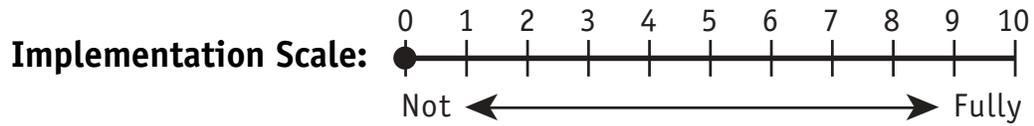
1. Replace and maintain existing hallway lighting that does not provide sufficient illumination.
2. Install additional exterior lighting in all hallways, courtyards, between buildings and fields.
3. Use battery operated units where wiring is not in place.

Recovery Steps

1. Replace all hallway lighting that consists of standard lightbulbs with more modern lighting such as halogen bulbs or lighting as mentioned in Std. 8.1.
2. Replace all hallway light fixtures with clear vandalproof covers to allow for full illumination of the hallways.
3. Add lighting to preventive maintenance checklist for regular replacement and verification of proper lighting in all campus areas.
4. Install new lighting in all courtyards that will allow for security during after school activities and security surveillance.

5. Install additional lighting in all hallways that have not been properly illuminated by replacing existing light fixtures.
6. Install lighting between buildings such as portable classrooms for security purposes.
7. Increase lighting in open field areas to reduce possibility of loitering and allow security easier surveillance.

Standard Implemented: Not



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. Board Policy
2. Copy of graffiti and vandalism plan
3. On-site observation during regular school hours

Findings

1. Board policy 5131.5, adopted April 27, 1982, states, “It is the intention of the governing board to seek redress of any individual in the amount of the damage for any act of vandalism committed by that individual, or from the parents of that individual if a minor.”
2. The Facilities and Grounds Handbook gives graffiti removal the highest priority for the maintenance teams. Graffiti removal and vandalism are considered an emergency and are to be reported to the security office as soon as possible. Included in the handbook is Bulletin No. 98/99-1004 dated November 5, 1997, which states that the high schools and middle schools will receive graffiti abatement on Monday, Wednesday and Friday without request. Elementary schools and administrative offices must request the removal of extensive graffiti.
3. One of the main expectations of school plant managers is the daily battle with graffiti. While the plant managers and staff are expected to keep graffiti to a minimum, not all staff are given the appropriate equipment to meet the challenge.
4. During the site observations, the large areas of graffiti had been painted over while the smaller areas on hallway columns, sidewalk rails and doorjambs were not. Also, with the emphasis placed on abatement and not on the appearances of the schools, many of the abatements were using different colors of paint.

Recommendations and Recovery Steps

Recommendations

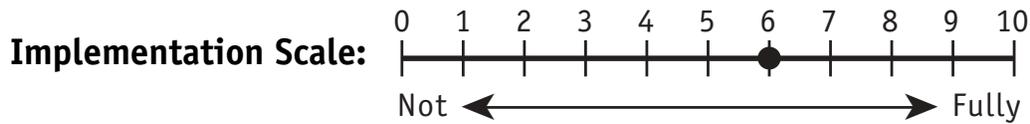
1. Provide school plant managers with adequate supplies, equipment and training to manage the minor graffiti abatement.
2. Provide adequate storage areas for graffiti abatement materials and equipment.
3. Consider graffiti resistant materials during construction and modernization.

Recovery Steps

1. Plant managers receive all supplies and equipment, such as sandpaper, scrapers, brushes or rollers, and paint necessary to keep up with the graffiti at the campus.

2. Plant managers receive inservice training on all aspects of graffiti abatement to receive a better understanding of how to reduce abatement time.
3. Included in the evaluation of the plant manager is the ability to keep up with the graffiti problem at their site.
4. Storage facilities with locking mechanisms and proper ventilation should be made available at each school site.
5. Inventories of supplies used and equipment purchased must be kept by plant managers and verified by the supervisor or site administrator.
6. Included in the evaluation of the plant manager is the ability to keep up with the graffiti problem at their site and maintaining and adequate inventory of abatement materials on hand at all times.

Standard Implemented: Partially



1.9 School Safety – School Site Emergency Procedures Plan

Legal 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]

Sources and Documentation

1. Board Policy
2. Emergency and Disaster Preparedness Plan
3. Evidence of Disaster Preparedness Drills
4. First Aid Kits
5. Management Resource
 - a. CDE Program Advisories 0224.94 Contingency Planning for School Campus Emergencies, CIL:93/94-04

Findings

1. Eighty percent (80 percent) of the sites visited had on file complete written plans describing procedures to be employed in case of emergency.
2. All of the plans incorporated personnel duties, signal process and general procedures to be followed to protect the students and staff on the school site.
3. The plans typically are developed by an emergency preparedness committee and require that everyone on site (parents/community, students and staff) be responsible and involved in the safety process.
4. Approximately 20 percent of the sites investigated did not have portions of their plan completed.
5. The incomplete plans required minor editing to an existing plan predominantly due to recommended committee changes or the reproduction of the plan itself for distribution.

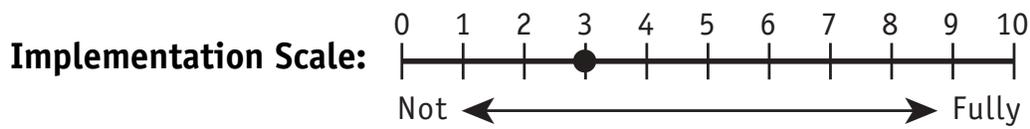
Recommendations and Recovery Steps

Recommendations

1. A checklist of required plans and response procedures should be established for all district sites to facilitate administrative follow-up and to ensure that all district sites have the completed plan in place prior to the start of the school calendar year. The checklist should include:
 - a. Administrator responsible for the implementation of the plan.
 - b. What are the steps to be followed in an emergency.
 - c. Specific response procedures for various emergencies.
 - d. Communication procedures.
2. In order to save lives and protect property, school districts are mandated to formulate individual civil defense and disaster preparedness plans. The district and site plans shall address at least the following situations:

- a. Fire on or off school grounds which endangers students.
 - b. Natural or man-made disasters.
 - c. Bomb threat or actual detonation.
 - d. Attack or disturbance by individuals or groups.
3. Education Code Section 35292-35297 require the establishment of an earthquake emergency procedure system for each school building with more than one classroom or with a capacity of 50 or more students. This procedure system shall include at least the elements listed below, and should be incorporate within each sites comprehensive emergency and disaster preparedness plan.
- a. The school building disaster plan.
 - b. A “drop” procedure for students and staff members.
 - c. Protective measures to be taken before, during and after an earthquake.
 - d. A training program to ensure that all students and staff are aware of, and properly skilled in, the earthquake emergency procedure system.
4. Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

Standard Implemented: Partially



1.10 School Safety – Conduct of Required Fire Drills

Legal 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

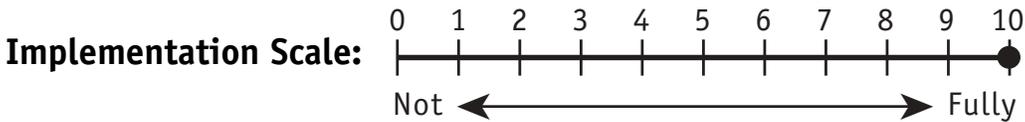
1. All of the sites visited confirmed each elementary and intermediate school at least once a month, and in each secondary school not less than twice every school year, conducted a fire drill.
2. Each site had identified general procedures and assembly areas.

Recommendations and Recovery Steps

Recommendation

1. Continue conducting fire drills as noted above.

Standard Implemented: Fully - Sustained



1.11 School Safety – Knowledge of Chemicals and Potential Hazards

Legal 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. Evidence of Training Programs or Sessions
5. List of Chemical Materials and Shelf Life
6. Observation of Laboratories
7. Interviews with Maintenance/Custodial Staff

Findings

1. During the classroom observations in the high schools, some sites had appropriate labeling and material safety data sheets (MSDS) available. However, some of the containers were unmarked, and therefore, it was impossible to determine the content and shelf life.
2. Both sites visited were in the process of starting the school year, and information was not readily available.
3. Variances with the availability of the information were predominantly due to the on-site plant manager's assessment of competing priorities and the fact that the faculty seems to be responsible for the management of laboratory materials.

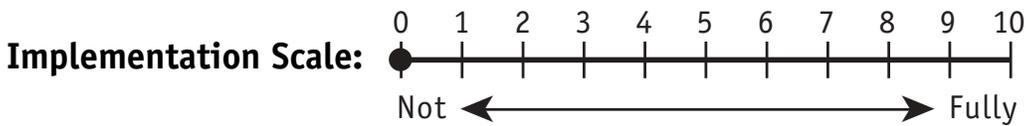
Recommendations and Recovery Steps

Recommendations

1. 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 is as follows:
 - a. Well-delineated work practices.
 - b. Use of protective equipment.
 - c. Instruction on how to read labels and Material Safety Data Sheets (MSDS) files.
 - d. The steps the district has taken to lessen or prevent exposure to hazardous substances.
2. 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.
 - a. Material Safety Data Sheet (MSDS) List of Hazardous Substances.
 - b. Hazardous Nonroutine Tasks.
 - c. Hazardous Substances in Unlabeled Pipes.

- d. 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 substance(s)
3. The written hazard communication program should be available upon request to all employees and their designated representatives. (Code of Regulations, Title 8, Section 5194)
4. Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

Standard Implemented: Not



1.12 School Safety – Inspection and Correction of Unsafe Conditions

Legal Standard

Building examinations are performed, and required actions are taken by the governing board upon report of unsafe conditions. [EC 173679(a)]

Sources and Documentation

- 1. Board Policy
- 2. Work Control Emergency Request Logs
- 3. Emergency Work Completion Tags
- 4. Interviews with Maintenance/Custodial Staff

Finding

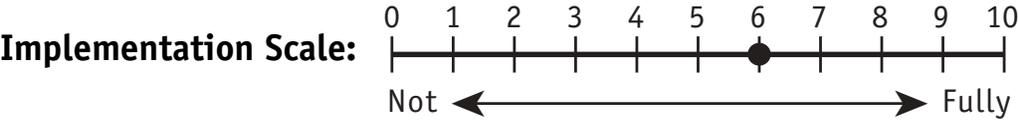
- 1. No school buildings currently used by the district for K-12 educational purposes have been identified by the Department of General Services, a licensed structural engineer, or a licensed architect, as unsafe for school use.
- 2. In cases where the buildings were identified as unsafe, the district has abandoned the building and labeled it for demolition and replacement.
- 3. Plant managers and site administrators pointed out that the facilities department has become more responsive to site requests, and for the most part, additional funding seems to be the predominant problem.

Recommendations and Recovery Steps

Recommendations

- 1. Continue utilizing information acquired from the examination and reports developed pursuant to Education Code section 17367(a), to maintain and/or establish a system of priorities to repair, replace or reconstruct unsafe district school buildings.
- 2. Ensure that the district has submitted the appropriate applications to OPSC and is ready to proceed expeditiously as funds become available.

Standard Implemented: Partially



1.13 School Safety – Emergency Fire and Police Access to Campuses

Legal 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

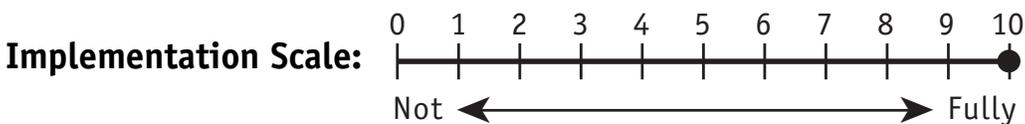
1. All district sites inspected had access gates of sufficient size to permit the entrance of emergency vehicles, equipment and apparatus.
2. The gates are designed to permit the ready entrance by the use of chain or bolt-cutting devices.

Recommendations and Recovery Steps

Recommendation

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

Standard Implemented: Fully - Sustained



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

Legal 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 graffiti and vandalism plan
3. On-site observation during regular school hours

Findings

1. Board policy 3510, adopted August 31, 1982, states “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. During the site inspections, lunch periods were not confined to specific areas on campus. This led to lunch refuse being spread campuswide.
3. Unsafe conditions were noted during the site observations. Numerous cases of exposed hazards were observed in areas of common student access. Hazards observed included:
 - a. Exposed bolts protruding from the ground next to student walkways
 - b. Damaged concrete covers exposing 18-inch drops to a water shutoff valve
 - c. An improperly manufactured 24 feet by 48 inch quarter inch metal cover over a sprinkler valve shutoff that could not sit flat to the ground resulting in a sharp metal corner protruding from the ground.

Recommendations and Recovery Steps

Recommendations

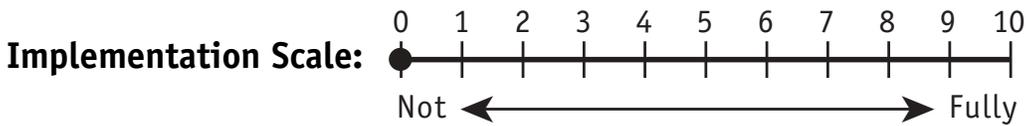
1. Provide on-site inservice training for all site operational personnel in the area of site safety and cleanliness.
2. Create a safety committee of non-administrative, non-maintenance personnel to review the school sites for safety hazards.
3. Provide incentives and recognition for clean campuses for both students and employees.

Recovery Steps

1. Develop on-site inservice training using the job descriptions and the guidelines provided in the Facilities and Grounds handbook.
2. Supervisors will periodically review the progress site personnel are making in keeping campuses safe and clean.

3. Supervisors will also emphasize the area of safety and cleanliness in the employee’s annual evaluation.
4. Establish a small committee, not exceeding eight people, to review the sites for observed safety and fire hazards.
5. Have the committee submit a list of the hazards observed to the superintendent for review at an administrative meeting.
6. Prioritize the hazards according to the greatest need or greatest hazard to the students and the public.
7. Submit the list of hazards to be repaired to the maintenance department for inclusion in the next maintenance schedule.
8. Adopt a Board Policy supporting the concept of a clean campus being a learning campus. Include in the policy an incentive or reward for the student body to keep the campus clean.
9. Establish an annual recognition at the Board meeting for the top three clean campuses with before and after pictures for the community to see.

Standard Implemented: Not



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

Legal 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. Evidence of Inspections
- 4. Interviews with Maintenance/Custodial Staff

Findings

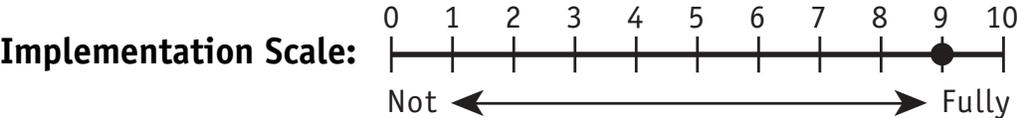
- 1. During January 1998, the district completed the Three-Year AHERA Re-inspection Report and Injury and Illness Prevention Program (IIPP) through an independent third party. This document was found at all sites.
- 2. In some cases, the staff in charge did not recognize the document by name; however, upon further conversation and description, the documents were located.

Recommendations and Recovery Steps

Recommendations

- 1. Continue updating the documents as required.
- 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: Fully - Substantially



1.16 School Safety – Fire Extinguishers and Inspection Information Available

Legal 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. Eighty percent (80%) of the sites visited had the appropriate fire extinguishers existing in each building.
2. All current inspection information was available and on file.
3. Approximately 20 percent of the sites investigated did not have appropriate fire extinguishers or the current inspection information available.
4. The predominant portion of sites without extinguishers resulted from removal by a vendor, according to a service agreement.
5. The servicing vendor had removed the extinguishers to inspect, re-charge or replace them.

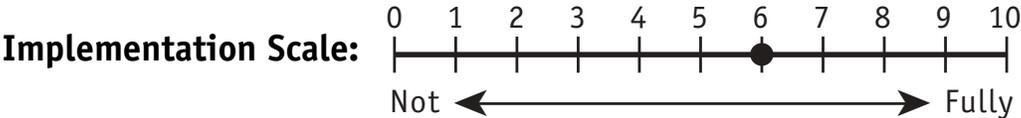
Recommendations and Recovery Steps

Following a natural disaster or widespread fires, public services may be unavailable or overwhelmed. Fire extinguishers are an effective tool for fire fighting in these circumstances.

Recommendations

1. Appropriate fire extinguishers should exist in each building, be visible with easy access and have current inspection information available.
2. The extinguishers should be serviced or replaced once every two years and immediately after each use.
3. All current or new vendors should be required to provide a back-up extinguisher while they remove the site ones for service.
4. A master checklist of required servicing and replacement could be established for all district sites. The maintenance department should maintain the list of all fire extinguishers, when they were last serviced, the next scheduled service, and follow-up on this schedule. This checklist would facilitate administrative follow-up to ensure that all district sites have the appropriate fire extinguishers existing in each building and have current inspection information available, prior to the start of the school calendar year.

Standard Implemented: Partially



1.17 School Safety – All Exits are Free of Obstructions

Legal 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

Findings

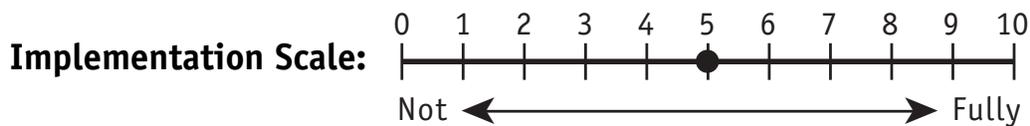
1. The majority of sites inspected had working door hardware and no obstruction at the fire exits.
2. A few of the sites visited were in the process of opening the new school year. As a result, conditions occurred at the time of inspection that inhibited the continuous flow of safety and health information.
3. Variances with the availability of the information were predominantly due to the on-site plant managers assessment of competing priorities.

Recommendations and Recovery Steps

Recommendations

1. All buildings and grounds staff, plant managers, and employees should receive additional in-service training on health and safety issues that are essential to an injury-free, productive work place.
2. Additional training related to the arrival and departure of the staff and students, should be implemented in the following areas:
 - a. New worker orientation.
 - b. Work Place Safety Training Sessions.
 - c. Health Training Programs.
 - e. Regularly Scheduled Safety Meetings.

Standard Implemented: Partially



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

Legal 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

Findings

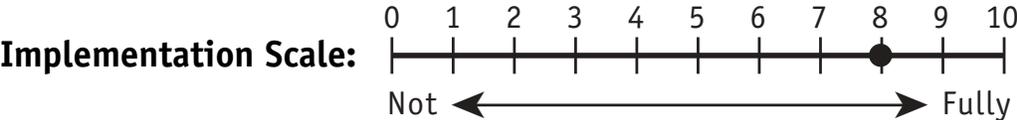
- 1. Every site interviewed has developed a comprehensive school safety plan.
- 2. A few of the sites visited were in the process of printing and/or distributing the plan.

Recommendations and Recovery Steps

Recommendations

- 1. Continue 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.
- 2. All plans must include the following key code requirements for a comprehensive school safety plan:
 - a. Status of school crimes committed on district campuses during district functions.
 - b. Dangerous pupil notification procedures.
 - c. Strategies and programs for the maintenance of high levels of school site safety.
 - d. Access procedures for students.
 - e. Educational environment requirements.
 - f. School discipline procedure.
 - g. Sexual harassment policy.

Standard Implemented: Fully - Substantially



1.19 School Safety – An Emergency Action Plan Exists

Legal Standard

An emergency action plan exists. [CCR Title 8, §3220]

Sources and Documentation

1. Board Policy
2. Emergency and Disaster Preparedness Plan
3. Evidence of Training

Findings

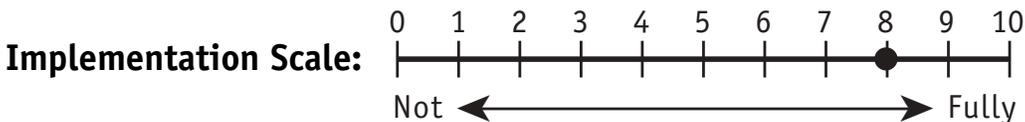
1. A review of several school sites indicated most of emergency action plans are incorporated within each school sites comprehensive safety plan.
2. Students and employees receive regular instruction regarding emergency plans.

Recommendations and Recovery Steps

Recommendations

1. All students and employees should continue to receive regular instruction regarding emergency plans since the continuous repetition of drills increases the likelihood of a structured response by a trained team of staff members in the event of a crisis or emergency.
2. All emergency action plans, completed independently or in conjunction with the comprehensive school safety plan, should include the following:
 - Procedures for personnel safety and security.
 - Ways to ensure smooth administrative control of operations during a crisis.
 - Procedures to establish a clear, effective communications system.
 - Guidelines for law enforcement involvement including specific steps for law enforcement intervention depending upon the intensity of the crisis.
3. The district must also ensure that at least one staff member at each school site holds a valid certificate in first aid and cardiopulmonary resuscitation (CPR).

Standard Implemented: Fully - Substantially



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

Legal 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. UST Removal Program
- 3. Deferred Maintenance Plan
- 4. Review of Contract Files for Certification
- 5. Review Local Agency Records

Findings

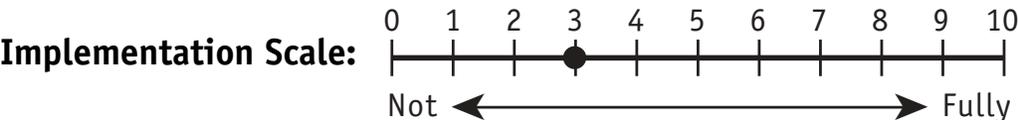
- 1. On or before December 22, 1998 the district was to replace or upgrade (to prevent leaks due to corrosion, spills or overfills) its underground storage tanks (USTs), and equip all existing underground-pressurized piping with automatic line leak detectors and a secondary containment.
- 2. The records are not kept in sufficient detail to determine whether the monitoring, testing, repairing, and closure the UST system within the district is in compliance with the applicable provisions of law including Health and Safety Code Section 25292, Board regulations, and the permit issued for the operation of the tank system.

Recommendations and Recovery Steps

Recommendations

- 1. The district’s facilities and maintenance departments must ensure 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. The district must complete the gradual replacement and upgrade of aged USTs as funds become available through modernization projects, deferred maintenance, or other miscellaneous funds.
- 3. Maintenance/custodial/cafeteria staff should continue to be trained on the general industry testing, monitoring and inspection orders.

Standard Implemented: Partially



1.21 School Safety – Compliance with Federal AHERA Laws

Legal 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. Contract Files for Accreditation

Finding

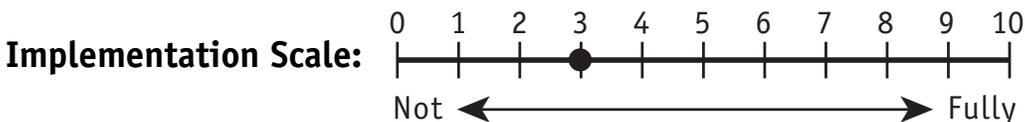
1. In some cases, the district's complete, updated management plans for material containing asbestos in the school site buildings were not available for inspection in the school offices.

Recommendations and Recovery Steps

Recommendations

1. The district's complete, updated management plans for material containing asbestos in the school buildings should always be available for inspection in the district and school offices.
2. Maintenance/custodial staff should be trained on the location, identification, proper cleaning, and ongoing maintenance of asbestos-containing materials.
3. 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.
4. Any extensive asbestos abatement work must be done by state certified asbestos abatement contractors in compliance with state and federal standards.

Standard Implemented: Partially



1.22 School Safety – Playground Equipment is Inspected and Safe

Legal 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
2. Review of Maintenance Logs

Findings

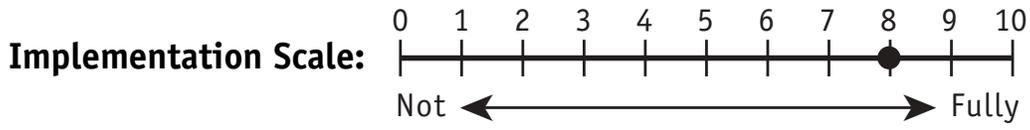
1. An inspection of playground equipment at several school sites indicated that the district is in general conformance with prevailing codes and regulations.
2. Given the age and condition of some of the playground equipment, including matting, some of the equipment needs to be upgraded or replaced in order to meet code compliance and accessibility concerns.
3. The gradual upgrade of existing playground sites and the installation of new equipment to minimize accidents, will have a significant impact towards reducing overall district liability risk.

Recommendations and Recovery Steps

Recommendations

1. Playground equipment should be carefully selected and installed, so it minimizes accidents and presents no unseen safety hazards. Safety of playground equipment and adequate supervision should receive primary consideration when the playgrounds are planned or upgraded. The following playground equipment standards should be followed:
 - The play equipment should be galvanized metal structure (painted metal corrodes within five years; wood deteriorates at the base and is a source of splinters in future years).
 - No moving parts such as swings or loops on chains or overhead ladders (this minimizes part breaking and repair).
 - All installed play equipment should have safety matting of non-toxic rubber (square rubber tiles, poured in place rubber matting, or ground rubber).
 - Tan bark and sand should not be acceptable for future installations for health reasons (hides broken glass, needles, animal feces, etc.).
 - Safety matting should be glued or mechanically fastened with recessed and covered anchor bolts.
 - Edges to safety matting should be beveled to permit wheelchair access.
 - Safety matting should extend 8 feet beyond the edge of play equipment.
2. The district's facilities and maintenance departments should continue to develop and update playground equipment standards in accordance with the above recommendations.

Standard Implemented: Fully - Substantially



1.23 School Safety – Safety of Boilers and Fired Pressure Vessels

Legal 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

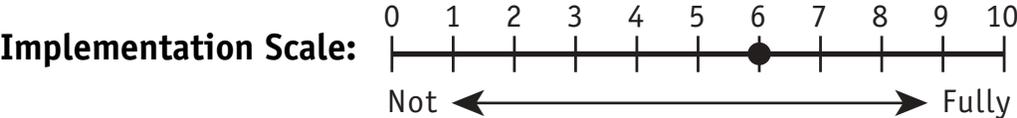
1. Completed maintenance logs and an inspection of boiler and fired pressure vessels indicated that the district is in general conformance with CCR Title 8: Section 782.
2. Some of the district’s boiler and fired pressure systems, primarily due to the age and condition, need to be upgraded.
3. Plant managers are generally familiar with the appropriate work practices.

Recommendations and Recovery Steps

Recommendations

1. The district should plan for the gradual replacement and upgrade of aged boilers and fired pressure vessels as funds become available through modernization projects, deferred maintenance, or other miscellaneous funds. We recommend the district develop/augment its work practices and procedures for boilers as follows:
 - Maintenance logs 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 insure the safe and successful operation of the equipment and systems.

Standard Implemented: Partially



1.24 School Safety – Maintenance of Material Safety Data Sheets

Legal 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. Evidence of Training Programs or Sessions
5. List of Chemical Materials and Shelf Life
6. Observation of Laboratories
7. Interviews with Maintenance/Custodial Staff

Findings

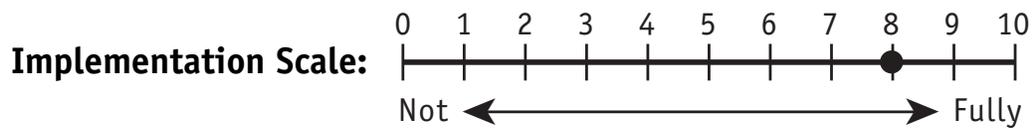
1. Most Sites had the appropriate labeling and material safety data sheets (MSDS) available.
2. A few of the sites visited were in the process of periodic updates and the information, though available, was not current.
3. Variances with the availability of information were predominantly due to the on site plant managers assessment of competing priorities.

Recommendations and Recovery Steps

Recommendations

1. 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.
2. 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.
3. The district shall review each incoming MSDS for new and significant health and safety information and disseminate this information to all affected employees.
4. 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.
5. 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: Fully - Substantially



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 inservice 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 sample of employees
5. Observation of employees and safe practices

Findings

1. Board policy 3516, as adopted August 31, 1982, “seeks to ensure that every employee and student is provided safe and healthful working and learning conditions. The superintendent shall maintain rules and regulations necessary to implement and administer all aspects of this policy.”
2. The articles regarding safety included in the collective bargaining agreements mirror the wording of the Board policy.
3. The articles also include language regarding the participation of the unit members on the district safety committee.
4. Throughout the policy and the agreement is an escape clause relating to the district’s financial condition and the availability of funds to pay for safety hazards.

Recommendations and Recovery Steps

Recommendations

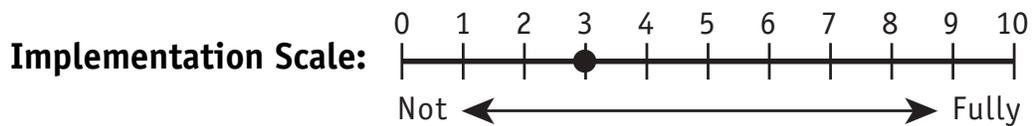
1. Update and expand current board policy.
2. Develop a district-wide safety committee that includes representatives from all bargaining units and administration.
3. Create a periodic safety newsletter for distribution to employees and the public.

Recovery Steps

1. Expand current Board policy 3516 to include those circumstances that are considered safety related.
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. While individual bargaining agreements may have specific representation included in the agreement, the district should create a safety committee from those agreements.
5. The district should assign one administrator for coordinating the safety committee meetings as well as following up on the recommendations made by the committee.
6. With safety being a high priority for the district, communication to the employees and the public is critical.
7. As a part of the duties of the safety committee, require them to assist with the development of the periodic newsletter.
8. The newsletter should include accomplishments for the past time period, planned improvements, and the opportunity for input from the reader.
9. Subsequent issues of the newsletter should include input received and what was the outcome of the meeting.

Standard Implemented: Partially



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 sample of employees
5. Observation of employees and safe practices

Findings

1. Board policy 3516, as adopted August 31, 1982, “seeks to ensure that every employee and student is provided safe and healthful working and learning conditions. The superintendent shall maintain rules and regulations necessary to implement and administer all aspects of this policy.”
2. The articles regarding safety included in the collective bargaining agreements mirror the wording of the Board policy.
3. The articles also include language regarding the participation of the unit members on the district safety committee.
4. Throughout the policy and the agreement is an escape clause relating to the district’s financial condition and the availability of funds to pay for safety hazards.
5. SSC was unable to obtain specific agendas or materials used for safety training.

Recommendations and Recovery Steps

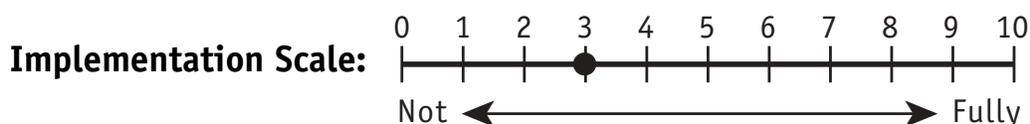
Recommendation

1. Include safety training in staff development programs during the year.

Recovery Steps

1. As a part of developing the agenda for staff development for both certificated and classified employees, a portion should be set aside for the updates to changes in the safety program as well as changes to state and federal regulations.
2. Include in the staff development any changes made to the district’s safety plan and how it affects the staff and the students.

Standard Implemented: Partially



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 sample of employees
- 5. Observation of employees and safe practices

Findings

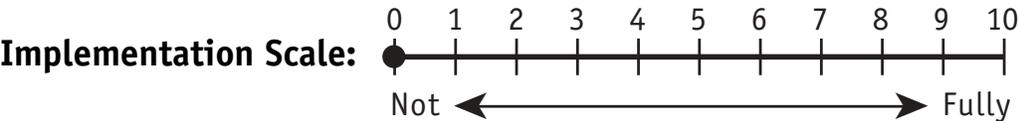
- 1. Compton USD personnel were unable to locate any Board Policies, procedures, or records of first aid training for school site personnel.
- 2. SSC was unable to obtain specific agendas or materials used for safety training.

Recommendations and Recovery Steps

Recommendations

- 1. Develop Board Policies and procedures requiring first aid training for school site personnel. Include in the policies and procedures specific training requirements including basic first aid, site safety procedures, CPR and other first aid programs that the district sees as minimum requirements.
- 2. Include first aid training in staff development programs during the year.
- 3. Maintain records of training including names, dates, subjects, agendas, and materials used.
- 4. Review all records of training for currency of training and the need for retraining as necessary.

Standard Implemented: Not



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

Professional Standard

Compton Unified School District should have a long-range school facilities master plan.

Sources and Documentation

1. District documentation

Findings

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

Recommendations and Recovery Steps

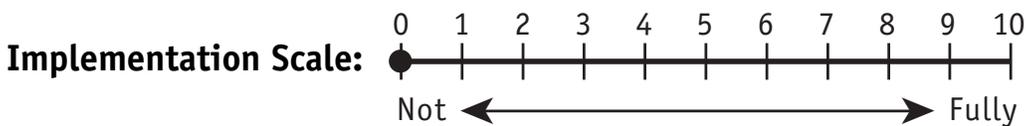
Recommendation

1. The district should develop or retain professional consulting services to develop a long-range school facilities master plan. The long-range school facilities master plan should project student enrollment and identify school facility needs on an annual basis for a period of fifteen (15) to twenty (20) years.

Recovery Steps

1. Issue a Request For Qualifications (RFQ) for preparation of a long-range school facilities master plan.
2. Review responses, interview qualified consultants, and negotiate a contract with a suitable consultant.
3. Contract for preparation of a long-range school facilities master plan.

Standard Implemented: Not



2.2 Facility Planning – CDE Facilities Planning and Construction Guide

Professional Standard

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

Sources and Documentation

1. District documentation

Findings

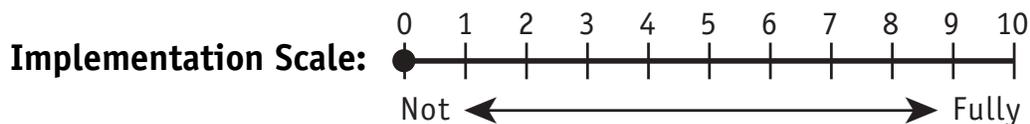
1. The district does not currently possess a Facilities Planning and Construction Guide prepared by the California State Department of Education.

Recommendations and Recovery Steps

Recommendation

1. The district should contact the California State Department of Education and request that a Facilities Planning and Construction Guide be sent to the Director of Facilities.
2. District should comply with new playground regulations when these are published.

Standard Implemented: Not



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

Professional Standard

Compton Unified School District should seek state and local funds.

Sources and Documentation

1. Discussion with State Administrator
2. Discussion with Associate Superintendent, Business and Administrative Services
3. Forms SAB 760

Findings

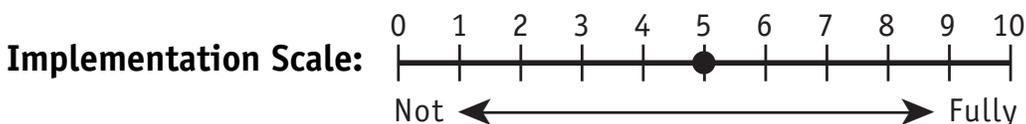
1. The State Administrator and district staff make frequent trips to Sacramento to seek State funds. This includes having active State applications, conversing with members of the State Allocation Board and staff of the Office of the Public School Construction, and retaining a professional lobbyist.
2. The district placed a general obligation bond measure on the November 3, 1998 ballot. The bond received more than 66% yes votes, but failed because it did not reach the 66 2/3 required for passage. This was the second unsuccessful bond measure that the district has placed before its electorate in the last nine months.

Recommendations and Recovery Steps

Recommendation

1. Continue to attempt to pass a local general obligation bond and continue actions underway to obtain state funding for facility projects.

Standard Implemented: Partially



2.4 Facility Planning – Existence of a District Facility Planning Committee

Professional Standard

Compton Unified School District should have a facility planning committee.

Sources and Documentation

1. Discussion with Associate Superintendent, Business and Administrative Services

Finding

1. The district currently does not have a facility planning committee.

Recommendations and Recovery Steps

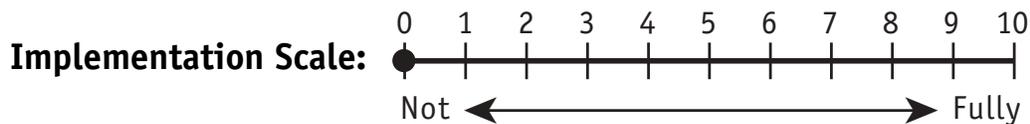
Recommendation

1. The district should create a facility planning committee.

Recovery Steps

1. Solicit qualified members for the committee. These should include district staff (e.g., Director of Facilities, principals, teachers, etc.) City staff (e.g., Director of Planning, Planning Commissioner, Director of Public Works, etc.), parents, members of the community, and district consultants (e.g., financial consultant, architect, demographer, etc.).
2. Develop operating procedures for the committee, establish meeting schedules, and ensure that minutes are taken and retained.

Standard Implemented: Not



2.5 Facility Planning – Properly Staffed and Funded Facility Planning Function

Professional Standard

Compton Unified School District should have a properly staffed and funded facility planning department.

Sources and Documentation

1. Discussion with State Administrator
2. Discussion with Associate Superintendent, Business and Administrative Services
3. Discussion with Senior Director, Department of Facilities and Operations

Findings

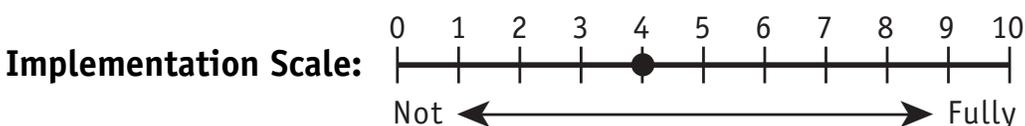
1. The facilities department of the district is currently staffed with nine (9) individuals. Compared to other school districts in the state with comparable number of students, a facilities department comprised of nine (9) individuals should be adequate for CUSD.
2. Some individuals in the facilities department do not possess adequate skills to perform duties and assignments typically cared-out by such a department. It is, therefore, difficult to determine at this time whether the facilities department is properly funded. It is our opinion that the department is overstaffed and underskilled.

Recommendations and Recovery Steps

Recommendations

1. This district should evaluate all individuals in the facilities department and determine that each individual possesses adequate educational training or experience and skills required to perform duties. CUSD needs to recover from previous hiring practices of finding people jobs without regard to qualifications.
- 2 Employee performance should be evaluated on an on-going basis against performance standards to ensure that duties and assignments that are typically performed by a facilities department are being completed correctly and accurately on time.
3. A system of on-going assessment and evaluation is needed to determine whether the facilities department is properly staffed and funded to meet evolving project levels.
4. Employees who do not meet the minimum qualifications for a particular assignment should be considered for reassignment to an appropriate position.

Standard Implemented: Partially



2.6 Facility Planning – Implementation of an Annual Capital Planning Budget

Professional Standard

Compton Unified School District should develop and implement an annual capital planning budget.

Sources and Documentation

1. Discussion with Associate Superintendent, Business and Administration Services

Findings

1. The district does develop an annual capital planning budget which identifies the facilities improvements that require immediate attention in order to provide a safe and healthy learning environment.
2. The capital planning budget has not been fully implemented because funds have not been available to finance the plan.

Recommendations and Recovery Steps

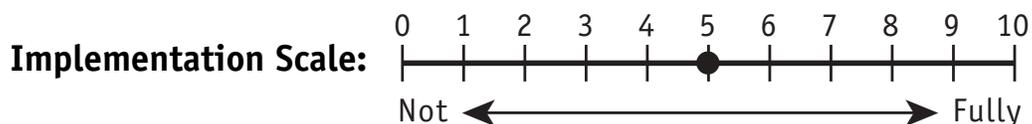
Recommendations

1. The district needs to receive a combination of State and local funds in order to provide school facilities that are truly safe and healthy.
2. Until such time as funds are available and the school facilities are modernized and enhanced with improvements that are required in the district, CUSD should continue to develop annual capital planning budgets to address the most urgent school facility crises.
3. The capital planning budget should be consistent with the district master plan.

Recovery Steps

1. Continue to attempt to pass a local general obligation bond for school facilities modernization and improvement.
2. Continue aggressive efforts to obtain state hardship and deferred maintenance funds.
3. Establish joint private and public partnerships to provide funding for joint use projects.

Standard Implemented: Partially



2.7 Facility Planning – Standards for Real Property Acquisition and Disposal

Legal Standard

Compton Unified School District should have standards for real property acquisition and disposal. [EC 39030, 39290, 39295, 39360, 39390, 39480])

Sources and Documentation

1. Discussion with State Administrator
2. Discussion with Associate Superintendent, Business and Administrative Services

Finding

1. The State Administrator and district staff has developed a conceptual plan to acquire and dispose of real property. This informal plan is based on simplistic demographic trends of the district and input provided by the Planning Department of the City of Compton.

Recommendations and Recovery Steps

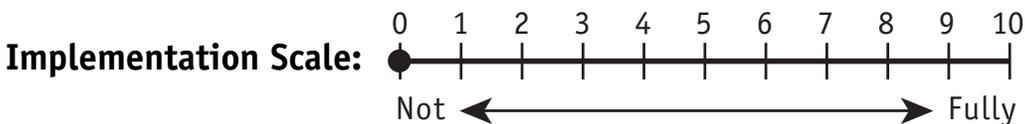
Recommendations

1. The district needs to prepare, or have prepared, a long-range school facilities master plan before developing standards for real property acquisition and/or disposal.
2. The long-range school facilities master plan should determine optimum capacity of existing school facilities, project long-range student enrollments, analyze locations of surplus school sites, and identify potential future school sites.
3. Only after having a long-range school facilities master plan completed should CUSD consider the acquisition and/or disposal of real property.

Recovery Steps

1. Complete preparation of a long-range school facilities master plan.
2. Develop policies for property acquisition and disposal that are consistent with that plan.

Standard Implemented: Not



2.8 Facility Planning – State Allocation Board Waivers for Non-conforming Facilities

Legal Standard

The Compton Unified School District (CUSD) 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 CUSD staff
3. Review of district records
4. Review of State Allocation Board agendas

Findings

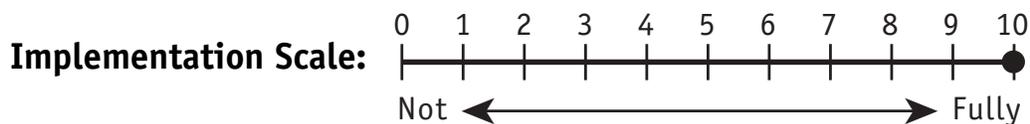
1. The CUSD has pursued and received waivers from the State Allocation Board for authorized/continued use of all non-conforming facilities. Of greater importance, however, the CUSD has worked with OPSC to obtain 55 relocatables to replace the majority of its non-conforming facilities.
2. The CUSD is to be commended for its recent efforts to obtain “replacement” facilities for 55 non-conforming facilities. Ongoing cooperative efforts were required by the district with and through OPSC to finalize the acquisition and placement of these facilities.

Recommendations and Recovery Steps

Recommendation

1. None required at this time.

Standard Implemented: Fully - Sustained



2.9 Facility Planning – Selection of Licensed Architect/Engineering Services

Legal Standard

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

Sources and Documentation

1. Interviews with CUSD staff
2. Review of district records and Board Policy

Findings

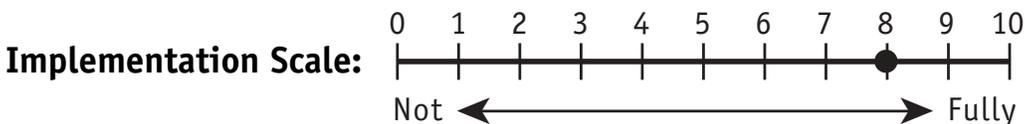
1. The CUSD is currently engaged in the selection process for architectural services. A well-conceived/multi-phase process is being implemented. The process has included multiple opportunities and methods for the CUSD to evaluate the professional strengths and weaknesses of the firms being considered.
2. There is relatively broad participation by CUSD staff within the architectural selection process - this will be of benefit as the process moves toward a successful conclusion.
3. It did not appear that a Board Policy had been modified to reflect the “in-place” architectural selection process.
4. The CUSD is to be commended for its development of a process that is based upon meaningful criteria and a comprehensive approach toward selection. The selection process that is currently being utilized is a significant improvement from past practices of the district.

Recommendations and Recovery Steps

Recommendation

1. The CUSD Board Policy Manual should be modified to reflect “in-place” procedures for the selection of architectural/engineering services.

Standard Implemented: Fully - Substantially



2.10 Facility Planning – Assessment of Local Bonding Capacity

Legal Standard

Compton Unified School District should assess its local bonding capacity. [EC 15100]

Sources and Documentation

1. Discussion with State Administrator
2. Discussion with Associate Superintendent, Business and Administrative Services

Findings

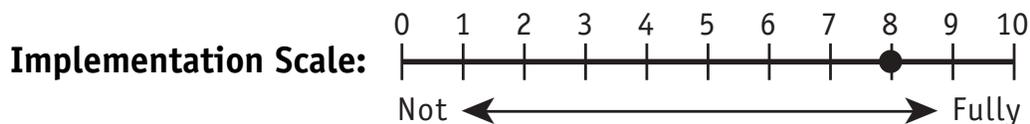
1. The district had developed procedures to accurately assess bonding capacity.
2. Measure A, a general obligation bond measure of \$107,000,000, was put before the voters in March 1998 and Measure C, a general obligation bond measure identical to that of Measure A, was put before the voters on November 1998.

Recommendations and Recovery Steps

Recommendations

1. The district should hire a financial advisor or consultant to annually assess their local bonding capacity.
2. The district should develop a long-term school facilities financing plan that is predicated on providing school facilities that facilitate educational programs in an efficient manner.
3. The long-term school facilities financing plan should compliment the long-term school facilities master plan of CUSD.

Standard Implemented: Fully - Substantially



2.11 Facility Planning – Process to Determine Debt Capacity

Professional Standard

Compton Unified School District should develop a process to determine debt capacity.

Sources and Documentation

1. Discussion with Associate Superintendent, Business and Administrative Services

Findings

1. The Associate Superintendent, Business and Administrative Services is aware that the school facility needs of the district are significant and that CUSD does not possess the local debt capacity to meet all of the needs.
2. The district does not have in place any policies/guidelines establishing self-imposed debt capacity limitations.

Recommendations and Recovery Steps

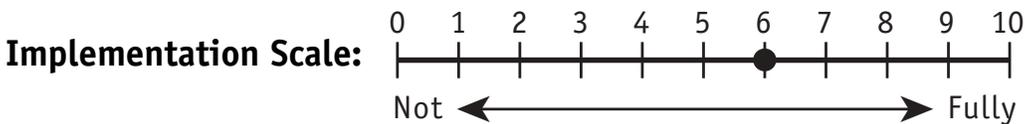
Recommendations

1. The district should develop policies/guidelines establishing self-imposed debt capacity limitations.
2. The plan should identify whether the debt is an obligation of the district that is obligated debt backed by the general fund or is a limited obligation that is not backed by the general fund. It is imperative that CUSD focus on obligated debt since it has the ability of directly impacting operations and maintenance of the district.

Recovery Steps

1. The district should establish procedures to determine the impact of current debt service on the general fund.
2. The district should establish policies to govern the issuance of future debt that limit the exposure of the general fund.

Standard Implemented: Partially



2.12 Facility Planning – Awareness and Monitoring of Assessed Valuation

Professional Standard

Compton Unified School District should be aware of and monitor the assessed valuation of taxable property within its boundaries.

Sources and Documentation

1. Discussion with Associate Superintendent, Business and Administrative Services.

Findings

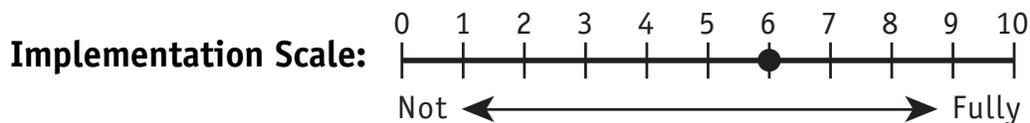
1. The district is aware and has been monitoring the assessed valuation of taxable property within CUSD.
2. The district received assessed value information from Los Angeles County Office of Education and used the information in placing general obligation bonds measures on the March 1998 and November 1998 ballots.

Recommendations and Recovery Steps

Recommendation

1. The district should annually contact the Division of Business Advisory Services of the Los Angeles County Office of Education and request an assessed valuation worksheet for CUSD.

Standard Implemented: Partially



2.13 Facility Planning – Monitor Legal Bonding Limits

Legal Standard

Compton Unified School District should monitor its legal bonding limits. [EC 15100, 15330]

Sources and Documentation

1. Discussion with State Administrator
2. Discussion with Associate Superintendent, Business, and Administrative Services

Finding

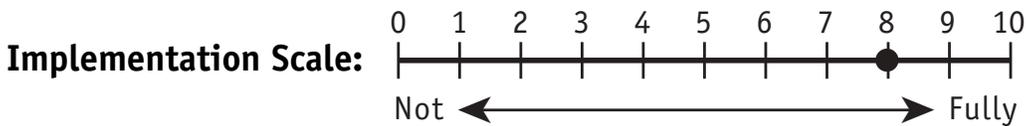
1. In determining the authorization amount for Measures A and C, the district, working with its financial consultant, calculated the legal bonding limits of CUSD.

Recommendations and Recovery Steps

Recommendation

1. The district should continue to calculate, or have calculated, its legal bonding limits.

Standard Implemented: Fully - Substantially



2.14 Facility Planning – Collection of Statutory Developer Fees

Legal Standard

Compton Unified School District should collect statutory school fees. [EC 17620, GC 65995, 66000]

Sources and Documentation:

1. Discussion with Associate Superintendent, Business and Administrative Services
2. Compton Unified School District Developer Fees Justification Document (April 1992)

Findings

1. The last Residential Development School Fee Justification Study and the last Commercial/ Industrial School Fee Justification Study was prepared for CUSD in April 1992.
2. The district is currently collecting \$1.72 per square foot for residential development and \$0.28 per square foot of commercial/industrial development.
3. The amount the district is currently collecting is below the maximum amount established by the State.

Recommendations and Recovery Steps

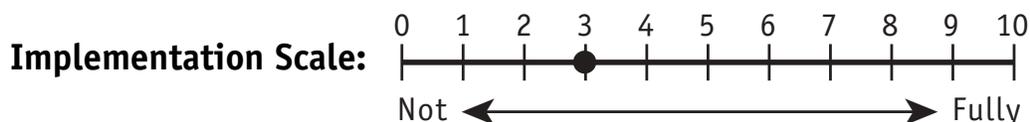
Recommendations

1. The district should ensure that fee justification studies are performed every 2 years concurrent with State inflation adjustments.
2. The district should endeavor to collect the maximum fee allowed under the law.

Recovery Steps

1. CUSD needs to have an updated Residential Development School Fee Justification Study and an updated Commercial/Industrial Development School Fee Justification Study prepared.
2. Should these studies document that the district could increase the fees for residential development and commercial/industrial development to \$1.93 and \$0.31, respectively, CUSD should hold the required public hearing as soon as possible.
3. The district should raise its fee schedule to reflect the results of the study.

Standard Implemented: Partially



2.15 Facility Planning – Consideration of an Asset Management Plan

Legal Standard

Compton Unified School District should consider developing an asset management plan. [EC 39030, 39290, 39295, 39260, 39480]

Sources and Documentation

1. Discussion with State Administrator
2. Discussion with Associate Superintendent, Business and Administrative Services
3. Discussion with Mayor of the City of Compton

Findings

1. The district does possess surplus school sites that could be asset managed to develop funds for the modernization and/or expansion of existing school facilities, acquisition of additional school sites located elsewhere in the district, and/or the construction of new school facilities.
2. The district and/or its consultant should work closely with staff of the City of Compton in developing the asset management plan.

Recommendations and Recovery Steps

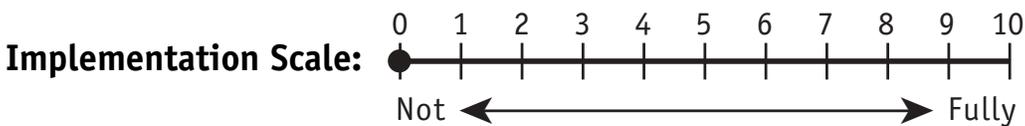
Recommendations

1. The district should develop an asset management plan for its real estate assets.
2. The district and/or its consultant should work closely with staff of the City of Compton and other public agencies in developing the asset management plan.

Recovery Steps

1. Prior to CUSD developing an asset management plan, it is imperative that the district staff prepare, or have prepared, a long-range school facilities master plan.
2. The long-range school facilities master plan should validate whether unused existing sites are truly surplus to current and projected needs.
3. To the extent that the long-range facilities master plan validates that the district possesses surplus sites, CUSD should proceed in developing an assets management plan that adheres to the Education Codes listed above.

Standard Implemented: Not



2.16 Facility Planning – Application for Funding for Joint Use Projects

Professional Standard

The CUSD 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 CUSD
3. Interviews with CUSD staff
4. Review of district records
5. Review of State Allocation Board agendas

Findings

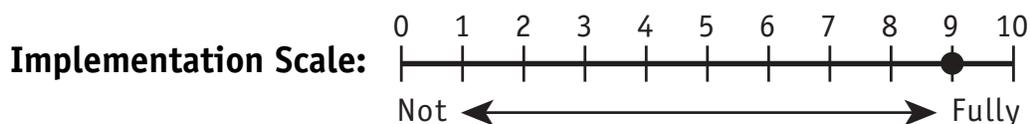
1. The CUSD filed an application in 1997 for a proposed joint-use project. Unfortunately, the demand for funding through this one-time program exceeded available resources. As such, a “lottery” process was utilized by the State Allocation Board to award funding.
2. The district did not receive funding through the “lottery.”

Recommendations and Recovery Steps

Recommendation

1. At this time funding for future joint-use projects is not anticipated through Senate Bill 50 and the regulations that are being developed. However, it is believed that the concept of State funding for joint-use projects is a prudent one and may be re-instituted at a future date. Therefore, it is suggested that the CUSD continue to monitor opportunities through any available funding source to fiscally support any proposed joint-use project(s).

Standard Implemented: Fully - Substantially



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 stand-alone 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 27
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 of the facilities that will carry the highest priority for the deferred maintenance program.
2. The district is continuing to use the 1996-97 deferred maintenance plan which includes all school sites and all categories excluding underground tank removal.

Recommendations and Recovery Steps

Recommendations

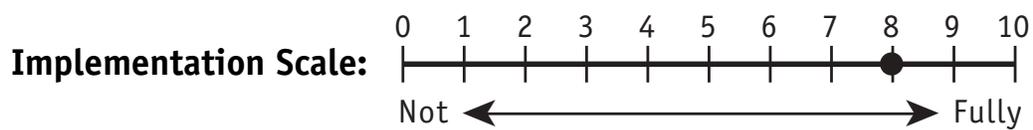
1. Establish Board policy stating the district's goals for the use of deferred maintenance funds and prioritize the sites and projects of deferred maintenance.
2. Update the five year deferred maintenance plan annually to remove maintenance completed during the year and include projects that have become eligible for deferred maintenance 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. The long range facility master plan should incorporate deferred maintenance projects.

Recovery Steps

1. The governing board should review the needs of the individual school sites for all aspects of deferred maintenance and prioritize them to obtain the district's goals. The prioritization should be based on the safety of the students and community, the educational benefit to the student, and the availability of funds in the future.
2. The Board should adopt a policy directing the district to concentrate all funding for deferred maintenance on the needs as prioritized.
3. The policy should be reviewed annually as a part of the budget development process for possible revision and readoption.

4. Once the governing board has established the priorities for the deferred maintenance program, the district must incorporate the priorities into the five year deferred maintenance plan filed with the State.
5. The district should review the projects included in the five-year plan to verify that estimated costs for each project and whether to keep the project on the plan.
6. If a project was completed during the prior year, it should be removed from the plan.
7. If a project became eligible for deferred maintenance, it should be included in the plan.
8. All projects should be update annually to cover the increased costs for completing the project.
9. 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: Fully - Substantially



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

Professional Standard

The CUSD has pursued State funding for deferred maintenance - critical hardship needs by filing an application/s through the Office of Public Construction and the State Allocation Board. [State Allocation Board Regulation §1866]

Sources and Documentation

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

Findings

1. The CUSD has pursued deferred maintenance-critical hardship funding through the State Allocation Board.
2. To date, these efforts have been largely unsuccessful due to an inability to meet all funding requirements.
3. Staff has expressed a desire to continue to pursue this funding source to meet the overwhelming deferred maintenance needs which exist throughout the district.

Recommendations and Recovery Steps

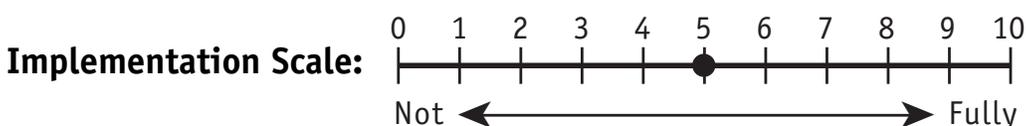
Recommendation

1. The CUSD should continue to pursue deferred maintenance-critical hardship funding opportunities through the State Allocation Board.

Recovery Steps

1. Ensure that staff training is provided so that “decision-makers” within the CUSD Facilities and Maintenance Departments clearly understand program elements and participation requirements for the Deferred Maintenance - Critical Hardship Program.
2. Monitor program elements, opportunities and requirements for critical hardship funding at least on a quarterly basis - analyze these elements in relation to CUSD needs.
3. The CUSD should proactively seek funding solutions for eligible needs by establishing quarterly contacts with appropriate State-level staff (currently OPSC). These contacts should keep CUSD current with current program requirements and to make State staff aware of CUSD needs.

Standard Implemented: Partially



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

Professional Standard

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

Sources and Documentation

- 1. Interview with OPSC Project Manager
- 2. OPSC Project Tracking for CUSD
- 3. Interviews with CUSD staff
- 4. District facilities records
- 5. State Allocation Board agendas
- 6. CUSD Board agendas

Findings

- 1. The CUSD has made a concerted effort within recent years to access the State School Building Program for potential funding of modernization, growth and deferred maintenance needs.

Recommendations and Recovery Steps

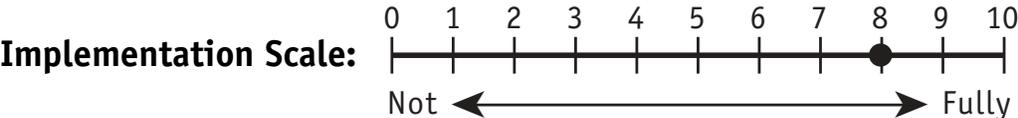
Recommendation

- 1. The district should increase the effort to participate in the State School Building Program.
- 2. The district should make use of outside specialists who deal with state applications to maintain and enhance the district’s applications.

Recovery Steps

- 1. All facilities department staff should receive training to ensure that there is uniform understanding of state program regulations and how they specifically apply to applications for funding for CUSD.
- 2. Specific CUSD staff should be responsible for monitoring the state program and serving as a liaison with appropriate state program representatives.

Standard Implemented: Fully - Substantially



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

Professional Standard

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

Sources and Documentation

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

Findings

1. The CUSD has made a concerted effort within recent years to improve its chances for funding through the State School Building Program for modernization, growth and deferred maintenance needs.
2. It appears that a more consistent and proactive approach toward State Program participation and monitoring needs to be established and maintained

Recommendations and Recovery Steps

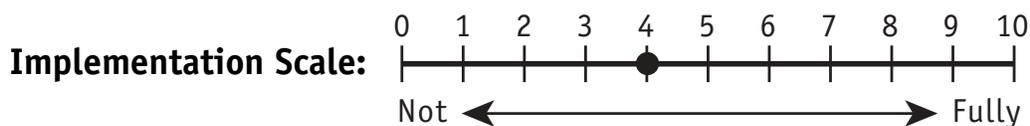
Recommendation

1. The district should increase the effort to participate in the State School Building Program.
2. The district should make use of outside specialists who deal with state applications to maintain and enhance the district’s applications.

Recovery Steps

1. All facilities department staff should receive training to ensure that there is uniform understanding of state program regulations and how they specifically apply to applications for funding for CUSD.
2. Specific CUSD staff should be responsible for monitoring the state program and serving as a liaison with appropriate state program representatives.
3. Regularly scheduled coordination meetings should be conducted with parties (CUSD staff, architects, etc.) for the purpose of tracking the completion of activities necessary to enhance state program funding potential.
4. A plan needs to be developed to determine how local funding requirements will be met in order to access state funding (80/20 modernization funding, etc.)

Standard Implemented: Partially



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

Professional Standard

The CUSD 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 CUSD staff
2. Observation of existing practices at “active” project site(s)
3. Review of district records

Findings

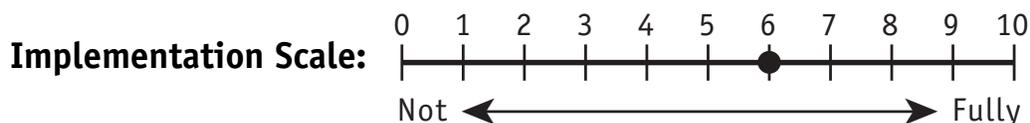
1. Multiple modernization projects are in the construction phase within CUSD.
2. In consideration of the district’s instructional delivery system and educational program requirements, it was witnessed that interim housing plans have been implemented at some sites to provide temporary housing for classrooms which are undergoing modernization.
3. Some concern was expressed at the site level relative to the timely provision for the temporary housing.
4. Project schedule delays have caused interim housing costs to be excessive.
5. The excessive costs are seen an important program element within a successful overall modernization program for the CUSD and, as such, deserves more specific attention and resources.

Recommendations and Recovery Steps

Recommendations

1. In order to ensure that distractions to the instructional program at any given site being modernized or receiving substantial facility additions, the CUSD should consider the following factors related to the provision and use of an interim housing plan:
 - Include the site level administrators in discussions focusing upon construction phasing plans and the need for the provision and placement of interim housing.
 - Make a commitment to providing uniform communication amongst all involved parties relative to project scheduling elements at each respective site.
 - Improved adherence to project schedules will minimize the effectiveness of interim housing plans. It is acknowledged that this requires improvement in the construction administration phase of the project and that the project architect, the general contractor’s representative, the district construction representative, and other responsible parties will need to operate through a more cohesive approach toward project and construction management.

Standard Implemented: Partially



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

Professional Standard

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

Sources and Documentation

1. Interviews with CUSD staff
2. District facilities records

Findings

1. The CUSD currently has a wide diversity of projects in various phases of planning, construction and close-out.
2. While it appears that improvements have occurred in the area of tracking individual projects, it is obvious that further improvement is required in this area.
3. Problems and challenges within individual projects appear to dictate a “reactive” approach by district staff and seem to continue to hinder a sense of organization and control over individual projects and overall facilities department activities.
4. A uniform level of understanding and approach toward the planning and delivery of projects within the department is missing.
5. It is believed that any lack of success in the area of project tracking may be the result of a larger problem related to the lack of uniform understandings and articulation within the facilities department relative to individual projects.
6. It is acknowledged that improvement in this area is difficult and time-consuming but the benefits resulting from improvement in this area will provide a greater sense of professional accomplishment for facilities department staff and will improve the end results of individual projects.

Recommendations and Recovery Steps

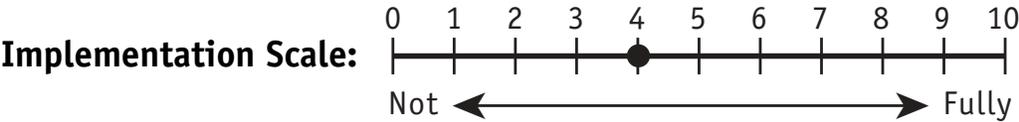
Recommendation

1. The district should improve the project tracking system.

Recovery Steps

1. All facilities department staff should participate in professional training related to project management. Training should be uniform for all staff.
2. Regularly scheduled “project status” meetings between all involved parties should be conducted to promote project articulation and to develop a more uniform understanding of the status of individual projects. Project managers should attend these meetings with concise and up-to-date written reports which reflect the status and needs of projects under their responsibility.

Standard Implemented: Partially



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 CUSD staff
3. District records
4. State Allocation Board agendas

Findings

An important element within any modernization project is the inclusion of furniture and equipment. While it is very beneficial to update the building structures, the “systems” within the building structure, and exterior aspects of the building and school site, it is very important to also consider the upgrade of furniture and equipment within any given school modernization project.

1. The CUSD routinely includes furniture and equipment within the scope of its modernization projects.
2. A more uniform approach toward the utilization of allocated furniture and equipment funds should occur.
3. There was no logical connection between furniture and equipment expenditures and educational program improvement goals.
4. The concept of site-based control over such decisions is supported so long as a more clear-cut connection can be made between purpose of expenditures and projected positive impacts upon delivery of instruction and student learning.

Recommendations and Recovery Steps

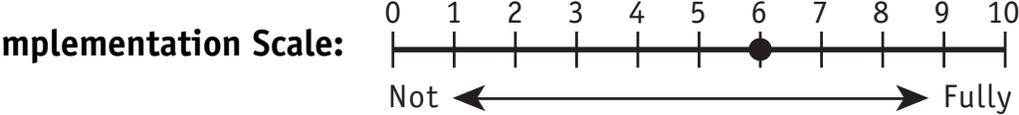
Recommendation

1. The district should create a system to ensure the use of furniture and equipment in ways that serve to better facilitate the delivery of instruction and promote the effectiveness of educational programs and student learning.

Recovery Steps

1. A site-based group should develop furniture and equipment expenditure proposals. A site-level administrator should manage the development of these proposals.
2. All site-based proposals for the expenditure of furniture and equipment funds should be reviewed and ultimately approved for implementation by a district-level oversight committee which includes representation from the respective school site, the district’s instructional services division and the district’s facilities services department.

Standard Implemented: Partially



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

Legal Standard

The CUSD 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 CUSD staff
2. CUSD Board policy manual

Findings

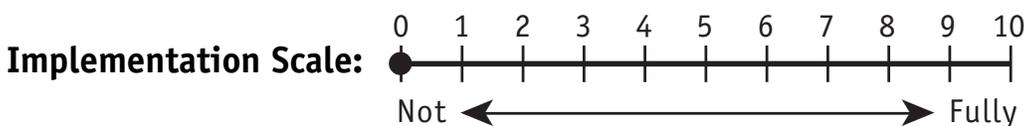
1. The CUSD obtains Division of the State Architect and Office of Public School Construction approvals prior to the award of a contract to the lowest, responsible bidder.
2. In selected instances, the district proceeded with the award of a construction contract prior to agency approvals.

Recommendations and Recovery Steps

Recommendations

1. Establish a Board policy and administrative regulations which clarify the procedures to be used in the award of a construction contract.
2. Require the 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: Not



3.9 Facilities Improvement and Modernization – All Relocatables Meet Statutory Requirements

Legal Standard

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

Sources and Documentation:

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

Findings

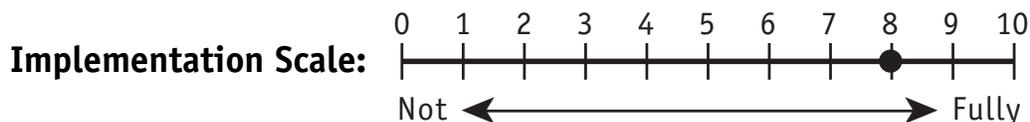
1. The CUSD has done an excellent job recently in replacing non-conforming facilities, as evidenced by the recent replacement of 55 non-conforming facilities with DSA-approved relocatables.
2. The district has procedures in place to ensure that new facilities are processed in ways which meet all statutory requirements.

Recommendations and Recovery Steps

Recommendation

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

Standard Implemented: Fully - Substantially



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

Legal Standard

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

Sources and Documentation

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

Findings

1. No facilities master plan exists to guide the district’s facilities program.
2. The district has filed its five-year deferred maintenance plan with the State Allocation Board.
3. The CUSD is in a “reactive” mode with respect to providing badly-needed improvements to its facilities.
4. There are significant health and safety needs which continue to go unmet.

Recommendations and Recovery Steps

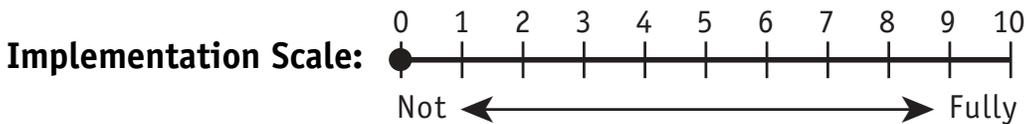
Recommendation

1. The CUSD must develop a facilities master plan.

Recovery Steps

1. A format for the facilities master plan must be developed through the cooperative planning efforts of in-district representatives and out-of-district professionals with significant expertise in the area of educational facility master plan development.
2. Once a format and scope for the facilities master plan has been developed, the district should seek assistance from out-of-district professionals.

Standard Implemented: Not



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 27
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

Finding

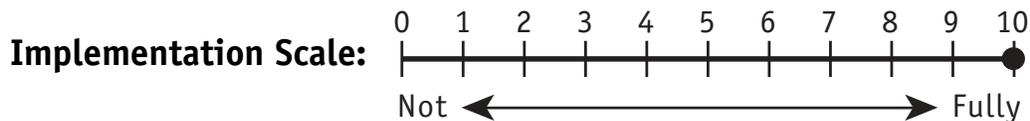
1. The district made numerous transfers into the Deferred Maintenance Fund during the 1997-98 fiscal year including the amount needed to match the State’s Deferred Maintenance Apportionment.

Recommendations and Recovery Steps

Recommendation

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

Standard Implemented: Fully - Sustained



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 27
2. Copies of purchase orders and contracts
3. Copy of five-year deferred maintenance plan

Findings

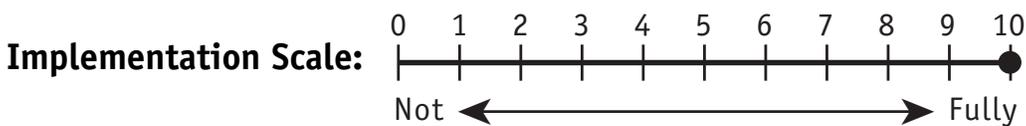
1. The district’s 1997-98 deferred maintenance fund general ledger reflected the majority of the expenditures paid for roofing repair and replacement which were a part of the five-year deferred maintenance plan.
2. Since these projects were for large dollar amounts, they were required to go to bid.
3.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

Recommendations and Recovery Steps

Recommendation

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

Standard Implemented: Fully - Sustained



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

Professional Standard

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

Sources and Documentation

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

Findings

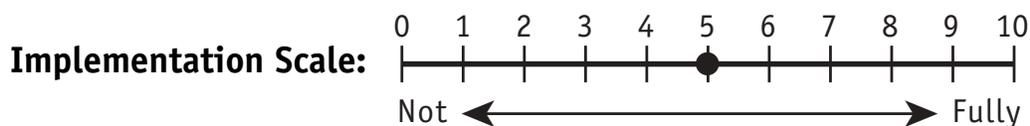
1. Upper-level management within the CUSD is knowledgeable of procedures within the Office of Public School Construction (OPSC).
2. The staff within the facilities department is not uniformly aware of OPSC procedures.

Recommendations and Recovery Steps

Recommendations

1. The CUSD facilities department staff should receive additional training on proven methodologies to work effectively with the OPSC staff and to better understand OPSC procedures, especially with the implementation of SB 50 regulations.
2. Training could occur through selected in-district personnel but it is suggested that this training be augmented through the use of outside professionals who have experience in working with OPSC staff and who are well-versed in OPSC procedures.

Standard Implemented: Partially



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

Professional Standard

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

Sources and Documentation

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

Findings

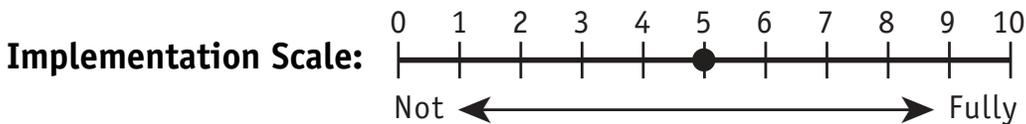
1. Upper-level management within the CUSD is knowledgeable of procedures within the Division of the State Architect (DSA).
2. The staff within the facilities department is not as uniformly aware of DSA procedures.

Recommendations and Recovery Steps

Recommendation

1. The CUSD facilities department staff should receive additional training to better understand DSA procedures. This training should occur through the use of outside professionals who have experience in working with DSA and who are well-versed in DSA policies, procedures and regulations.

Standard Implemented: Partially



4.1 Construction of Projects – An Appropriate Project Management Structure Exists

Professional Standard

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

Sources and Documentation

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

Findings

1. It is our observation that the district is experiencing difficulty in managing its construction projects.
2. Much of this difficulty can be attributed to plans and specifications for current projects that are, in some cases, less than ideal. This deficiency creates additional work and unnecessary complexities within the construction phase of a project.
3. Some of the difficulty the district is experiencing in project/construction management, however, is due to inadequate and/or varying levels of training for facilities department staff.

Recommendations and Recovery Steps

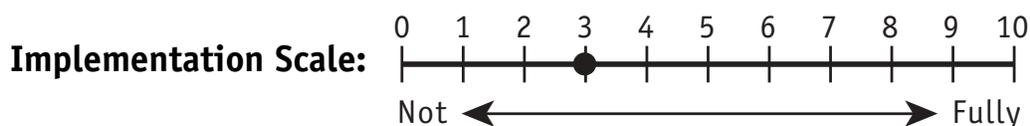
Recommendations

1. The district needs to improve construction project management.
2. The quality of plans and specifications needs to be improved before bidding of projects.
3. Training of facilities department staff needs improvement.
4. Develop educational specifications for each project.

Recovery Steps

1. The district should establish procedures to better review plans and specifications prepared by their project architects/engineers prior to bidding and contract award.
2. The review should ensure that plans are complete, accurate and appropriate for the particular project goals. Any required changes to plans and/or specifications should be incorporated prior to award of the construction contract.
3. All facilities department staff should participate in professional training related to project and construction management. It would be ideal if this training could be uniform for all staff.

Standard Implemented: Partially



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 CUSD staff
3. Interviews with respective contractors
4. Review of district records

Findings

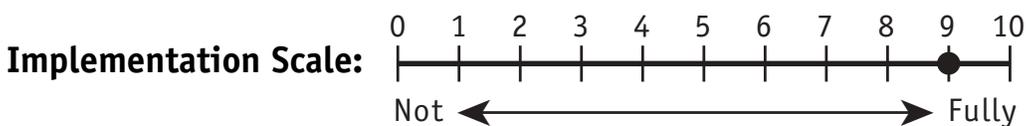
1. The district has consistently obtained all required approvals for change orders prior to their implementation. The importance of this practice cannot be overstated due to the financial implications which can result through a haphazard adherence to this practice.
2. We found that the district has had mixed experiences with respect to its Inspectors of Record (IOR). The IOR is an important participant in the change order review/approval process.

Recommendations and Recovery Steps

Recommendations

1. To ensure continued compliance with the practice of obtaining all change order approvals prior to implementation the district should clearly articulate to all project participants the district standard of obtaining all necessary approvals for change orders prior to implementation of the change order.
2. Establish procedures and standards for the selection and employment of Inspectors of Record and include within their initial district training reinforcement of the standard for all change order approvals prior to implementation.

Standard Implemented: Fully - Substantially



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

Professional Standard

The CUSD maintains appropriate project records and drawings.

Sources and Documentation

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

Findings

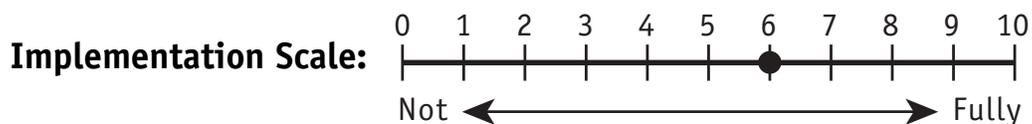
1. The district, not unlike many California public school districts, is somewhat disorganized and inconsistent in the maintenance of project records and drawings. Improvement could be made in the district's maintenance in both of these areas (records and drawings).
2. An improved system of storage and maintenance of project records and drawings is needed to support future needs at district sites for repair and/or modifications to existing facilities.

Recommendations and Recovery Steps

Recommendations

1. The district should improve its storage and maintenance of records and drawings through an organized effort to establish internal systems for the creation and maintenance of project records.
2. The district should create an area and system adequate to maintain project drawings and specifications.
3. A system for the recordation of plan/s check-out and responsibility/accountability for returns should be implemented.
4. Records and drawings should be required in all contracts.

Standard Implemented: Partially



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 CUSD staff
3. Review of district records

Finding

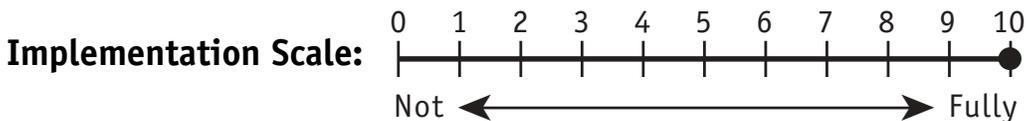
1. The CUSD employs its Inspectors of Record (IOR) and each assignment is properly approved. It should be noted, however, that the district has expressed some level of dissatisfaction regarding the quality of inspection services it has received in selected instances.

Recommendations and Recovery Steps

Recommendations

1. We have no recommendations related to the legal employment of inspectors.
2. We do suggest that the district analyze its selection methodologies for the employment of Inspectors of Record and, based upon some previous level of dissatisfaction about the services that have been received, modify the criteria they have used to select and employ Inspectors of Record.

Standard Implemented: Fully - Sustained



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

Legal Standard

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

Sources and Documentation

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

Findings

1. Board policy 3323, revised February 9, 1988, is boilerplate language regarding when the district will go to bid and when they will request proposals. It does not establish any directions for the Purchasing Department to follow. It also lacks specific regulations relative to major construction or renovation of buildings.
2. The district has a well-documented bid process in place as verified with interview with Director of Purchasing. An integral part of the process is the “Handbook for Purchasing - Warehouse 1997/98”. The draft purchasing handbook includes a section on competitive bidding. Included in this section are specific guidelines by dollar amount as to when quotes for supplies and equipment are required. The handbook states: “For purchases ranging from \$1,000 - 5,000, at least two quotations confirmed orally or in writing. Construction type jobs will not require more than one quote. For purchases ranging from \$5,000 - \$50,000, written quotations from at least three viable vendors. \$51,000 and up “Formal” bids including advertising and Board approval.”
3. Sample bid documents were reviewed from the files of the Purchasing Department that included bid advertising, sample bid packets, log of bids received and each bid amount, all bids received, and associated paperwork.
4. The process is well documented and adhered to per the files. With the number of bids let and the constant conflicts with bidding contractors, the workload placed on the purchasing department is overwhelming. If a single project meant a single bid that could be trusted to completion of the project, the workload would be reduced. However, the current quality of contractors bidding on projects has required the district to monitor the quality of the work more closely than would be expected in a normal situation.
5. Since the district put in place the current bid procedure, there has been a reduction in the number of appeals. The district still faces the challenge of surviving the history of the district. When contractors can be assured that invoices will be paid in a timely manner and the public will not interrupt work in progress, the district will be able to utilize the bid process to the district’s advantage.

Recommendations and Recovery Steps

Recommendations

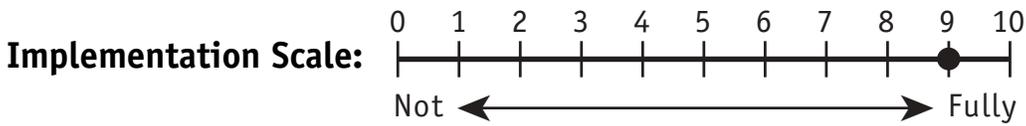
1. Update Board Policy to include specific regulations for the Purchasing Department.

2. The district should continue with the current bid process and the related documentation.

Recovery Steps

1. Rewrite Board Policy 3323 to provide specific direction to the Purchasing Department including:
 - Who is the designated district person responsible for bid conflicts
 - When penalties shall be levied on non-responsive bidders/contractors
 - What the penalties shall be and when
2. Incorporate the board policy into the draft purchasing handbook.
3. Include the board policy as a portion of the bid document.

Standard Implemented: Fully - Substantially



5. 2 Compliance with Public Contracting Laws and Procedures – Procedures for Requests for Quote/Proposals

Legal Standard

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

Sources and Documentation

1. Board policy
2. Copy of draft purchasing handbook
3. Sample requests for proposals

Findings

1. Board policy 3323, revised February 9, 1988, is boilerplate language regarding when the district will go to bid and when they will request proposals. It does not establish any directions for the Purchasing Department to follow. It also lacks specific regulations relative to major construction or renovation of buildings.
2. The draft purchasing handbook includes a section on competitive bidding. Included in this section are specific guidelines by dollar amount as to when quotes for supplies and equipment are required. The handbook states: “For purchases ranging from \$1,000 - 5,000, at least two quotations confirmed orally or in writing. Construction type jobs will not require more than one quote. For purchases ranging from \$5,000 - \$50,000, written quotations from at least three viable vendors. \$51,000 and up “Formal” bids including advertising and Board approval.”

Recommendations and Recovery Steps

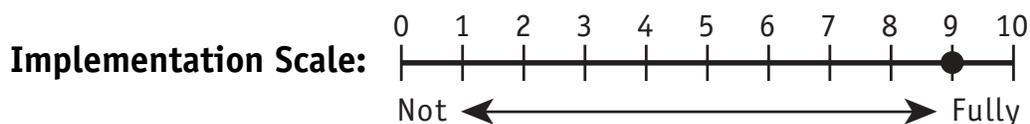
Recommendation

1. Update Board Policy to include specific regulations for the Purchasing Department.

Recovery Steps

1. Rewrite Board Policy 3323 to provide specific direction to the Purchasing Department including:
 - Who is the designated district person responsible for bid conflicts.
 - When penalties shall be levied on non-responsive bidders/contractors.
 - What the penalties shall be and when.
2. Incorporate the board policy into the draft purchasing handbook.
3. Include the board policy as a portion of the bid document.

Standard Implemented: Fully - Substantially



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 in the superintendent's office.

Sources and Documentation:

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

Finding

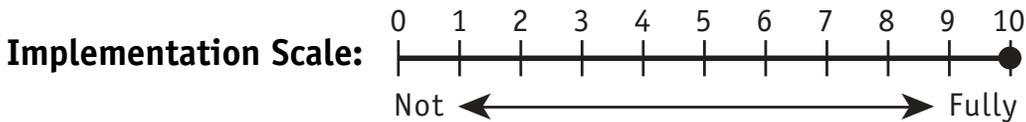
1. Conflict of interest statements were on file in the state administrator's office and appeared to be complete and current.

Recommendations and Recovery Steps

Recommendation

1. Continue annual collection of conflict of interest statements.

Standard Implemented: Fully - Sustained



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

Professional Standard

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

Sources and Documentation

- 1. Interviews with CUSD staff
- 2. Review of district records
- 3. Interviews with project contractors
- 4. Interviews with Inspectors of Record

Findings

- 1. The CUSD has expressed 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 has been exposed unnecessarily to project cost and timeline overruns.
- 3. These difficulties have created additional and unnecessary work efforts for CUSD staff.

Recommendations and Recovery Steps

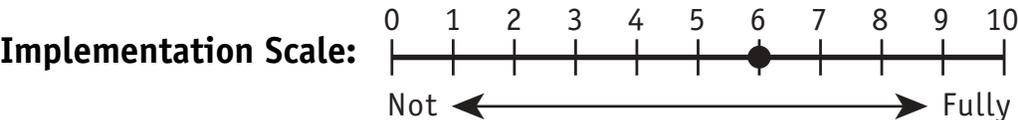
Recommendation

- 1. The District should analyze the “bid-ability” of plans and specifications for future projects.

Recovery Steps

- 1. Prior to establishing a bid schedule for a construction project, the CUSD should conduct coordination meetings between the project architect, the architect’s engineering consultants and CUSD representatives.
- 2. These meetings should discuss specifications relative to program needs and project budget.
- 3. Revisions should be should serve to analyze and determine the quality and completeness of plans and directed and made as required, as a result of this meeting(s).
- 4. The district should consider the completion of a constructability review of each project’s plans and specifications prior to the establishment of a bid schedule for each project.

Standard Implemented: Partially



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

Professional Standard

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

Sources and Documentation

1. Interviews with CUSD staff
2. Interviews with project architect(s)
3. Interviews with project contractors
4. Review of district records

Findings

1. The CUSD has a system in place in which progress payment requests within respective projects are carefully evaluated.
2. The CUSD staff stated that significant improvement has been made within this area over the past couple of years.
3. The staff views this as a critically important area that the district should focus its efforts to ensure that the district is receiving the maximum value for its budgeted construction funds. This will ensure that respective project retention is adequate to successfully complete each project.
4. The staff also viewed any improvements in the selection and utilization of architectural/engineering firms and inspection services will enhance the “team approach” required for effectiveness in fairly and successfully evaluating progress payment requests.

Recommendations and Recovery Steps

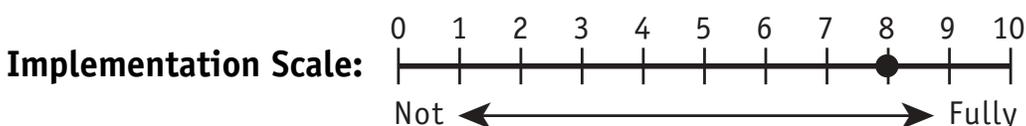
Recommendations

1. The district should take steps to address the effective and systematic review of progress payments.
2. The district should continue the efforts to improve the selection and employment of qualified architectural/engineering firms and Inspectors of Record.

Recovery Steps

1. A written procedure stating the specific steps of the approval process must be established. This procedure must include:
 - Who is authorized to approve progress payments,
 - The flow of paperwork in the approval process
 - The timeline that must be maintained to release funds in a timely manner.

Standard Implemented: Fully - Substantially



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]

Sources and Documentation

1. Board policy
2. Interview purchasing director for number of appeals filed and how many required litigation

Findings

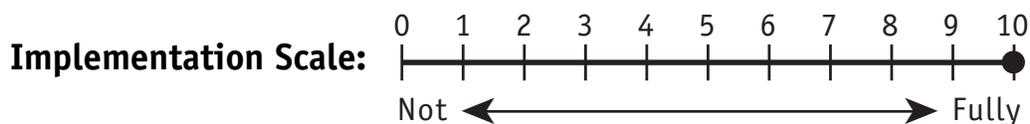
1. In reviewing the contract binders that contained sample bid documents and the documentation generated by the district, the district has developed a very clear bid process that documents all of the steps taken in developing, advertising, opening, and awarding each bid. The bid binder contains samples or originals of all documents in the bid process to assist with the possible appeal of a bid.
2. Ever since the district put in place the current bid procedure, there has been a reduction in the number of appeals. The district still faces the challenge of surviving the history of the district. When contractors can be assured that invoices will be paid in a timely manner and the public will not interrupt work in progress, the district will be able to utilize the bid process to the district's advantage

Recommendations and Recovery Steps

Recommendation

1. The district should continue the current bid process.

Standard Implemented: Fully - Sustained



6.1 Special Education Facilities – Compliance with CDE Regulations

Professional Standard

The CUSD 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 CUSD staff
3. Inspection of district sites/facilities

Findings

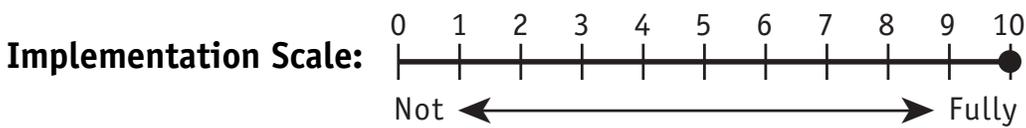
1. The CUSD understands the facility requirements related to the provision of special education facilities and provides facilities accordingly.
2. The district provides appropriate physical spaces for its less severely handicapped students through district-administered programs.
3. Facilities and services for more severely handicapped students are provided through special education programs operated on CUSD sites by the Los Angeles County of Education.

Recommendations and Recovery Steps

Recommendation

None required at this time.

Standard Implemented: Fully - Sustained



6.2 Special Education Facilities – Equity, Appropriate to Educational Program

Professional Standard

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

Sources and Documentation

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

Findings

- 1. The CUSD provides special education facilities in a manner that is similar to many California public school districts. It was observed that, because of the relative fewer numbers of students that are typically included within special education programs, services are often provided within physical spaces smaller and/or different than spaces provided for other educational programs.
- 2. This practice has occurred more frequently because of additional space requirements created through the implementation of Class size Reduction.

Recommendations and Recovery Steps

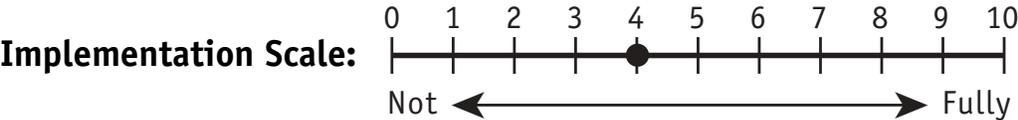
Recommendation

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

Recovery Steps

- 1. Conduct a facilities inventory/assessment to determine the actual space allocations for current special education programs.
- 2. Conduct an analysis of existing space allocations in comparison with program needs and expectations to ensure that the delivery of quality special education programs are not inhibited due to space and/or locational limitations.
- 3. Measure the findings of the aforementioned analysis with recommendations provided through the California Department of Education, the State Allocation Board, and the Los Angeles County Office of Education relative to suggested areas for respective programs.
- 4. Develop a plan to correct any space and/or locational deficiencies which exist within respective CUSD school sites relative to the delivery of instruction services and programs for special education students.
- 5. The fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs within the CUSD.

Standard Implemented: Partially



6.3 Special Education Facilities – Adequacy for Instructional Program Needs

Professional Standard

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

Sources and Documentation

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

Findings

1. Due to the varying needs and evolving enrollment of special education students, it appears that the locations for special education classrooms and programs are provided, to some degree, on a “transient” basis.
2. In some instances it appeared that space were “created” to accommodate special education students, but that this space was not always suitable in comparison to program and student needs.

Recommendations and Recovery Steps

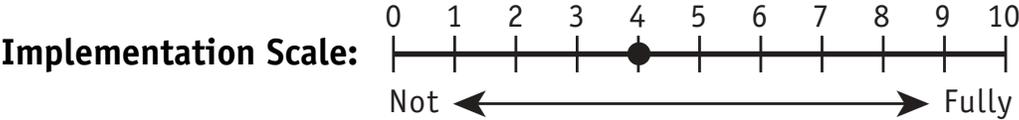
Recommendation

1. In order to develop a plan to ensure the provision of educational spaces for the district’s special education students which facilitates the delivery of high quality programs and services the district should conduct a facilities inventory/assessment to determine the actual space allocations for current special education programs.

Recovery Steps

1. Conduct an analysis of existing space allocations in comparison with program needs and expectations to ensure that the delivery of quality special education programs are not inhibited due to space and/or locational limitations.
2. Measure the findings of the aforementioned analysis with recommendations provided through the California Department of Education, the State Allocation Board, and the Los Angeles County Office of Education relative to suggested areas for these programs.
3. Develop a plan to correct any space and/or locational deficiencies that exist within respective CUSD school sites relative to the delivery of instruction services and programs for special education students.
4. The fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs within the CUSD.
5. Identify available funding sources that may be used to implement the plan. Funding options should include, but not be limited to, state Proposition 1a funds, including State Class Size Reduction bond funds for unfunded and displaced facilities.

Standard Implemented: Partially



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. 1997-98 CSR Operational Application
2. 1997-98 CSR Facilities Application
3. State apportionment for class size reduction operations
4. State apportionment for class size reduction facilities
5. Any correspondence from School Facilities Department relating to application

Findings

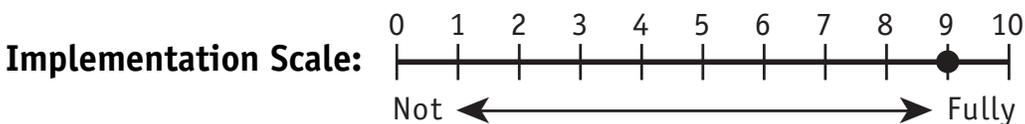
1. The district filed applications for both the 1997-98 class size reduction operations and facilities programs.
2. The district did not fully implement K-3 class size reduction due to the lack of facilities and available qualified teachers as stated in the district's application.
3. The district received \$2,520,000 for 1997-98 class size reduction facilities as a result of unused operational funding. This apportionment funded 63 teaching stations. The total available funding from unexpended operational funds was \$4,200,000.

Recommendations and Recovery Steps

Recommendations

1. The district should continue to apply annually for class size reduction facilities funding. Until the time the district is able to fully implement all four grade levels of class size reduction, unused class size reduction operational funding should be available to fund a portion of the class size reduction facilities costs. These applications may also make the district eligible for future state bond funds for class size reduction.
2. If applicable, apply for Class Size Reduction displaced facilities funds made available from Proposition 1a.

Standard Implemented: Fully - Sustained



7.2 Implementation of Class Size Reduction – Adequacy of Facilities for Additional Classes

Professional Standard

The CUSD 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 CUSD staff
3. Review of district records

Findings

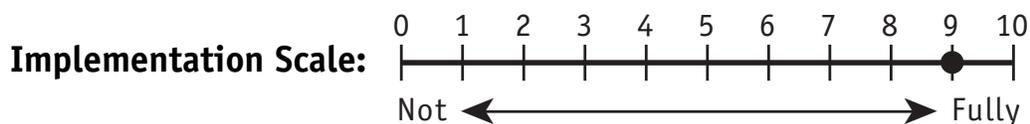
1. The CUSD has implemented Class Size Reduction (CSR) for its students in grades one through three and the district is considering additional implementation for kindergarten in the 1998-99 school year.
2. The district has provided adequate facilities for additional classes which have resulted through the implementation of CSR within grades one through three. This has been accomplished through the reallocation/modified use of existing space as well as the acquisition of additional relocatable teaching stations.

Recommendations and Recovery Steps

Recommendation

1. Apply for Class Size Reduction displaced facilities funds made available from Proposition 1a.

Standard Implemented: Fully - Sustained



7.3 Implementation of Class Size Reduction – Compliance with CDE Space Requirements

Professional Standard

The CUSD 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 CUSD staff
3. Review of district records

Findings

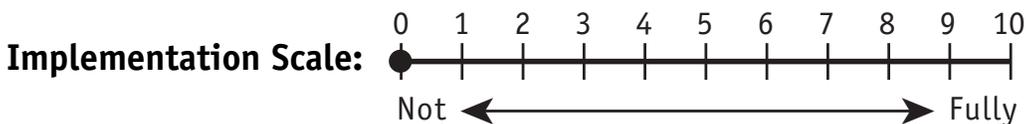
1. The majority of the CSR classes were in teaching stations with approximately 960 square feet.
2. In some instances classes are being conducted in teaching stations which do not meet the California Department of Education suggested square footage requirements.

Recommendations and Recovery Steps

Recommendations

1. It is not possible for the district to develop “standards” at this time.
2. The district should continue to monitor CDE regulations and comply with any new requirements. It is not possible for the district to develop “standards” at this time.

Standard Implemented: Not



7.4 Implementation of Class Size Reduction – Plans for Permanent Facilities

Professional Standard

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

Sources and Documentation

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

Findings

- 1. While the CUSD had done a commendable job in providing adequate space for the implementation of Class Size Reduction, no plan exists for the provision of permanent facilities in which to house all of its CSR programs.

Recommendations and Recovery Steps

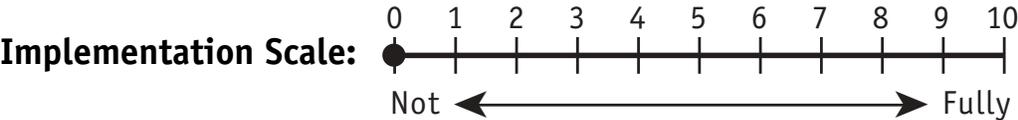
Recommendations

- 1. The district should develop a plan to ensure the provision of permanent facilities as a result of the district’s implementation of Class Size Reduction programs.
- 2. Identify available funding sources that may be used to implement the plan. Funding should include but not be limited to, state Proposition 1a State Class Size Reduction bond funds provided for unfunded and displaced facilities.

Recovery Steps

- 1. Conduct a facilities inventory/assessment to determine the actual space allocations for current Class Size Reduction programs and to identify which of those programs are being implemented in “non-permanent” facilities vs. permanent facilities.
- 2. Measure the findings of the aforementioned inventory/assessment with recommendations that are forthcoming from the State Legislature, California Department of Education and the State Allocation Board-Office of Public School Construction relative to suggested room size.
- 3. Develop a plan to correct any space and “permanency” deficiencies that exist within respective CUSD school sites relative to the delivery of instruction services and programs for Class Size Reduction programs. A fiscal impact associated with the implementation of this plan needs to be developed and considered within the broader context of facilities-related needs within the CUSD.

Standard Implemented: Not



8.1 Facilities Maintenance and Custodial – Implementation of An Energy Conservation Program

Professional Standard

The district should have an adopted policy for energy conservation and should take steps to implement an effective energy conservation program.

Sources and Documentation

1. Board Policy
2. Examination of district records
3. Physical inspection of school site condition

Findings

1. The district did not have an effective policy for incorporation of energy conservation.
2. The district had not implemented the policy effectively to ensure that corrective action was taken during construction or modernization of facilities.
3. High efficiency lighting system that incorporates high efficiency T8 lamps with electronic ballast and an active day lighting system. The active day lighting system must be a sun tracking system utilizing mirrors, reflective light ducts and efficient diffusing lenses combined to create the most technologically advanced interior day lighting system. The district had not effectively completed this initiative.
4. Light-emitting diodes (LED) exit lamps 120/277 dual voltage with nicad emergency power pack, tamperproof head screws, vandal-resistant shield (1/8" thick polycarbonate), flashing emergency operation (one flash/second). The district had not effectively completed this initiative.
5. High-efficiency electric cooling/gas heating single-package rooftop units. AC systems have enthalpy control air economizers. When the ambient conditions permits, based on the temperature and humidity conditions of the outdoor air, the economizers will modulate outside air and return air dampers to supply 100% of the supply air as outside air. The district had not effectively completed this initiative.
6. Occupancy sensors that have the capability of simulating space lighting levels from both natural and artificial sources. To provide automatic control of the lighting level, from the artificial source, the designer must specify a light sensor location and lighting level control set-point. Occupancy sensors will turn off the lights during the day when the space is not occupied. The district had not effectively completed this initiative.
7. Installation of a simplified energy management system that has 365 day calendar scheduling functions, and optimized start/stop. The system shall be used to control each of the HVAC equipment on a separate channel. An outside temperature sensor shall be used to provide the analog input data used by the software to develop optimized start/stop times for equipment based on historical temperature data. The district had not effectively completed this initiative.

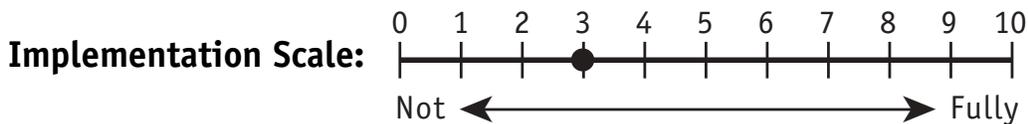
8. Roof insulation should be R-30. The district had effectively completed this initiative.
9. Wall insulation should be R-19. The district had effectively completed this initiative.
10. Wall infill should be R-11 with 2" X 2" studs @ 16" O.C. The district had effectively completed this initiative.
11. Double pane wintergreen 38 laminated sunbrella with shading coefficient of 0.47 and U-value winter of 0.71. The district had not effectively completed this initiative.
12. Operational training for maintenance and operation's staff and energy conservation program for all employees once a year. The district had not effectively completed this initiative.

Recommendations and Recovery Steps

Recommendations

1. Establish a districtwide policy to install high efficient electrical and mechanical equipment.
2. Hold semi-annual meetings with school site and administrative staff on how to be energy efficient.
3. This assessment element cannot be fully implemented without infusion of substantial resources. The district operating budget cannot fund the improvements needed. An appropriate source of capital funding must be identified.
4. Seek passage of a local school facilities bond for school repair/upgrade and apply for matching funds (dollars) from the state. Hire an energy consultant to help implement an effective energy conservation plan.

Standard Implemented: Partially



8.2 Facilities Maintenance and Custodial – Preparation of Energy Analyses

Professional Standard

The district should have a comprehensive analysis of their utility bills (all sites) as it relates to their energy consumption.

Sources and Documentation

1. Board Policy
2. Interviews with Facility Staff

Findings

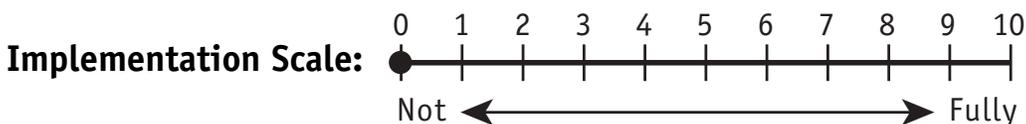
1. The energy analysis report should reflect the annual cost of utilities for each site.
2. The energy analysis report should also give a detailed report of the energy efficiency of the existing equipment at each site.
3. The energy analysis report should provide recommendations for energy conservation (savings) that can be accomplished with the existing equipment (environment).
4. The recommendations contained in the energy analysis report should provide comprehensive detail of how to achieve any projected savings.
5. The district does not have an energy analysis report (existing, projected or otherwise) for the sites.

Recommendations and Recovery Steps

Recommendations

1. Establish board policy that requires the district to develop a comprehensive energy analysis every 10 years or as changes in circumstances warrant.
2. The district should analyze utility bills every 2-3 years to ensure that the energy conservation measures (recommendations) are working effectively (savings).
3. Hire an energy consultant to perform the energy analysis.

Standard Implemented: Not



8.3 Facilities Maintenance and Custodial – Determination of Eligibility for State Funding

Professional Standard

The district should have identified all eligible sites for state funding and should have filed an application for each eligible site with the Office of Public School Construction.

Sources and Documentation

1. Board Policy
2. Interview with Business and Facility Staff
3. Review of the State Allocation Board Agenda Items

Finding

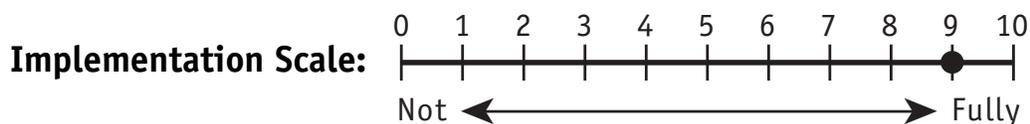
1. The district has made application to the Office of Public School Construction and the State Allocation Board for all eligible sites.

Recommendations and Recovery Steps

Recommendations

1. The district should continue to try and pass a local facility bond to meet the State’s requirement of “matching funds.”
2. The district should continue to apply for hardship funding from the State in the interim.
3. Outside consultants should be considered in order to maximize the district’s chances of receiving funds.

Standard Implemented: Fully - Sustained



8.4 Facilities Maintenance and Custodial – Incorporation in Applications for Modernization/Construction

Professional Standard

The district should have a policy that incorporates the Energy Conservation Recommendations into its modernization and construction projects.

Sources and Documentation

1. Board Policy
2. Interview with Business and Facility Staff
3. Office of Public School Construction and Southern California Utility program (energy) information

Findings

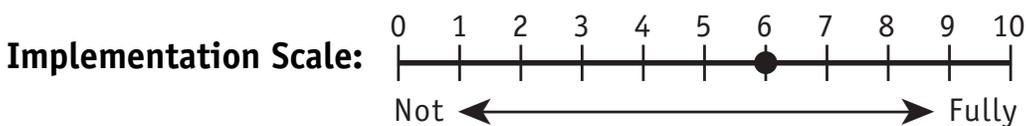
1. There are currently no Board policies regarding the incorporation of energy conservation into construction projects.
2. The district's business and facilities staff are aware of the energy conservation incentives provided by the state and local utility companies.

Recommendations and Recovery Steps

Recommendations

1. Adopt a board policy that provides direction for the inclusion of energy conservation into all construction projects.
2. Establish board policy that, when a funding source has been identified, to hire an architect and energy consultant for modernization/construction.

Standard Implemented: Partially



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. Purchase orders for supplies and equipment
4. 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. In some cases, the products used to cleaning some areas were actually solvents for cleaning other types of spills. While not an immediate danger to the employee, students or faculty, economy of skill and efficiency in maintaining the sites is a concern.
3. The Maintenance Request form contains lines for the date and signature of the employee performing the maintenance work. It also includes a line for the supervisor to sign and date the form signifying the completion of the work. The final signature is that of the site administrator concurring that the job is completed. Of the work orders reviewed and the administrators interviewed, some work orders did not have all of the signatures or dates of when the work was completed.
4. There is a portion of the maintenance request that asks for the materials used to be delineated. In many cases, the lines to report the supplies and materials used in the maintenance project were blank. This does not allow the maintenance department to maintain a proper inventory.

Recommendations and Recovery Steps

Recommendations

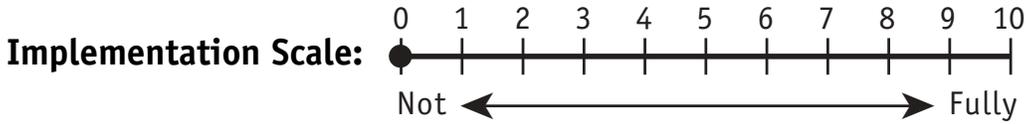
1. Require maintenance requests to be completed in total by maintenance worker for all maintenance work prior to final signoff by any district administrator.
2. Include in the evaluation of maintenance personnel the completeness of maintenance records.

Recovery Steps

1. Revise the “Materials Used” portion of the Maintenance Request so that all maintenance personnel are required to account for all materials used on a job.

2. The materials to be included on the maintenance request should only include those that are a part of the normal inventory.
3. The maintenance department should maintain a computerized inventory of materials.
4. 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: Not



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

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 which delineates the areas of evaluation and the types of work to be evaluated.

Sources and Documentation

1. Board Policy
2. Bargaining Group Agreements
3. Job descriptions
4. Sample employee evaluations
5. Interview sampling of employees and supervisors

Findings

1. Article X “Performance Evaluation Procedures” contained in the agreement between the Compton Unified School District and CSEA Compton Chapter 30 for July 1, 1996 - June 30, 1999, includes the process for evaluating probationary and permanent classified personnel. This includes the maintenance and operations staff. It requires that permanent employees be evaluated annually during April.
2. Section 10.3.3 of the agreement requires the supervisor to expand on an employees evaluation if the employee is found to be “below competent.” The supervisor must make a statement of the problem or concern, the desired improvement, suggestions for improvement, and provisions for assisting the unit member.
3. The Maintenance Request form contains lines for the date and signature of the employee performing the maintenance work. It also includes a line for the supervisor to sign and date the form signifying the completion of the work. The final signature is that of the site administrator concurring that the job is completed. Of the work orders reviewed and the administrators interviewed, some work orders did not have all of the signatures or dates of when the work was completed. This would be one area of improvement noted in the unit member’s evaluation.

Recommendations and Recovery Steps

Recommendations

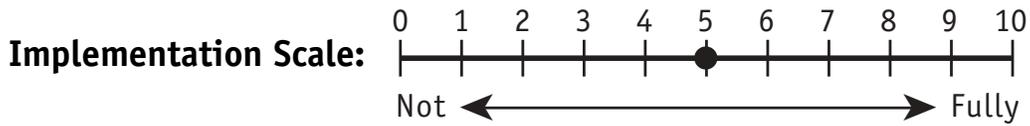
1. Require all supervisory personnel responsible for evaluating classified staff to record all cases of outstanding work, unsatisfactory work, and incomplete maintenance requests as a part of the evaluation process.
2. Include in the evaluation of maintenance personnel the completeness of maintenance records.

Recovery Steps

1. The district should provide inservice training for all supervisory personnel in the proper documentation of personnel standards.

2. Administrative staff should periodically review evaluations for adherence to the personnel standards.
3. 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



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 will be evaluated on.

Sources and Documentation

1. Board Policy
2. Bargaining Group Agreements
3. Job descriptions
4. Handbooks given to M&O employees
5. Interview sampling of employees and supervisors

Findings

1. There is a clear delineation of maintenance and operations staff responsibilities contained in the employee job descriptions.
2. Between the job descriptions, the Facilities and Grounds Handbook and other related maintenance manuals, there are very clear descriptions of the expectations of the maintenance and operations personnel.

Recommendations and Recovery Steps

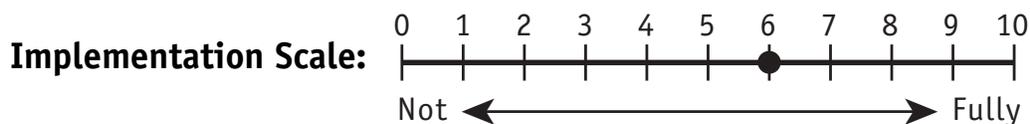
Recommendation

1. Consolidate all correspondence into one handbook that supports the job descriptions.

Recovery Steps

1. Rewrite individual job descriptions to include references to specific job requirements delineated in Facilities and Grounds Handbook.
2. Rewrite Facilities and Grounds Handbook to include job responsibilities that are clearer and are specifically assigned to a type of employee.
3. If graffiti and vandalism are indeed the number one priority for maintenance and operations personnel, move this item from Item M to Item A in the handbook.

Standard Implemented: Partially



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

Professional Standard

Necessary supplies, tools and equipment for the proper care and cleaning of the school(s) are available to staff. Operational staff should be expected to keep the campuses clean. In order for the staff to meet these expectations, they must be provided with the necessary supplies, tool 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. During the site observations, the majority of the site maintenance personnel stated that they had sufficient supplies and equipment to perform the duties expected of them. This was verified in most cases by the observer.
2. 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.

Recommendations and Recovery Steps

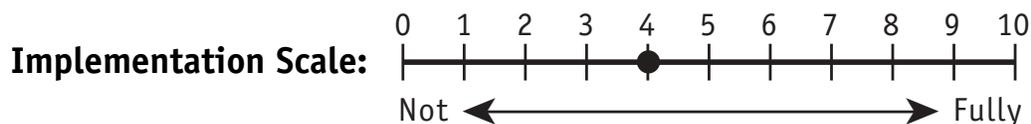
Recommendation

1. In-service training for all site personnel regarding the proper use of all cleaning supplies and equipment.

Recovery Steps

1. 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.
2. Maintenance 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.
3. 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



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. Inventory records
2. Copies of preventive maintenance schedules
3. Copies of preventive maintenance checklists
4. Purchase orders for supplies and equipment
5. Site observation of actual program being implemented

Findings

1. Board policy 3510, adopted August 31, 1982, states “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.” It concludes by stating “A preventive maintenance program shall be a part of this policy.”
2. The Facilities and Grounds handbook includes a section dedicated specifically to preventive maintenance. It outlines the conditions that maintenance work will be performed under the preventive maintenance program. It also describes the new mobile maintenance shop and how it will handle preventive maintenance tasks. Sample tasks listed include repair or replacement of ballasts, desks, chairs, benches and tables. Sample tasks that will not be done by the mobile unit include motors and fans, doors, locks, or door closers.
3. Make the preventive maintenance program a part of every employees workday. During the site observations, some portable classrooms had the air conditioning on and both doors open causing an unnecessary strain on the unit. This could result in the unit requiring additional maintenance above the normal maintenance schedule.

Recommendations and Recovery Steps

Recommendations

1. Evaluate the effectiveness of the mobile maintenance shop.
2. Develop an annual report to the Board and administration on the progress of the preventive maintenance program.

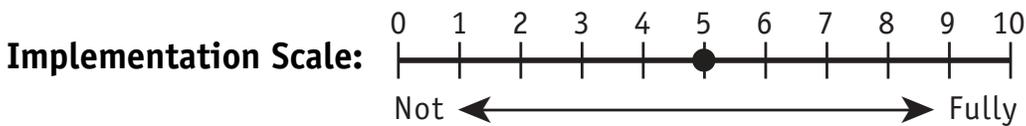
Recovery Steps

With the major investment the district has made in a mobile maintenance shop, the district must analyze the benefit of the shop.

1. Interview site administrators for their input of the effectiveness and timeliness of the repairs requested of the maintenance personnel using the mobile maintenance shop.

2. Review the work orders assigned to the shop to verify that the work requested has been completed to the satisfaction of the requestor and finished in a timely manner.
3. Include positive or negative findings in the appropriate employee's evaluation and personnel folder.
4. Using the information contained in the maintenance requests, develop an annual report to the Board and administration showing the progress made by the preventive maintenance program.
5. Include long-range estimates of the financial needs of the program.
6. Display the projects in line for preventive maintenance in the coming years.
7. Give examples of how other employees of the district 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



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

Legal Standard

The governing board shall keep the school buildings in repair and supervised. [EC 17593]

Sources and Documentation

1. Board Policy
2. Sampling of maintenance work orders
3. Job descriptions
4. Work schedules for supervisors
5. Site observations verifying conditions of facilities
6. Interview sampling of employees and supervisors

Findings

1. Board policy 3510, adopted August 31, 1982, states “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. The site visitations showed both ends of the spectrum in plant conditions. One school was in need of painting but was not scheduled for painting this year. Another was recently sandblasted for painting in the near future. A third was receiving the final touches as a result of modernization funding. The other campuses spanned the spectrum with the majority on the “needs-work” end of the spectrum.
3. It is understood that this district is trying to recover from years of shifting funds from the maintenance of facilities to other district priorities. It is also understood that because of the diversion of these funds, it will take years of major maintenance at higher costs for the district facilities to return to an acceptable level.

Recommendations and Recovery Steps

Recommendations

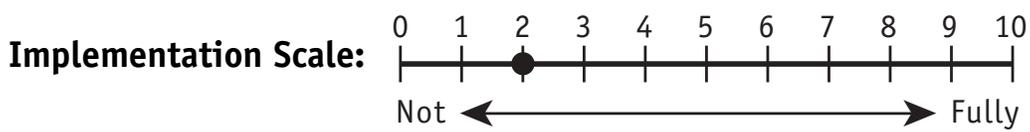
1. Fully implement an aggressive facilities recovery plan.
2. Get the public involved.

Recovery Steps

1. Establish the current condition of all facilities in the district.
2. Include in data collection of the condition of the facilities an estimated cost to bring them up to current standards.
3. Develop a financing plan to fund the needs in a timely manner.

4. Present the financing plan to the Board and administration for review.
5. Once the administration has established the funding needed to repair or replace the facilities, begin a financing program that could include local bonds used jointly with state construction revenues
6. The public should become an integral part of the recovery plan. Involvement can include:
 - Bond campaigning.
 - Facility beautification.
 - Community activities after school hours.
 - Neighborhood watch.

Standard Implemented: Partially



8.11 Facilities Maintenance and Custodial – All Buildings, Grounds and Bathrooms are Maintained

Legal Standard

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

Sources and Documentation

1. Board Policy
2. Sampling of maintenance work orders
3. Job descriptions
4. Work schedules custodians and supervisors
5. Site observations verifying conditions of facilities

Findings

1. Board policy 3510, adopted August 31, 1982, states “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.”
2. The site visitations showed both ends of the spectrum relating to plant conditions. One school was recently sandblasted for future painting while others were receiving the final touches on modernization including paint. The other campuses spanned the spectrum with the majority on the “needs work” end of the spectrum.
3. Bathroom facilities topped the list in most urgent need for cleaning and replacement. Most of the bathrooms that were operable were quite pungent. One bathroom facility had five toilets without any privacy partitions. While operable, the fixtures were quite old and in need of repair. The aroma of the bathrooms is a concern since the site visits were during the first and second days of the school year when they should have been the cleanest before the students arrived.

Recommendations and Recovery Steps

Recommendations

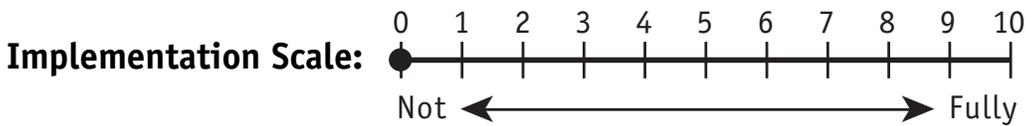
1. Establish current conditions of toilet facilities and schedule appropriately for repair, replacement or expansion.
2. Provide on-site inservice training for all district staff that are required to maintain toilet facilities.

Recovery Steps

1. Develop an inventory of all existing toilet facilities and their condition by school site.
2. Schedule repair, replacement or expansion of toilet facilities to bring all district toilet facilities up to “like-new” condition.
3. Once a school site has toilet facilities in “like-new” condition, require plant managers to maintain toilets in good working condition with the assistance of the maintenance staff when major maintenance is required.

4. Evaluate the plant manager’s success in maintaining toilet facilities in good working condition.
5. Revise the current job descriptions to include specific responsibilities of the site plant managers as they relate to toilet facility maintenance. Included in the responsibilities is not only the cleaning required but the level of minor maintenance that is allowed.
6. Using the revised job description, provide on-site training for the plant managers in the areas of toilet cleanliness and maintenance.
7. Provide sufficient cleaning and maintenance supplies for the plant managers to meet these responsibilities.
8. Periodically observe the cleaning and maintenance techniques used by the plant managers offering both positive and negative comments where appropriate.
9. Include in the annual evaluation of the plant managers the specific level of adherence to the job description.

Standard Implemented: Not



8.12 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 timelines and budgetary resources necessary to maintain the facilities.

Sources and Documentation

1. Inventory records
2. Copies of planned program maintenance

Findings

1. A written planned program maintenance system is integral in the proper maintenance of the school district's facilities and grounds. It should be seen as the umbrella encompassing the total facility maintenance program which include emergency maintenance, scheduled preventive maintenance, and daily routine maintenance.
2. The first key ingredient is clear direction from the Board and administration noting their expectations of the district staff in maintaining the district's facilities and grounds.
3. The second key ingredient is the inclusion of these expectations in Board policy and employee job descriptions.
4. The concept of planned program maintenance is mentioned occasionally in the Facilities and Maintenance Handbook however it never discusses in detail the need for the program or the actual implementation. It also does not designate who is responsible for the program success.

Recommendations and Recovery Steps

Recommendations

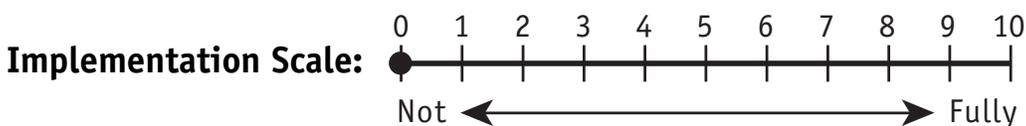
1. Adopt board policy regarding planned program maintenance system and funding.
2. Create an inventory of all facilities and equipment that require cyclical program maintenance.
3. Develop a planned program maintenance system financial plan.
4. Establish a separate financial account for the planned program maintenance system.

Recovery Steps

1. Develop a board policy that delineates the various aspects of the planned program maintenance system.
2. Establish in the board policy a minimum funding level that the district should budget annually to support the planned program maintenance system.

3. Establish priorities for which maintenance projects receive first priority in case of a financial crisis.
4. Develop an inventory of existing facility's maintenance needs including roofing, plumbing, electrical, HVAC, painting, and flooring.
5. Establish the age and most recent renovation or repair of each of the items on the inventory and the estimated date that repair or replacement should occur and the estimated cost.
6. Create a database in chronological order by date that repair or replacement must occur.
7. Establish the funding necessary to accomplish the repairs for the year.
8. Calendar the projects to determine whether contracting out may be necessary to accomplish all of the maintenance projects.
9. At a minimum, update the inventory annually for any changes that have occurred during the year due to maintenance completed, addition of facilities or equipment, demolition of facilities, sale of equipment, or any other change in status of the facilities or equipment.
10. Using the information developed in the inventory system noted above, establish a long-range financial plan reflecting the possible fiscal impact of the planned program maintenance system.
11. Present the financial plan to the Board and administration for inclusion in the initial budget discussions for the coming year.
12. Designate where the funding will come from to accomplish the maintenance requirements.
13. Once the funds have been designated for the planned program maintenance system, a separate account should be established immediately.
14. All expenses that are charged to the system must receive approval of the Senior Director of Fiscal Services.
15. This account must be monitored on a quarterly basis for verification of proper expenditures being charged in the account.

Standard Implemented: Not



9.1 Instructional Program Issues – Plan for Attractive Landscaped Facilities

Professional Standard

The CUSD has developed a plan for attractively landscaped facilities.

Sources and Documentation

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

Findings

1. The CUSD has developed a plan for landscape improvements at approximately six of its existing school sites.
2. CUSD staff has acknowledged a linkage between school site appearance and positive impacts upon students' desire and interest to attend school.
3. Staff acknowledged that improved landscaping can have positive impacts upon staff and community morale within and support for the school.
4. Any lack of commitment toward the development of a plan for attractively landscaped plans appears to be solely based upon funding deficiencies.
5. Implementation of any plan developed will be financially difficult due, in part, to the fact that these types of improvements are typically not eligible costs for State-funded modernization projects. Nonetheless, staff displayed a positive attitude toward the development of a landscaping improvement plan.

Recommendations and Recovery Steps

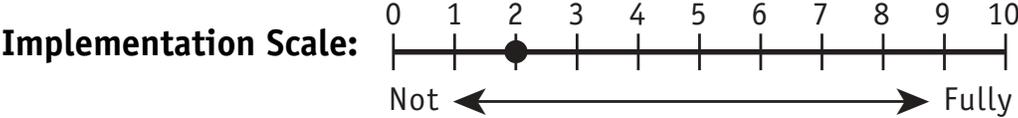
Recommendation

1. The district should develop a plan to improve the landscaping at the individual CUSD facilities.

Recovery Steps

1. Conduct an inventory/assessment to determine the actual landscaping conditions which exist within individual CUSD sites.
2. Develop standards of landscaping that are desired at various types of schools (elementary, junior high, high school, special program sites, etc.).
3. Measure the findings of the aforementioned inventory/assessment with the standards developed to develop a determination of needs and deficiencies.
4. Develop a broad-based set of potential funding sources to assist in the implementation of a district Landscaping Plan.
5. Develop a plan to correct any landscaping needs and deficiencies which exist within respective CUSD 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 within the CUSD.

Standard Implemented: Partially



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. Determine the existence of a district technology plan.
2. Examine the plan to determine whether all essential elements are considered.
3. Review major goals and objective to determine feasibility and to determine if progress toward implementation is as scheduled within the plan.
4. Review the existence and adequacy of the financing plan.
5. Review relevant district policies and administrative regulations.

Findings

1. Compton USD does have a draft of a district technology 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 does not address administrative system needs, beyond the networking standards, and there was no separate plan to address those important needs.
2. Major goals are well defined, but since the plan is still in draft form, no formal adoption has occurred. Also because the plan has not been adopted, there has been no tracking or reporting system established to allow the district to track progress.
3. This district did not have a complete financing plan for implementation of technology. The draft instructional technology plan relied upon an annual infusion of \$2.5 million in funding from desegregation grants, revenue that is uncertain and may or may not be sufficient to meet plan goals. There was no financing plan in place for the substantial administrative system upgrades required to deal with Year 2000 issues and the implementation of the Standardized Account Code Structure (SACS).

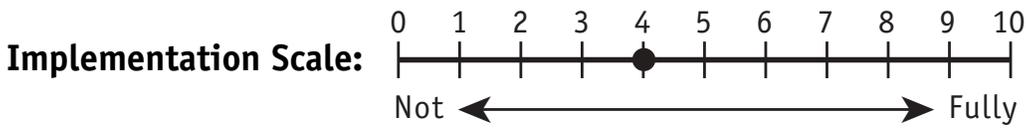
Recommendations and Recovery Steps

Recommendations

1. The district will need to actively manage the technology planning process if progress is to be made. The technology plan specifies that the plan is for 1997-2002, but as 1999 approaches, it has still not been finalized and adopted. The plan needs to be completed and adopted.
2. Administrative technology needs should be incorporated into the existing plan or included in a separate plan.
3. The district should develop a formal tracking system to assess progress toward major goals. The results should be reported and the goals should be revised periodically.

- 4. A formal financing plan should be adopted. The financing plan should address total dollars required, the timing of the need for funds, sources of funding must be identified and cash flow projections supporting the availability of funding should be prepared.
- 5. The draft instructional technology plan carries substantial policy implication 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 become effective be default with adoption of the district technology plan.

Standard Implemented: Partially



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

Legal 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. Review of Maintenance Logs

Findings

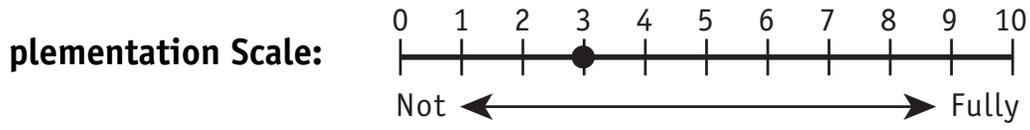
1. An inspection of several district sites and the lunch room/cafeteria/multi-purpose rooms, indicated that the district is in general conformance with prevailing codes and laws.
2. The age and condition of some of the district's cafeterias (primarily due to handicap accessibility and age of the structure), need to be upgraded.
3. The gradual upgrade of existing cafeterias, and the installation of new electrical services and equipment to establish economies of scale, reduce operational costs and minimize accidents, could have a significant impact on the district's cafeteria fund and reduce liability risk.
4. Eating areas were generally clean, however the aging of the facilities makes it difficult to be perceived as appropriately clean.

Recommendations and Recovery Steps

Recommendations

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



9.4 Instructional Program Issues – Bathroom Facilities are Clean and Operable

Legal 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 Bathrooms
2. Review of Maintenance Logs
3. Interview On-Site district Personnel

Findings

1. An inspection of several district sites, completed maintenance logs and an inspection of restroom facilities indicated that the district is in general conformance with prevailing codes and laws.
2. The age and sanitary condition of some of the district's restrooms (primarily due to handicap accessibility and age of the structure), need to be upgraded.
3. The gradual upgrade of existing restrooms, and the performance of regular routine maintenance should help the district reduce over-all operational costs and minimize accidents. This could have a significant impact on the district's ability to reduce liability risk.

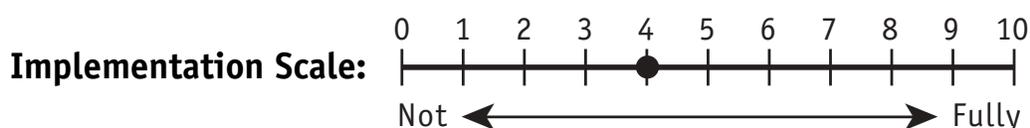
Recommendations and Recovery Steps

Recommendations

Restrooms shall be sufficient to accommodate the maximum planned enrollment and located on campus to allow for supervision.

1. 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.
2. Maintenance/custodial staff should continue to be trained on the general industry cleaning and safety orders.
3. 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.
4. 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



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

Legal Standard

The CUSD 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 CUSD staff
3. Review of district records

Findings

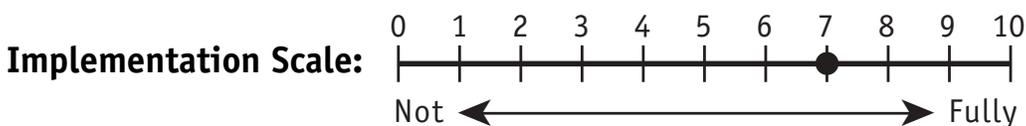
1. The CUSD maintains extended day programs at several of its existing school sites. These programs appear to be utilized by the students and are a definite benefit as a “supplemental program service” for facilities within the CUSD.
2. While these types of programs are not currently available at all CUSD elementary school sites, it is believed that the district has done an effective job in developing opportunities for families to have access to these types of programs within “sub-regions” of the district’s boundaries.

Recommendations and Recovery Steps

Recommendation

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

Standard Implemented: Fully - Substantially



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

Legal Standard

The CUSD 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 CUSD staff
2. Review of district records

Findings

1. There is a very sporadic level of equality and equity for the facilities provided throughout the CUSD.
2. In many instances it appears that facilities serve to hinder, rather than facilitate, the delivery of instruction.
3. It is believed that this sporadic level may be caused, in part, by the nonexistence of an overall facilities master plan.
4. Improvements have been made to some facilities; however, these improvements don't necessarily correspond to an organized and well-articulated plan. These disparities contribute to low levels of uniform understanding throughout the district as to how and why decisions are made regarding the selection and prioritization of improvements to respective school sites and district properties.
5. Deficiencies in this area are one of the most troublesome problem areas within the district and represent a significant challenge for the CUSD.

Recommendations and Recovery Steps

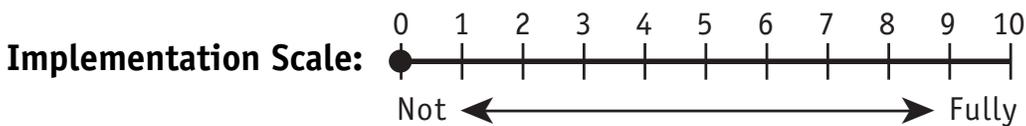
Recommendations:

1. The development of a process through which to address the implementation of facilities improvements will be extremely difficult but very beneficial. The current system of somewhat arbitrarily selecting improvements to be made should be exposed and modified to reflect an implementation system which ultimately utilizes district resources in a systematic, well-articulated and more uniformly agreed-upon manner. While it is acknowledged that this process and resultant changes will be very difficult, it is believed that this represents the most important and imperative aspect of "recovery" within the district's facilities program.
2. 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.
3. The identification and documentation of "sub-areas" within CUSD boundaries is required. This approach could simplify the task of identifying any facilities-related inequities which exist and assist in the development of initial "needs" lists by sub-areas and respective schools within the

district. This may be most easily accomplished through the use of high school attendance boundaries, although it is probably more important that the CUSD and its constituency work together to identify the aforementioned “sub-areas.”

4. Specific facility discrepancies that exist at respective sites need to be identified and estimated costs developed.
5. All of this information will form the basis of the development of a district Facilities Master Plan. While the outcome of any Facilities Master Plan development will be critically important, it is believed that the process utilized to develop the Facilities Master Plan will be more important and offer significant opportunities for the district and its constituents to understand the following:
 - The facilities-related needs which exist at all CUSD sites are overwhelming. While the tendency to focus upon the needs of individual sites is natural, it is very important for the “whole picture” to be developed and understood by the CUSD’s constituents.
 - The likely outcome of the facilities needs assessment will identify that, while inequities exist from site to site, the generalized facilities needs throughout the district are uniformly large. This may serve to diminish any feelings of “have” and have-nots.”
 - The generation of costs associated with the of facilities inequities will, no doubt, be enlightening and clarify and quantify the breadth of the problems which exist.

Standard Implemented: Not



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. Interviews with plant management personnel and individual classroom users.

Findings

1. The district has evaluated various options regarding natural ventilation and light v.s. security and property loss. Whenever possible, operable windows have been minimized to reduce risk and HVAC systems are the prevailing mode of ventilation.
2. Approximately 50% of the rooms visited had malfunctioning, or non-functioning, heating and ventilation systems. Natural ventilation opportunities have been minimized at various buildings over time due to safety and security risk prevention measures. These conditions prevent the room occupants from having adequate heating and ventilation, which are especially problematic during the summer months.
3. Some of the conditions found include entire classroom wings that had the windows removed and rooftop HVAC units or systems installed. However, when the units malfunction due to obsolescence or lack of maintenance, the only means of ventilation is a single exterior door.
4. Other conditions observed include teaching and learning areas where HVAC systems were not properly balanced. Some these problems resulted in room being heated while outside temperature was above 80 F degrees.
5. In some cases, the scope of work of modernized classrooms included a reduction of fenestration area, replacement of HVAC systems, as well as new and efficient lighting systems.

Recommendations and Recovery Steps

Recommendation

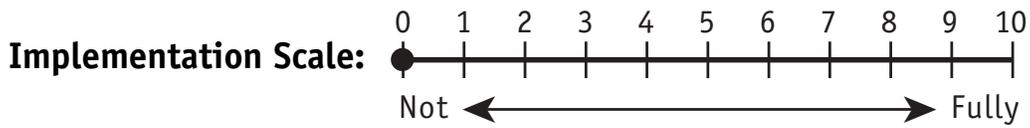
1. Given that the natural light and ventilation is not a viable option to the district, at this time, the district should continue to systematically repair, replace and maintain HVAC systems throughout the school site.

Recovery Steps

1. Evaluate and prioritize HVAC needs throughout the district, and include HVAC replacement in all state modernization projects and deferred maintenance plan when appropriate.
2. Create and/or adhere to a district standard to reduce the number of unit brands and types throughout. This action will allow the district to standardize maintenance and component replacement.

3. Whenever possible, include a maintenance and training service agreement with the purchase of the unit.
4. Work with plant managers to be properly informed about the operation of HVAC systems and to troubleshoot minor problems.

Standard Implemented: Not



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. Interviews with plant management personnel and individual classroom users.

Findings

1. Most schools observed within the district have maximized their electrical capacity and in various cases lighting levels are relatively low.
2. Modernized schools have allowed for increased capacity to accommodate new requirements as well as appropriate lighting.
3. Approximately 40% of the rooms visited, especially in the older buildings, had low levels of lighting. In various cases this condition was due to the fact that windows had been covered up with dark opaque film or paint to deter viewers from outside. This condition is a result of certain safety and risk reduction measures taken by the district.
4. A few of the older buildings still have incandescent light fixtures which are not energy efficient, nor provide the necessary lighting levels for a conducive learning environment.
5. Modernized buildings have been equipped with the proper type and levels of lighting devices. The scope of work also included some level of electrical service upgrades.

Recommendations and Recovery Steps

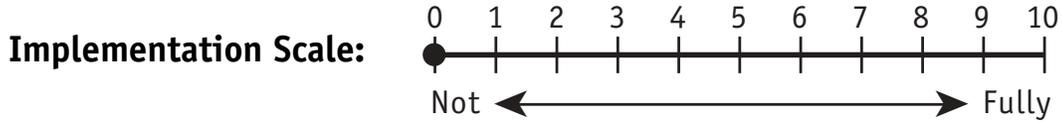
Recommendations

1. Given that natural light and ventilation are not viable options to the district, at this time, the district should continue to systematically repair, replace and maintain lighting systems throughout the school sites.
2. The district should continue to upgrade electrical services throughout the sites at every available opportunity.
3. Evaluate and prioritize lighting needs throughout the district, and include light fixture replacement in all state modernization projects and deferred maintenance plan when appropriate.
4. Create and/or adhere to a district standard to reduce the number of unit brands and types throughout. This action will allow the district to standardize maintenance and component replacement.
5. Work with plant managers and electrical shop to stock the appropriate devices and fixtures.

6. Identify and prioritize electrical service upgrades throughout the district.

7. Increase electrical capacity at necessary sites at every opportunity.

Standard Implemented: Not



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

Legal Standard

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

Sources and Documentation

1. Board Policy
2. Observation of Classrooms
3. District Project Specifications
4. Interviews with district Staff

Findings

1. Most sites that had the construction projects (renovation/modernization) occurring, had regular working hours: 7:00 a.m. to 5:50 p.m., Monday through Friday, except district legal holidays.
2. The contractors confined their operations to designated areas of the site and did not appear to unreasonably encumber the site with materials and equipment.
3. Variances between the projects observed were predominantly due to unforeseen conditions or project timelines.
4. The district recognizes that student classroom time should be dedicated to learning. The district also believes that classroom interruptions should be kept to a minimum. Correspondence to teachers shall be distributed in writing.

Recommendations and Recovery Steps

Education Code 32212 expresses the legislature's intent that all governing boards formally address the problem of classroom interruptions and adopt a policy to control them.

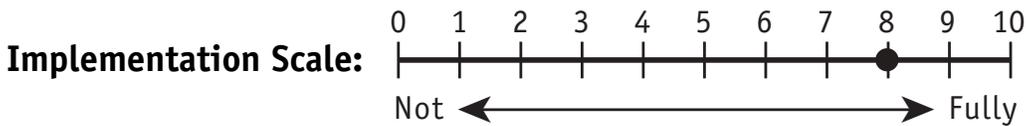
Recommendations

1. The principal or designee shall keep announcements made through intercom or public address systems to a minimum and limit announcements to specific times during the day. Announcements that apply only to teachers shall be distributed in writing.
2. The principal shall establish a fixed time for the delivery of messages to students, except in the case of emergencies.
3. School maintenance and facility operations, involving noise or classroom disruption, shall be performed before or after school hours whenever possible.
4. School visitors and observers shall make appointments in advance.
5. Use of the site by vendors and contractors should be limited as follows:
 - The contractor shall confine operations at the site to areas permitted by law, ordinances, per

mits 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.

Standard Implemented: Fully - Substantially



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

Professional Standard

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

Sources and Documentation

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

Findings

1. Learning environments provided within respective CUSD school sites are not necessarily conducive to high quality teaching by the instructional staff and efficient learning by students.
2. Significant disparities exist from site to site and there are a number of health and safety issues which exist throughout district facilities. These unresolved health and safety issues negatively impact the quality of learning environments, staff and student morale, and hinder efforts toward raising standards and expectations for students and staff.
3. There is a lack of uniformity relative to instructional methodologies and expected outcomes for the district's students.

Recommendations and Recovery Steps

Recommendation

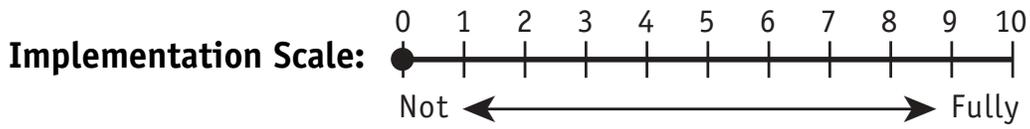
1. Concurrent with the development of a district Facilities Master Plan should be improvements in the identification and articulation of CUSD standards for student learning and for the suggested methods for the delivery of instruction. Student learning and the delivery of instruction must form the basis of any determination for modifications to existing facilities and the development of new facilities.

Recovery Steps

1. A commitment should be made toward the identification and articulation of CUSD standards for student learning and for the suggested methods for the 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.
2. 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.
3. A strong linkage needs to be developed between the planned expenditure of capital facilities funds

and the improvement of learning environments provided for students and staff. Facilitation of the delivery of high quality instruction must be the overriding concern when capital facility expenditure plans are being developed. This concept needs to be formalized through Board policy.

Standard Implemented: Not



9.11 Instructional Program Issues – Facilities Reflect Community Standards and Expectations

Professional Standard

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

Sources and Documentation

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

Findings

1. It is extremely difficult to assess the degree to which facilities within the CUSD reflect the standards and expectations established by the community.
2. One of the most significant challenges which exist within the CUSD is the tremendously inconsistent level of standards and expectations found within various areas of the district and its diverse constituency.
3. There is an arbitrary and inconsistent set of standards and expectations which exist. It is believed that this inconsistency is a major potential impediment toward the development and implementation of a district Facilities Master Plan which should lead to widespread improvements within the district's instructional program and the learning outcomes of students.

Recommendations and Recovery Steps

Recommendation

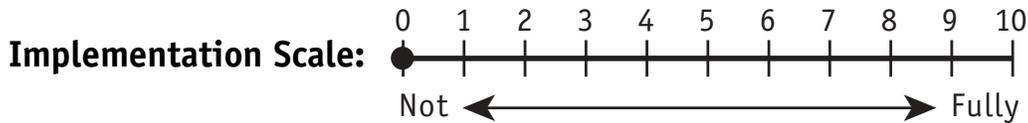
1. Improve the connection between the facilities within the CUSD and the standards and expectations established by the community.

Recovery Steps

1. Due to the inconsistent level of standards and expectations found within various areas of the district and its diverse constituency, the CUSD must develop a plan to identify and understand the standards and expectations of its constituents. While these standards and expectations may not necessarily coincide with the district's standards and expectations, it is believed that completion of a process to identify these issues will be very beneficial and will provide opportunities for the district to more openly communicate with community members.
2. A better understanding of community standards and expectations for CUSD facilities must be developed to enable the district to identify and quantify discrepancies which exist between existing and desired conditions.
3. An analysis needs to be conducted to determine the similarities and differences which exist between

district standards and expectations and those of the community. Findings from this analysis can form the basis of discussions between CUSD representatives and community members/leaders to determine the methods and funding required to eventually implement a facilities improvement plan which addresses the needs of the district and its communities, as is financially feasible. Any areas of improvement which are determined to not be financially nor programmatically feasible need to be articulated to community members/leaders for their understanding and contemplation. Alternative methods of implementation and/or funding may be the result of this additional contemplation by the community if the “unmet need/s” warrant such consideration and have widespread support.

Standard Implemented: Not



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 CUSD Governing Board Policies
2. CUSD Civic Center Policy
3. CUSD Civic Center Implementation Procedure
4. Site Utilization Records
5. CUSD district Newsletters, press releases, community forum summary reports

Findings

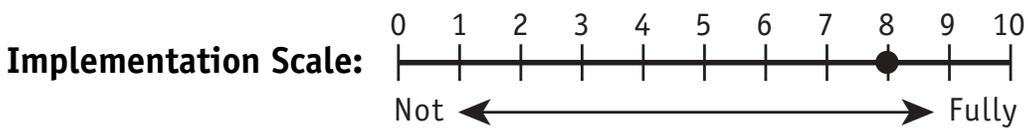
1. While the CUSD Board of Education has no direct policy about promoting community use of facilities, general policy and implementation clearly favors such activity. (The closest actual policy regarding this issue is part of the 9/8/98 “Community Relations 1000” Policy: “Staff development/training will be provided for parents, teachers, paraprofessionals, volunteers and other appropriate school personnel including those participating in other programs on site such as Special Needs, Head Start, Children Centers, Free to Grow, etc.” emphasis added.)
2. The Civic Center policy/application/rules®ulations for community use of facilities foster such use. The policy is clear, easy to comprehend and complete (although available only in English).
3. The one-page application for use of facilities is initiated at the site level, not at the district office, increasing the capacity for community access of the program.
4. The district’s Civic Center program is well utilized by the community. July records show 20 community groups accessing CUSD facilities. The participating groups ranging from political groups to church groups, to youth athletic leagues, to extension programs for academic and vocational schools. Periods of use range from less than two hours to full-day use for a week or more, with some use permits approaching the three-month maximum use window before reapplication is required.
5. The district clearly, and appropriately, budgets its resources to providing these services, instituting fees to cover supervision after school hours and recently requiring groups to provide portable restroom facilities as needed because of the damage and wear to school lavatory facilities during community-use periods.
6. Community Health Centers are based at schools. Comprehensive parent education programs have enrolled more than 600 parents.
7. Whereas these programs are well publicized by the district, the more mundane - and more common - aspects of community use, such as the use of playing fields by youth soccer leagues, are not highlighted in press releases, newsletters and community forums.

Recommendations and Recovery Steps:

Recommendations

1. The Board should adopt a direct, guiding policy regarding the community use of district facilities.
2. To the extent that the district can bear more community use of its facilities, (bilingual) efforts should be made to inform all community groups of the availability of district facilities for community use.
3. The Civic Center application form should be made available in Spanish.
4. District communication to the community should recognize this program.

Standard Implemented: Fully - Substantially



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. CUSD Board Policies 91-92-328 and 98-99-020
2. Internal accounting records
3. CUSD “Civic Center Act Administrator Book”
4. CUSD “Request for Use of School Facilities”
5. SSC Survey of 139 Individual District Civic Center Act Policies (5/19/1995)

Findings

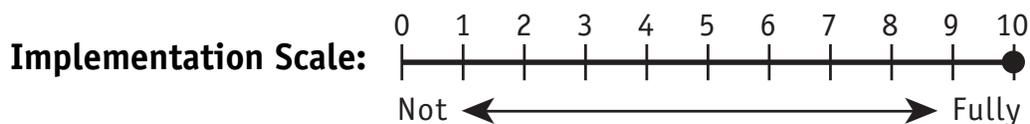
1. The CUSD implementation of its Civic Center obligations is flawless; district policy is clear and direct, and unquestionably within the spirit and letter of the Education Code.
2. Distinction is appropriately made between types of groups (non-profit vs. for profit — school/youth vs. other - church association) and the appropriate fee schedules (free, direct cost, fair market) are applied even to the point of clarifying that nominal fees for refreshment do not qualify as an entrance fee for categorical purposes.
3. Fee schedules are solidly supported by actual expense records in the “Administrator Book.”
4. The rates charged for both “direct cost” and “fair market” fall within established practical norms, tending toward the high end (meaning less general fund encroachment due to community participation).

Recommendations and Recovery Steps

Recommendation

1. The district is to be commended for its implementation of this complex and unwieldy program. Upon next printing of the request form, note should be made of the new Education Code sections assigned to the program. Additionally, the district may want to acknowledge 1994 legislation (Education Code Section 38134(c)) allowing for free use by church athletic leagues.

Standard Implemented: Fully - Sustained



10. 3 Community Use of Facilities – Maintenance of Records and Support for Reasonable Charges

Professional Standard

Districts should maintain comprehensive records and controls on civic center implementation and cash management.

Sources and Documentation

1. CUSD Board Policies 91-92-328 and 98-99-020
2. Internal accounting records
3. CUSD “Civic Center Act Administrator Book”
4. CUSD “Request for Use of School Facilities”
5. SSC Survey of 139 Individual District Civic Center Act Policies (5/19/1995)

Findings

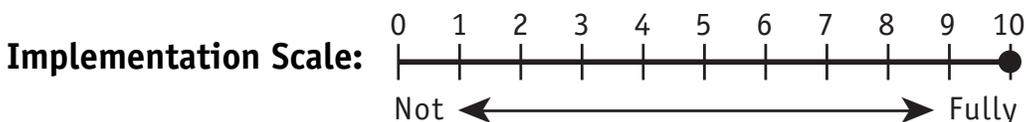
1. The CUSD implementation of its Civic Center obligations is exceptional.
2. Controls are numerous, beginning with right-of-refusal given to site principals. Multiple checkpoints at each step ensure compliance for such crucial items as insurance documents.
3. Applications are first completely filled out in quadruplicate at the site in question with principal’s approval and all required insurance documentation.
4. The request and supporting documentation is sent to the district office, where three signatures are required for approval (including the facilities director and the CBO) and then faxes are sent to the CUSD public safety department, the operations department, and the actual school site. A single district staff member maintains records in a binder dedicated to that purpose.
5. All payments are made directly to CUSD’s fiscal department.

Recommendations and Recovery Steps

Recommendation

1. The district is to be commended for its implementation - yet should remain cognizant of the opportunities this program presents for fraud and abuse.

Standard Implemented: Fully - Sustained



11. 1 Communication – Communication of Facility Condition and Needs

Professional Standard

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

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 Powerpoint Files

Findings

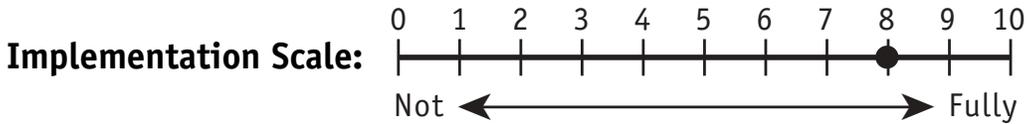
1. The district has an established an effective public relations program, complete with local access cable program, internal and external district newsletters, an active press release component, and regularly scheduled public forums (with more than 1,300 community members in attendance over the past two years). The publications are distributed in English and Spanish, and simultaneous Spanish translation is provided at the public forums. In all of these efforts, the facilities situation is given high priority, second only to student achievement.
2. The press release distribution list includes dozens of print and electronic media outlets, as well as the district's board members, department heads and principals. A bulky "clip file" attests to the efficacy of the media efforts.
3. We found that the several month ongoing vacancy at the position of Public Information Officer (PIO) has had a negative effect on the district's more ambitious and enterprising communications activities (such as a publication hiatus for the 16-page bilingual tabloid "Our Schools/Nuestras Escuelas) despite efforts to fill in made by a capable administrative assistant.
4. The procedures that were in place regarding press release distribution continue to be followed and new programs such as "WeTip" are rolling forward, but the quantity, quality and direction of efforts have declined. A new PIO has been selected and is scheduled to begin work in December, and this situation should right itself.
5. Despite the PIO vacancy, there is evidence that the communications efforts have been successful in reaching community members. Local bond campaign results can be viewed as the acid test of community support for school facilities. And in this light, Compton has been quite successful, increasing voter support from 55 percent to more than 66 percent in successive elections, with the higher yield taking place despite a far higher voter turnout and the decision to forego hiring a campaign consultant for the second attempt.

Recommendations and Recovery Steps

Recommendations

1. The district should fill the Public Information Officer vacancy as soon as possible.
2. Assessment should be taken after three months service by the new Public Information Officer to determine if the activity and enterprise levels have returned to earlier standards.
3. The public information officer should work closely with the facilities planning committee.

Standard Implemented: Fully - Substantially



11.2 Communication – Communication of Actions Taken, Planned, Progress Made

Professional Standard

The district should apprise students, staff and community of efforts to rectify any 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 Powerpoint Files

Findings

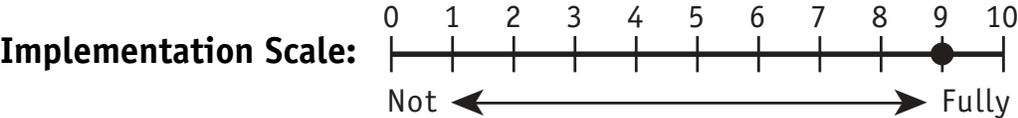
- 1. Facilities are openly acknowledged by staff as one of the two “hot button” issues facing the administration. Communications efforts reflect this priority.
- 2. Press releases mark significant achievements (safety and security upgrades, roofing work, a facilities forums with Vice President Gore); many are subsequently covered by the local media.
- 3. The most recent “Our Schools” publication featured articles on the school bond, new relocatable classroom acquisition and a \$4.2 million renovation program.
- 4. The most recent “District Update” newsletter highlighted renovations, as did the “Community Partnership Newsletter,” which targets the business and non-school Compton community.
- 5. In the most recent (October 7, 1998) community forum, for instance, the State Administrator dedicated slides 10-15 and 18 &19 (out to 30 slides) to facilities.
- 6. Much of the information provided by the district has a distinctly districtwide perspective, dealing with projects in clusters, while parents and community members tend toward parochial ownership of their local schools alone. (One notable exception to this was the distribution to each school’s parents the top-10 priority list for facilities improvements at that school.)

Recommendations and Recovery Steps

Recommendations

- 1. The district should consider site-by-site releases with site-specific detail for distribution by individual site. This would respond to neighborhood interests in individual sites, and would foster central office accountability as well as local loyalty.
- 2. The facilities planning committee should be utilized to communicate additional information.

Standard Implemented: Fully - Substantially



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. Interoffice memoranda
2. Department of Facilities and Operations Memoranda
3. CUSD Department Goals and Objectives
4. ACLU Response Items Task Assignment Grid
5. Staff Interviews

Findings

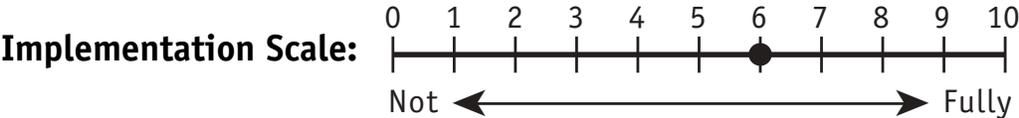
1. In many areas, the district facilities office has actively upgraded or implemented entirely new facilities standards. These standards are clearly expressed in memoranda and board policies such as:
 - Prompt replacement of all plywood window coverings with glass or plexiglass
 - Immediate hazardous electrical fixture inventory
 - 24-Hour deadline for facility repair once reported
 - Identification and removal of all hazardous playground equipment
 - The “UNOCAL Standard” - whereby every restroom is inspected and cleaned if necessary at least three times a day.
2. An entire Maintenance Department Goals & Objectives catalogue for 1998-99 including: more timely filling of vacancies; two-day deadline on contracting out decision-making; establishment of a restroom cleanliness and anti-vandalism special projects crew.
3. While these standards are clear and comprehensive, there often appears to be a communication gap between the facilities office and the rest of the district staff - particularly site staff. The standards are meaningless unless publicized and acted upon.

Recommendations and Recovery Steps

Recommendations

1. Both for implementation and communications purposes, all staff - particularly site administrators - needs to be more actively involved in the communication of standards and plans.
2. This communication should not be the responsibility of the facilities department. Once standards and plans are devised, complete distribution to all staff should become one of the responsibilities for the new PIO.
3. Site level staff needs to be apprised of all facilities standards and plans in order to both expedite the projects and provide accountability as to results.
4. The facilities planning committee should be utilized to assist in the communication with staff.

Standard Implemented: Partially



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 and their option.

Sources and Documentation

1. "7/11 Committee" Minutes
2. Operation School Watch documentation
3. WeTip documentation
4. Community Forum presentations
5. ACLU Findings
6. Staff Interviews

Findings

1. The district aggressively solicits community input regarding its facilities.
2. The district supports an official and active facilities advisory committee (named 7/11 for the membership parameters) which advises on even such matters as property disposal.
3. Operation School Watch enrolls community support in monitoring sites for theft and vandalism.
4. "WeTip," an anonymous 1-800 hotline — will soon be established (goal date 1/1/99) to provide community members and staff with a way to identify unsafe working conditions, safety violations, property damage and facility problems. The draft pamphlet announcing the program states: "Compton Unified School District is striving to improve the condition of its schools and educational facilities. While our district has a plan in place to address concerns about our existing facilities, situations or conditions that we do not know about may arise and may need to be addressed immediately or on a prioritized basis."
5. The CUSD director of facilities meets periodically with the CUSD student ASB membership to discuss facilities and maintenance issues.
6. The manager of the Community Partnership Staff meets daily with community members. Facilities remain an issue of crucial importance to the community, and their concerns are relayed back to the district office.
7. When developing the project list for the school bond, a series of public hearings were held at each school site, with teachers, parents, staff, site safety committees and others developed a three-tiered priority list for each school that in turn provided the basis for the bond expenditures. (The top-10 list from each school was later sent to each of that school's parents.)
8. The November 3 bond results indicate that the district-community relationship is instilling confidence in CUSD's capability to manage its capital plant.

Recommendations and Recovery Steps

Recommendation

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.

Standard Implemented: Fully - Sustained

