

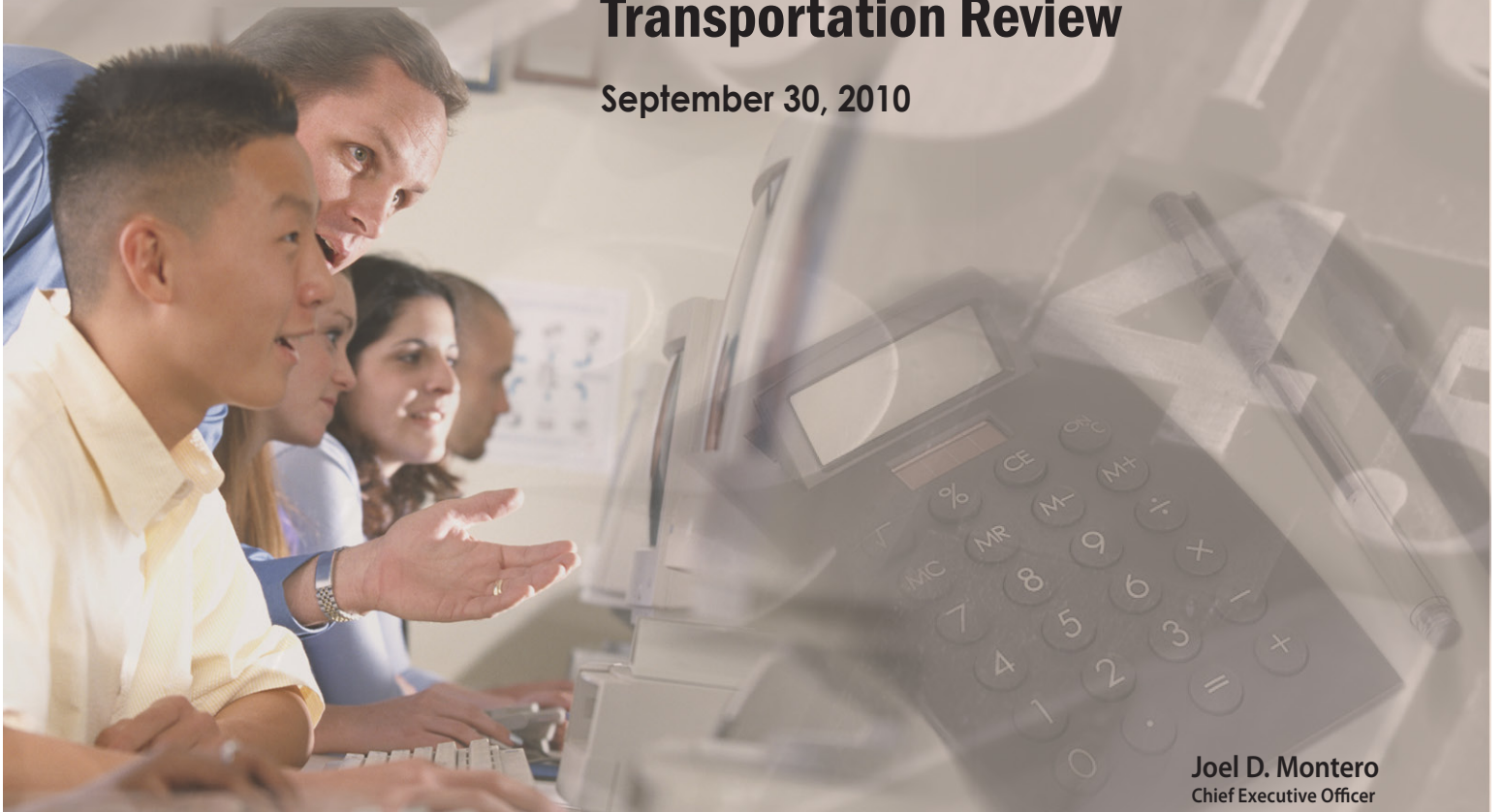


CSIS California School Information Services

Washington Unified School District

Transportation Review

September 30, 2010



Joel D. Montero
Chief Executive Officer





CSIS California School Information Services

September 30, 2010

Dayton Gilleland, Ed. D, Superintendent
Washington Unified School District
930 Westacre Road
West Sacramento, CA 95691

Dear Superintendent Gilleland:

In June 2010, the Washington Unified School District entered into an agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) for a transportation review that would perform the following:

1. Conduct a review of the district's transportation program and operations for regular home-to-school services. The evaluation shall provide recommendations, if any to reduce encroachment from the unrestricted general fund.
2. Provide recommendations for a new bus routing methodology based on a standardized district wide school bell schedule and the most efficient use of transportation routes. This option should also include staggering start times at the district school sites. An evaluation of the district's board policies regarding bus pickup and walking distances should be included in this component.
3. Review bus routes and provide recommendations for changes to improve route efficiency. Provide an estimate of the cost to implement the recommendations and identify possible funding sources.
4. Analyze the fiscal impact of current bargaining contract provisions related to transportation including wait time, field trips, extra duty, additional benefits, other overtime and hourly activities. This component should include options to increase ridership and improve the registration process, if any.

This report contains the study team's findings and recommendations. Thank you for allowing us to serve you, and please give our regards to all the employees of the Washington Unified School District.

Sincerely,



Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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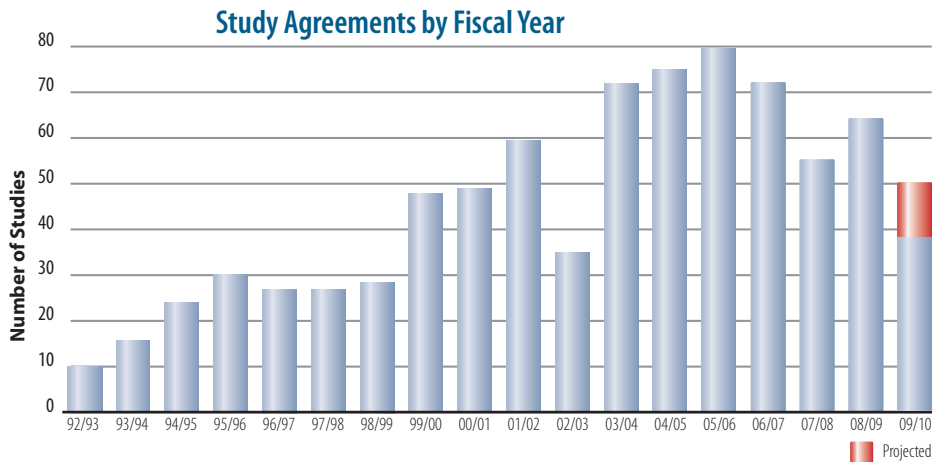
About FCMAT

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in accordance with Assembly Bill 1200 in 1992 as a service to assist local educational agencies (LEAs) in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that LEAs throughout California were adequately prepared to meet and sustain their financial obligations. AB 1200 is also a statewide plan for county offices of education and school districts to work together on a local level to improve fiscal procedures and accountability standards. The legislation expanded the role of the county office in monitoring school districts under certain fiscal constraints to ensure these districts could meet their financial commitments on a multiyear basis. AB 2756 provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans. These include comprehensive assessments in five major operational areas and periodic reports that identify the district's progress on the improvement plans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 750 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.



Total Number of Studies..... 743

Total Number of Districts in CA.....1,050

Management Assistance	705 (94.886%)
Fiscal Crisis/Emergency	38 (5.114%)

Note: Some districts had multiple studies.

Eight districts have received emergency loans from the state.

(Rev. 12/8/09)

Introduction

Background

The Washington Unified School District is located in West Sacramento and has an average daily attendance (ADA) of approximately 6,800 students served at one comprehensive high school, one alternative high school, eight K-8 elementary schools and one opportunity school.

The district, which is 19.2 square miles in area, transports approximately 1,400 students on 11 home-to-school routes and 124 students on nine special education routes

In July 2010, the district entered into a study agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a study to perform the following:

1. Conduct a review of the district's transportation program and operations for regular home-to-school services. The evaluation shall provide recommendations, if any to reduce encroachment from the unrestricted general fund.
2. Provide recommendations for a new bus routing methodology based on a standardized district wide school bell schedule and the most efficient use of transportation routes. This option should also include staggering start times at the district school sites. An evaluation of the district's board policies regarding bus pickup and walking distances should be included in this component.
3. Review bus routes and provide recommendations for changes to improve route efficiency. Provide an estimate of the cost to implement the recommendations and identify possible funding sources.
4. Analyze the fiscal impact of current bargaining contract provisions related to transportation including wait time, field trips, extra duty, additional benefits, other overtime and hourly activities. This component should include options to increase ridership and improve the registration process, if any.

Study Team

The FCMAT study team was composed of the following members:

William P. Gillaspie, Ed.D.
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Bakersfield, California

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Executive Director
West County Transportation Agency
Santa Rosa, California

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Director of Transportation
Shasta Union High School District
Redding, California

* As members of this study team, these consultants were not representing their respective employers but were working solely as independent contractors for FCMAT.

Study Guidelines

FCMAT visited the district on July 26, 27, 28, 2010 to conduct interviews, collect data, review documents and inspect facilities and buses. This report is a result of those activities and is divided into the following sections:

- I. Fiscal analysis
- II. Bus routes and efficiency
- III. Staffing
- IV. Driver training and safety
- V. Vehicle Maintenance
- VI. Facility
- VII. Bus Replacement

Executive Summary

Fiscal Analysis

School transportation continues to be underfunded in the state of California. In the 2008-09 fiscal year, the state funded only 45% of the pupil transportation operational costs reported by school districts. In the 2009-10 fiscal year, the state further decreased funding by 19.84%. As a result, the Washington Unified School District's encroachment for the unrestricted general fund for the 2008-09 fiscal year was \$705,721 or 66.77% for home-to-school transportation and 704,425 or 82.56% for special education transportation. This is a higher than average encroachment compared to district's of similar size and operational services. However, while district enrollment has increased, the transportation program has not had a commensurate increase in state funding because of the transportation cap imposed in the 1982-83 fiscal year.

In reviewing alternative funding sources, Title I revenue could be a viable source of transportation support. The district does not charge fees for home-to-school transportation and with the high level of families that qualify for free or reduced priced lunches; it is unlikely that charging fees would yield significant revenue.

The district's field trip rate is \$37 per hour and \$2.50 per mile. The business office should work with the transportation department annually to set the field trip rate.

Bus Routes and Route Efficiency

The district has 11 home-to-school routes and nine special education routes. The average bus loading is 127 students per home-to-school route and 13.77 students per special education route based on 2008-09 ridership figures. These numbers reflect overall route efficiency. However, additional efficiency could be attained by revising policy language to use the term "nonservice zone" instead of "walking distance" to designate the area in which no service is provided. Additional efficiencies could also be attained with modified bell schedules (8:30 a.m. and 3 p.m.) at the elementary school and bell times that would add an additional one minute interval at the 9-12 grade level.

The district owns a school transportation software application that includes a bus routing component. Implementing routing software generally requires a great deal of clerical time and technological expertise, and the district lacks the resources to conduct this type of service at this time.

School of choice and overflow bus routes are responsible for some additional service for the existing bus routes. Minimum day schedules should be coordinated to minimize school bus use and staff time.

Staffing

Before FCMAT's visit, the district issued lay-off notifications to two full-time equivalent (FTE) positions, which decreased the number of employees in the Transportation Department. FCMAT does not recommend that any additional staff reductions are warranted, and further recommends that the district evaluate the need for the two relief drivers that are on temporary contracts. The new maintenance, operations and transportation (MOT) director should be directly involved in the daily transportation operations to ensure that the transportation department is operating efficiently. Drivers spend up to 1.5 hours per day of nondriving time, which should be reviewed to determine if this number of hours is deemed excessive. The department also suffers from high absenteeism and should review the absence tracking protocols to minimize this rate.

Driver Training and Safety

School bus driver training and records comply with laws and regulations. The transportation safety plan should be reviewed and revised as needed. School bus evacuation drills are held and documented as required by law. Federal Drug and Alcohol testing responsibilities will need to be transitioned to the MOT director or risk manager.

Vehicle Maintenance

The district's California Highway Patrol terminal inspections reported a "satisfactory" grade for the last two years, indicating compliance with all vehicle maintenance laws and regulations, federal drug and alcohol testing regulations and driver training records. The CHP inspects buses annually to ensure safety.

Vehicle maintenance documentation complies with the minimum requirements, but does not provide inventory information or usable management information. Some work is contracted to external shops, but a review of district records found that it is not an excessive amount. Fuel is purchased at a local commercial card-lock station.

Facility

The facility is old and inadequate, prompting labor inefficiencies. For example, there is no steam cleaning or bus washing facility.

Bus Replacement

The bus fleet is relatively new and in good condition. Over the past 20 years, grant funds have been available for bus replacement, but the district has never taken advantage of these opportunities. The district has obtained grant funding to upgrade its buses to meet the California Air Resources Board requirements for particulate exhaust filters.

Findings and Recommendations

Fiscal Analysis

School transportation funding continues to be underfunded for K-12 school districts in the State of California. Before 1977, school districts annually reported their operational costs and were reimbursed in full for those associated costs in the subsequent fiscal year. After Proposition 13 passed in 1977, the state gradually reduced the percentage of reimbursement due to school districts. In the 1982-83 fiscal year the state paid only 80% of the submitted costs and capped reimbursement at that amount. Cost-of-living adjustments (COLAs) were provided only occasionally since then. Consequently, revenue has remained rather static as transportation costs have dramatically increased, requiring school districts to fund a greater percentage of the total transportation costs.

In the 2008-09 fiscal year, state funding provided only 45% of school transportation costs statewide, with school districts covering the remaining 55%. In the 2009-10 fiscal year, the state decreased funding by another 19.84%. The funding level varies greatly in school districts throughout the state. In many instances, transportation funding may cover almost all the costs in districts with severely declining enrollment and reduced transportation service, but only a small percentage of costs in districts with substantial growth.

The Washington Unified School District has experienced significant student growth over the past few years. As a result, transportation funding covers less than the statewide average percentage of costs. In the 2008-09 fiscal year, the district reported costs of \$1,056,907 for home-to-school transportation and received \$351,186 in revenue. This resulted in an unfunded amount of \$705,721 or an encroachment of 66.77% on the district's unrestricted general fund. During the same fiscal year, the district reported costs of \$853,128 for special education transportation and \$148,703 in revenue. This is an unfunded amount of \$704,425 or an encroachment of 82.56% on the unrestricted general fund.

The following table details the information contained in the 2007-08 and 2008-09 TRAN report, which is the state report that details school transportation costs.

WASHINGTON UNIFIED SCHOOL DISTRICT TRAN COSTS						
	2007-08 HTS	2007-08 SD/OI	2008-09 HTS	2008-09 SD/OI	2009-10 HTS	2009-10 SD/OI
BUSES	17	9	17	9		
PUPILS	2,350	120	1,400	124		
IEP PUPILS	30		30			
MILES	280,600	212,500	165,000	138,000		
APPROVED COSTS	\$1,334,387	\$1,016,717	\$1,056,907	\$853,128		
COST/MILE	\$3.61	\$3.92	\$5.32	\$5.59		
COST/STUDENT	\$431.71	\$6,956.53	\$627.39	\$6,230.72		
REVENUE	\$351,186	\$148,703	\$351,186	\$148,703	\$281,505	\$119,198
ENCROACHMENT	\$983,201	\$868,014	\$705,721	\$704,425		
% ENCROACHMENT	73.68%	85.37%	66.77%	82.56%		

A higher than average pupil transportation encroachment does not necessarily indicate program inefficiency. State funding is based on the historical costs and service that were provided in the 1982-83 fiscal year, when the state capped funding. Since then, most school districts have increased transportation services in response to growing student enrollment. In many cases, current costs are exceedingly higher, and the level of encroachment is larger than average. Washington Unified is no exception and continues to provide additional funding from the district's unrestricted general fund to provide adequate student transportation services.

The district receives federal Title I funding that can be used for enrichment or supplemental educational programs. Title I funding cannot be utilized for regular home-to-school transportation, but it can be used to pay for supplemental services for these programs, including transportation. The Transportation Department charges the Educational Services Department for the cost of providing transportation for three routes for after-school enrichment programs. The Transportation Department reportedly utilizes the same rate used for field trips to invoice this program. The district should evaluate the rate charged for after-school program transportation to ensure that it appropriately reflects all the cost associated with this service and establish an appropriate rate. The rate charged for field trips may not be appropriate for route services.

The district does not charge fees for pupil transportation. In 1992, the state Supreme Court ruled that these fees are legal; however, they cannot exceed an amount published by the California Department of Education. Further, indigent and special education pupils cannot be charged. Most school districts define "indigent" as those who qualify for free or reduced price lunches. Approximately 70 percent of Washington Unified's students qualify for these lunches, and a higher percentage of these students generally ride the bus. Most school districts with such a high percentage of qualifying students do not charge for transportation services because they believe the cost of administering the program would exceed the amount of fees collected.

The district has approximately 1,400 pupils who ride the school bus. If it charged \$100 per year for transportation, and 70% of riders received an exemption, approximately 420 students would pay the fee, generating approximately \$42,000 annually. If a higher percentage of bus riders qualified for a free or reduced price pass, the revenue would be less. More staff time is usually necessary to process free or reduced price passes.

The district charges its schools and athletic teams \$37 per hour and \$2.50 per mile for providing field trips and team trips. The Transportation Supervisor reported that the rate was established a few years ago. Charging for trips using a mileage and hourly component is the most effective way to capture the two primary cost components of trips: the driver cost and the bus operation cost. These charges should reflect only the incremental cost of providing the trip and not necessarily the costs of operating a fully loaded bus.

Recommendations

The district should:

1. Evaluate the rate utilized to charge for after-school routes to ensure that the appropriate amount of Title I funding is used to pay for the entire cost.
2. Evaluate and calculate an accurate field trip billing amount annually.

Bus Routes and Route Efficiency

In the 2007-08 and 2008-09 fiscal years, the district operated 11 home-to-school routes and nine special education routes. In the most recent year reported on the TRAN report (2008-09), the district reported that it transported 1,400 students on home-to-school, regular education routes. This equates to 127 students per route, which indicates an efficient bus utilization scheduling and routing methodology. Most large, home-to-school buses have a capacity of 78 or 84 passengers. To achieve an efficiency of 127 students per route, the bus must perform more than one run. A bus route can be comprised of more than one run. Each run is characterized by picking up students and delivering them to school, or returning them home in the afternoon. The district's routes generally include an elementary school run and a high school run in the morning, and the same in the afternoon.

In the 2008-09 fiscal year, the district reported 124 special education students transported on nine routes. This equates to 13.77 students per route, which is considerably higher than the efficiency FCMAT has observed in many school districts.

District Board Policy 3540 articulates a pupil transportation policy, and Administrative Regulation 3541 establishes the specific service parameters. It authorizes eligibility for home-to-school transportation based on the following walking distances to school sites. Students that live farther from school than the distances below qualify for home-to-school transportation:

- Grade K: three-fourths of a mile
- Grades 1-8: one and three-fourths mile
- Grades 9-12: two and one-quarter miles

The Transportation Department calculates these distances as the actual walking path that students would have to take to attend school. Many school districts, however, have revised their policies to articulate these as nonservice zones that designate a radius from each school in which no service is provided. The Transportation Department believes that a further reduction of time, miles and transportation costs could be achieved by revising the policy to include nonservice zones instead of walking distances.

Bell times and schedules may also limit route efficiency. At Washington Unified, all the elementary schools begin at 8 a.m., and the high school starts at 8:22 a.m. All 11 bus routes complete an elementary run and then pick up high school students on their second run. The Transportation Department believes that moving one-half of the elementary school bell times to an 8:30 a.m.-3 p.m. schedule, and moving the high school bell time to 8:30 a.m.-3:30 p.m. will reduce overall driving time for bus drivers, creating greater efficiency and savings. FCMAT concurs with this opinion.

District administrators reported that buses are regularly late for the afternoon high school pick up, and in many instances, the buses frequently arrive as much as 45 minutes after their scheduled times. The Transportation Department reported that the first bus in line at the high school departs, drops off students at a nearby bus stop and returns to the high school within 15 minutes of the scheduled bell time (approximately within five minutes of leaving the school) to pick up any overflow students from other bus routes. During FCMAT's observation, buses were not exceedingly late; however, high bus driver absenteeism or an excessive number of field trips have contributed to an insufficient number of bus drivers to staff all routes and have assisted in creating this perception in the level and timing of services.

The district has five routes later in the afternoon. Two serve the high school as evening activity bus routes, transporting students home who participate in athletics or other after-school activities. The three other routes serve after-school academic enrichment programs at the elementary schools.

Some elementary school students do not attend their home school of attendance because this school is in program-improvement status, and their parents transferred them to another district school. Other students do not attend their home school because it has an excessive number of students in their grade. These bus runs are not as efficient as the others, in many cases transporting less than 20 students.

The Transportation Department owns a school transportation software application called Trans Traks, but it has never been used, and bus routes are developed manually. The software includes components that can assist in vehicle maintenance, driver training records, dispatch operations and bus routing. Although Trans Traks is one of the simplest programs available, it still requires a great deal of clerical input and time as well as individuals who are proficient in information technology. Implementing this program could provide valuable management information for the department and district. The routing software utilizes the Microsoft Streets and Trips application and could assist with routing, but staff members would still be required to modify the routes based on local conditions and requirements. The district should prioritize the professional development training and full implementation of the software to improve the departments overall efficiency.

The district's minimum day schedules vary, requiring additional transportation service and costs. Although the district has worked to schedule minimum day dismissals on the same days, some variations remain. If all schools were on the same minimum day schedule and dismissed early by the same amount of time as regular days, there would be no additional costs for operating on those days.

The district provides transportation service to a charter school. This service is billed to the charter school and is a source of revenue to offset the cost of routes.

Recommendations

The district should:

1. Revise administrative regulations to reflect nonservice zones rather than walking distance. This will provide service to fewer students and result in some time and mileage reductions for home-to-school transportation service.
2. Shift approximately one-half of the elementary school bell times to one-half hour later, and shift the high school bell time to 10 minutes later to increase bus route efficiency.
3. Implement the Trans Traks software for bus routing.
4. Revise minimum day schedules so that they occur on the same day and so that all schools dismiss early by the same amounts of time as they do on regular days.

Staffing

In the 2009-10 school year the transportation department was staffed as follows:

Position(s)	Months Worked	Hours Worked
One Supervisor	12 months	Eight hours per day
One Lead Driver	12 months	Eight hours per day (dispatching in the morning and scheduling)
One Senior Driver	12 months	Eight hours per day (Morning and afternoon routes and driver training)
One Transportation Technician	10 months	Eight hours per day (morning route and afternoon dispatch)
One Lead Mechanic	12 months	Eight hours per day
One Mechanic	12 months	Eight hours per day
Two Relief Drivers	10 months,	5½ hours per day (cover routes for absent drivers)
Twenty-one Drivers	10 months	Hours per day depend on routes
One Delegated Behind the Wheel Trainer	10 months	Two hours per day (six hours per day driving a route)
Two Substitute Bus Drivers	On call	

The district laid off employees for the 2010-11 fiscal year, including the supervisor and transportation technician. The new department staffing will be as follows:

Position(s)	Months Worked	Hours Worked
One MOT Director	12 months	Eight hours per day
One Lead Driver	12 months	Eight hours per day (dispatching in the morning and scheduling)
One Senior Driver	12 months	Eight hours per day (driving in the morning, and dispatching in the afternoon)
One Lead Mechanic	12 months	Eight hours per day
One Mechanic	12 months	Eight hours per day
Two Relief Drivers	10 months	5½ hours per day (covering routes for absent drivers)
Twenty-one drivers	10 months	Hours per day depend on routes
One Delegated Behind the Wheel Trainer	10 months	Two hours per day (six hours per day driving a route)
Two Substitute Bus Drivers	On call	

Organizational charts depicting this configuration of these positions are attached as Appendix A to this report.

With this reduction in staffing, the Maintenance, Operations and Transportation (MOT) director will need to be more directly involved in the day-to-day operational functions of the transportation department and develop a good working knowledge of pupil transportation laws, regulations and operational issues. The employee selected for this position has a background and experience as an MOT director in another district. It would be beneficial for this employee to attend training provided by the California Association of School Transportation Officials (CASTO), the California Association of School Business Officials, Transportation R&D (CASBO) and the California Department of Education's Office of School Transportation, School Transportation Administrator's Course.

Because the transportation technician position was reduced, it will be difficult for the department to implement the Trans Traks software program. However because of the advantages of the software, every effort should be made to prioritize implementation of Trans Traks, which may include contracting with an external provider.

In addition, the lead driver that schedules and plans bus routes plans to retire this fiscal year. This employee has vast knowledge of the department's operations and bus routing needs and has held this position for a number of years. It will be important to create a succession plan and ensure that proper training and support is provided to the employee who will replace the lead driver. This employee is also a state-certified school bus driver instructor, and the department should anticipate having one less driver trainer.

The transportation staff indicated that bus drivers have a high absenteeism rate. In the 2009-10 fiscal year, drivers were absent for a total of 2,690 hours, equating to 312 eight-hour days or 1.73 drivers absent every day. This is a 12.14% absenteeism percentage.

In addition to the base bus route time, drivers receive the following time for nondriving activities:

- .25 hours per day for bus pretrip inspection
- .25 hours per day for bus sweeping and cleaning
- .25 hours per day for paperwork time
- .25 hours per day for fueling for some routes, other routes it is paid on the supplemental time sheet.
- .50 hours per day of break time for any route over 5.25 hours, any routes less than this will get .25 hours per day

In all, some drivers receive up to 1½ hours per day of additional time for nondriving activities.

The law requires drivers to perform daily pretrip inspections that generally take approximately 15 minutes per day. Drivers are also required to keep their buses "clean and free of litter." The district's drivers also fuel their own buses at the local Ramos Oil card-lock station. However, it is unusual for drivers to receive additional time to complete paperwork since this task is usually included in the half-hour provided for pretrip inspection and sweeping. Most drivers in comparable districts also do not receive break time because drivers can rest during their routes or on a layover between runs. Because breaks cannot be scheduled during runs, Washington Unified drivers are paid for the time as an additional benefit; however, this defeats the purpose of a break, which is to provide an opportunity for rest during a four-hour block of work.

For the past two years, the transportation supervisor and some California School Employees Association (CSEA) members have been working to complete an employee handbook for the Transportation Department. This unofficial effort has produced a very detailed document intended to supplement or supplant language in the collective bargaining agreement. The handbook includes disciplinary language. Much of this type of language would usually be included in the collective bargaining agreement, and the district should work to develop appropriate bargaining agreement language and an appropriate department handbook.

Many school districts with a delegated behind-the-wheel instructor use that individual on an as-needed basis instead of providing the position with a regular, daily contract. With the impending departure of the lead driver, the district should evaluate the overall need for driver instruction staffing. After the departure, the senior driver will drive in the morning and dispatch in the afternoon, and the delegated behind-the-wheel instructor will work the position's contracted two hours per day. That should be sufficient staffing for driver training.

The lead driver job description requires that the individual possess a school bus driver instructor certification. It may be difficult to attract a candidate with this qualification, so the district should consider advertising that if the successful candidate does not possess this certificate, he or she will need to earn it within a reasonable amount of time.

Recommendations

The district should:

1. Ensure that the MOT director is actively involved in daily Transportation Department operations and receives appropriate training in laws, regulations and generally accepted school transportation practices.
2. Evaluate the need for additional clerical support to implement Trans Traks.
3. Evaluate bus driver absenteeism and implement remedial practices as outlined in the CBA.
4. Analyze the additional time that bus drivers are paid to determine whether any savings can be realized.
5. Develop an appropriate department handbook, and bargain with CSEA to ensure that CBA language on Transportation Department procedures is incorporated.
6. Evaluate the need for driver training time.

Driver Training and Safety

The Transportation Department operates in compliance with all laws and regulations regarding driver training. The driver training records are in order, clear, understandable and meet reporting requirements.

The lead mechanic's driver training records show that he is not in compliance with regular in-service time required by EC 40085. The department indicated that the lead mechanic is not asked to drive or substitute on bus routes. The regulation requires the district to notify the local CHP school pupil safety officer when a school bus driver does not receive the required annual minimum of 10 hours of in-service time. The training generally must be made up within 30 days. The lead mechanic has not been in compliance for a couple of years, and there is no record of notification to the local CHP.

School bus drivers require the greatest amount of training of any driver in the state. Before being licensed, the candidate must complete a minimum of 20 hours of classroom training and 20 hours of behind-the-wheel training. Drivers must receive a minimum of 10 hours of in-service time each year, which can be classroom time or behind-the-wheel time. Most school districts spend a great deal more time training new drivers and many provide much more than 20 hours of training per year.

The state certifies two types of school bus driver instructors. A state-certified school bus driver instructor can teach in the classroom, during in-service training, and behind the wheel. A delegated behind-the-wheel instructor can teach only behind-the-wheel under the direction of a state-certified school bus driver instructor. The district has two state-certified school bus driver instructors and one delegated behind-the-wheel instructor on staff, but little driver training has occurred according to the driver records. Most drivers receive approximately the required minimum of 10 hours annually. A driver instructor or supervisor rarely rides along with a driver, and this should be a regular practice.

The district has an older plan that should be evaluated and updated if necessary.

In spite of this, the department reported a relatively low accident rate, and had no accidents during the 2009-10 school year.

Education Code 39831.5 requires school districts to conduct and document school bus evacuation drills each year. Washington Unified School District complies with this regulation.

Education Code 39831.3 mandates that districts adopt a transportation safety plan and maintain a copy of that document at every school site for potential inspection by the CHP. The district has an older plan that should be evaluated and updated if necessary. Copies of the document should be sent to each site, ensuring that staff members are knowledgeable of its contents and implementation.

The state's school bus drivers are subject to federal drug and alcohol testing rules for commercial drivers. The district complies with these rules. The Transportation Supervisor monitors and implements the program, but when this individual departs, the MOT or another district administrator will need to be familiar with the elements of this requirement and oversee the program.

Recommendations

The district should:

1. Utilize the driver trainers on staff to provide quality instruction and training.
2. Assign a driver instructor supervisor to regularly ride with drivers on their routes as an element of supervision and to recommend any additional training.
3. Review and update the transportation safety plan and ensure that a copy is placed at each school and school site officials are familiar with its contents and implementation.
4. Ensure that a district official takes responsibility for the federal drug and alcohol testing program.

Vehicle Maintenance

At least annually, the California Highway Patrol (CHP) Motor Carrier Division sends a representative to inspect each district bus as well as records on vehicle maintenance, driver training and federal drug and alcohol testing. This motor carrier inspector issues a terminal grade report. The district has consistently received the CHP's highest grade of "satisfactory," indicating compliance with all of the appropriate laws and regulations.

The vehicle maintenance records are minimally compliant with laws and regulations, but do not provide management information. The Trans Traks program can be used to produce work orders and reports that track parts costs and maintenance time per vehicle, fuel mileage, tire usage, and overall vehicle maintenance history. This type of data collection and reporting could also produce a mechanic productivity report and track inventory.

In addition to the 29 buses it maintains, the department also maintains approximately 24 other vehicles and trailers excluding small maintenance equipment such as mowers, edgers and chain saws. Mechanic staffing for this number of vehicles and equipment is adequate, but the department would likely be unable to perform its own data entry if Trans Traks is utilized.

The Transportation Department lacks an inventory system. The department stocks typical parts for a school district transportation department shop, some for buses and some for other district vehicles.

A review of invoices over this past school year found that the district uses vendors appropriately for jobs that the department cannot perform due to lack of equipment. Most school transportation shops utilize outside vendors for major or specialty work such as engine and transmission rebuilds alignments, body and paint work and machine work.

Bus No. 15 has been out of service for nearly two years with a transmission that needs rebuilding because this repair is thought to be too expensive. The typical cost of a rebuilt transmission is approximately \$7,000. This vehicle is a 1999 Blue Bird coach-type bus that is too new to be placed out of service. Buses occasionally need major work or component overhauls, but the district should plan for these events. The longer this bus remains out of service, the more likely that it will develop other mechanical problems that must be repaired before it is placed back into service.

The district has no fuel on site and purchases all fuel at a local card-lock fuel station operated by Ramos Oil, a local oil and fuel supplier. Although the system is secure and limits the potential for theft, there is a cost associated with this system. The district could likely procure fuel more inexpensively if it had some capacity on-site. School districts are exempt from the federal excise tax on gasoline and diesel fuel, and state excise tax on diesel. However, an inspection of some fuel invoices found that Ramos Oil collects the state excise tax on some diesel fuel. This discrepancy should be corrected.

State law requires school buses to be inspected every 45 days or 3,000 miles, whichever comes first. Washington Unified inspects its buses more frequently than required by law, and this may be costly. In addition, mechanics reported that they change oil on buses every 6,000 miles and other fluids annually. This practice should be evaluated since some fluids may not require such frequent change intervals.

Title 49 of the Federal Code of Regulations requires mechanics who adjust air-brake vehicles to have a certificate. This document must indicate the air brake training that was received, or that the mechanic has at least one year of experience maintaining and adjusting air brakes. Neither of the mechanics has this certification on file, but they appear to have the required knowledge.

Although the shop is relatively clean and organized, there are old and surplus parts and vehicles in the shop and around the grounds. The shop area should be cleaned and the district should dispose of old and surplus equipment.

Recommendations

The district should:

1. Implement a work-order system and enter inventory data and work orders in Trans Traks to generate valuable management information.
2. Evaluate the costs and benefits of installing a fuel dispensing system at the district. Excise tax exemptions should be reviewed to ensure that the district is benefiting from them.
3. Ensure mechanics have documented certification of air-brake adjustment training or experience.
4. Evaluate the appropriate intervals for typical service practices.
5. Clean and dispose of old or surplus equipment and vehicles.

Facility

The bus maintenance shop is old and inadequate. It has only one service door, which is too low for some of the newer buses with air suspensions and roof hatches. Consequently most bus maintenance is performed outdoors next to the shop. During the rainy season, the mechanic backs the bus to the open door for protection during servicing, but otherwise, mechanics and vehicles are exposed to the weather.

The district provides tools and equipment that are adequate for a fleet of this size and type; however, there are no hydraulics lifts. Hydraulically lifting a bus provides the mechanic with an unobstructed view of the undercarriage and makes it easier to service vehicle than using a creeper to roll under the bus.

The district ideally should construct a new bus and vehicle maintenance shop appropriate for the work performed. In the interim, the district should purchase a four-post portable wheel lift system that could be used to lift and repair a bus outside. These lifts are relatively inexpensive and useful for most maintenance jobs.

Although card-lock stations provide some convenience, the district may not obtain the best price on fuel. The district should explore the feasibility of creating and constructing a fueling capacity on-site.

Fueling security is important. With the current system, the driver needs to utilize two cards, one assigned to the driver and one to the bus. Although theft is always a concern, the staff reviews the invoices for appropriateness. If a fuel system is constructed on site, the district should ensure the implementation of security measures to minimize the potential of theft.

The vehicle maintenance facility has no approved vehicle wash area or steam cleaning area. The buses are washed monthly by a separate contract company that performs the task on-site and complies with all the appropriate environmental rules regarding this form of industrial waste. The price of \$13 per bus is relatively inexpensive, and the vehicles were clean at the time of FCMAT's site visit. However, it is important for the district to construct an approved separator so that transportation personnel can steam clean bus undercarriages, engines and equipment on site. It is difficult to conduct a thorough bus inspection if this cleaning is not performed regularly.

The Transportation Department office is an older portable building just outside the gate at the bus yard. The building shows signs of water leaks, age and wear. The driver and employee lounge is housed in nearby trailer. This is an adequate space for the drivers and other employees, but it lacks running water and a toilet. As a result, drivers must use the bathroom in the transportation office.

Recommendations

The district should:

1. Construct an appropriate bus maintenance shop, and in the interim purchase, a four-post bus wheel lift.
2. Consider establishing fueling capability on site.
3. Develop an approved separator system so buses can be steam cleaned or washed on site.

Bus Replacement

The district owns 29 school buses with the oldest from 1992 and the newest a 2008 model. Twelve buses provide special education service, with the remaining vehicles used for regular home-to-school service and field trips. However, two special education buses and one home-to-school bus are out of service. With nine special education routes and only 10 special education buses in service, the district has an insufficient number of spare buses for special education transportation. With 11 home-to-school routes and 18 buses available for this service, the number of available home-to-school buses is adequate.

The district has a relatively new fleet of school buses in good condition that were purchased outright or obtained through lease-purchase financing. Over the past two decades, grant funding has been available for bus replacement through a variety of sources including the California Energy Commission, the California Air Resources Board and local air districts. Washington Unified has never received grant funding for bus replacement, paying full price for all its buses. The district should aggressively pursue these grants.

The California Air Resources Board has adopted new truck and bus rules that will apply to all of Washington Unified's diesel school coaches and any diesel-powered bus that weighs more than 14,000 pounds, gross vehicle weight rating. As early as 2011 and as late as 2018, the district will be required to retrofit all these diesel exhaust systems with particulate filters that capture harmful particulate matter. Grants have been available for this purpose over the years, but the district has never applied for funding. Depending on the equipment, the cost could be more than \$25,000 per bus. A copy of these rules as they apply to school buses is attached as Appendix B to this report.

Washington Unified has never received grant funding for bus replacement, paying full price for all its buses.

Recommendations

The district should:

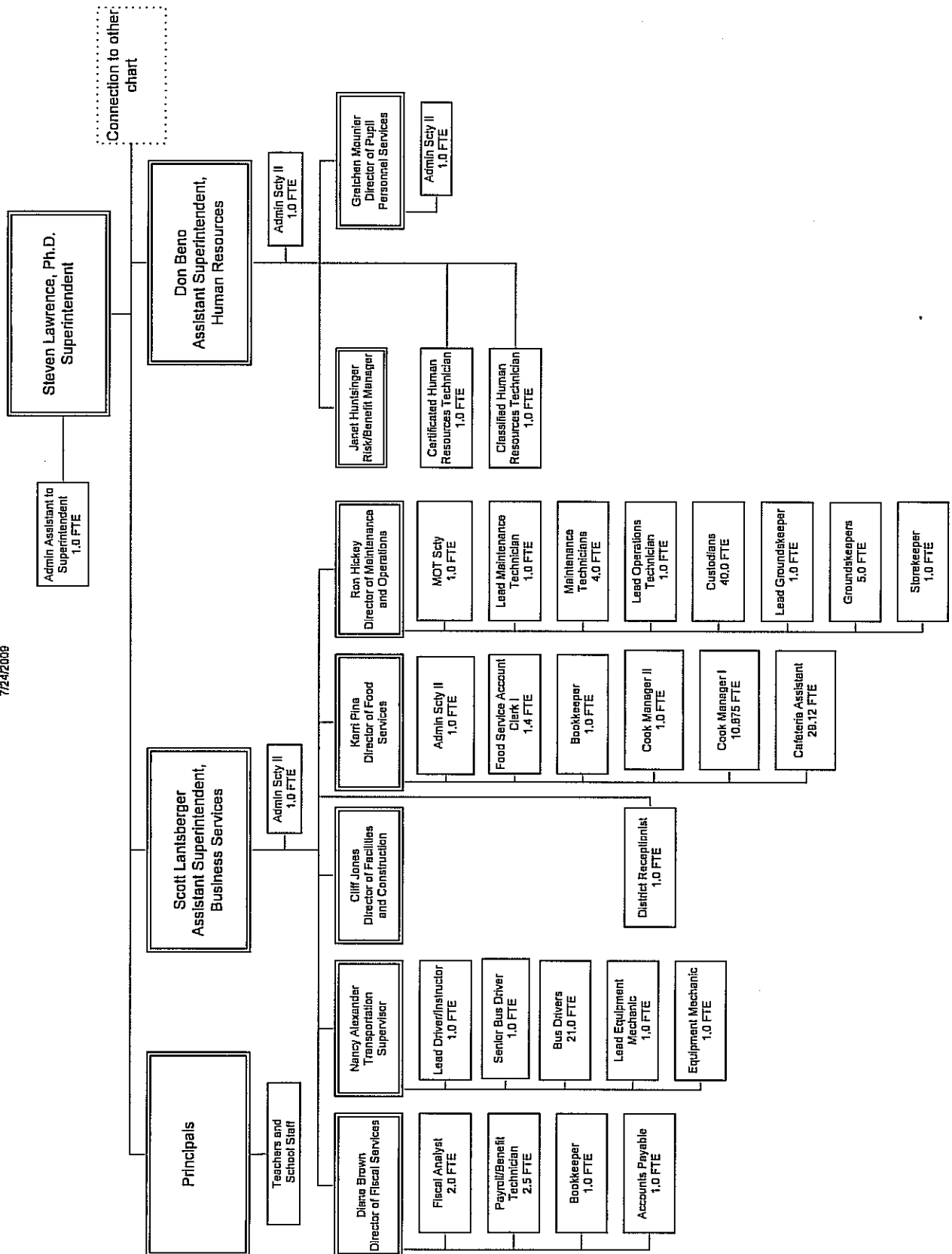
1. Consider purchasing one or more spare buses for special education service.
2. Pursue bus replacement grants as they become available.
3. Plan for compliance with the California Air Resources Board's truck and bus rules.

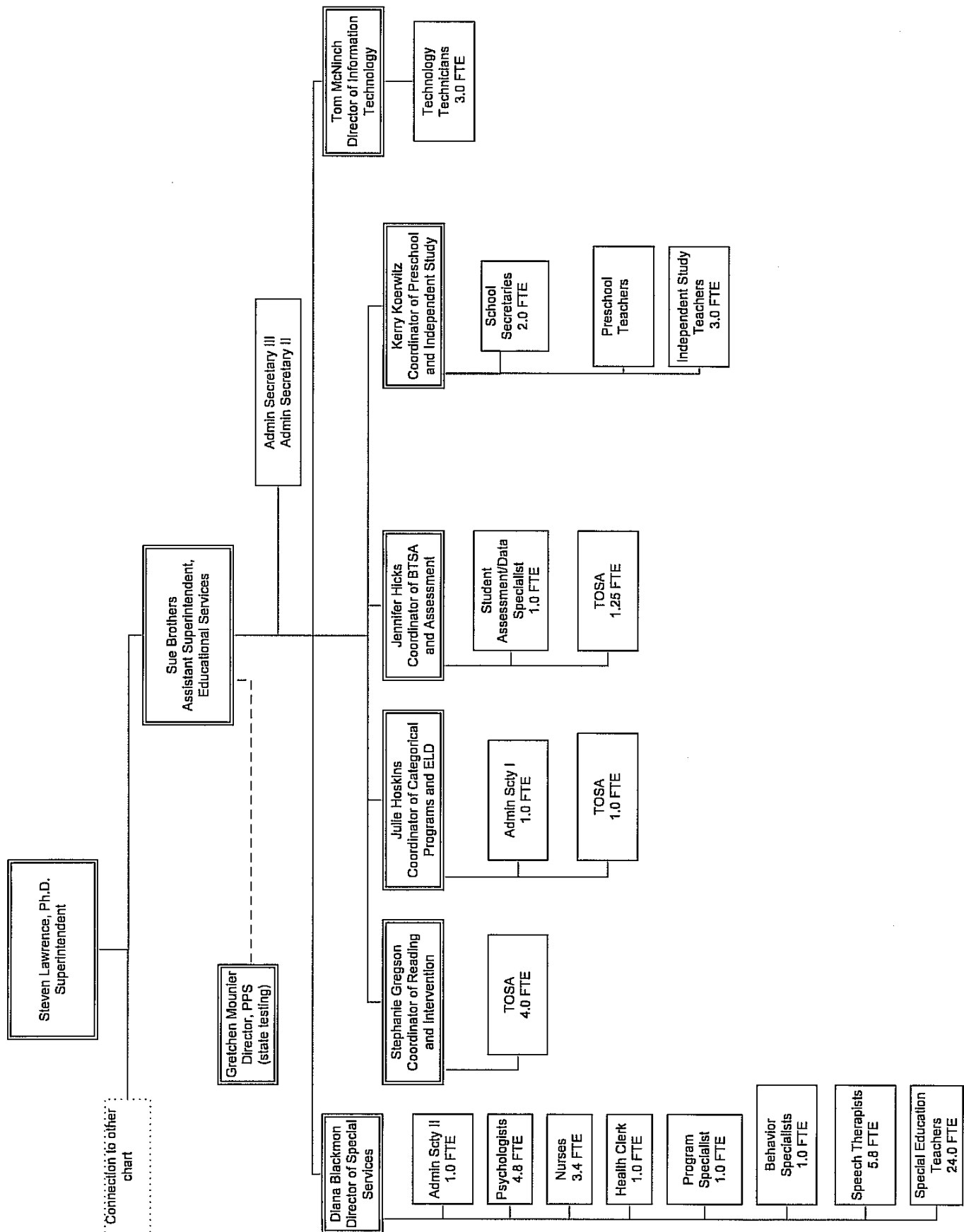
Appendices

- A. Organizational Charts**
- B. Truck and Bus Regulation School Bus Provisions**
- C. Study Agreement**

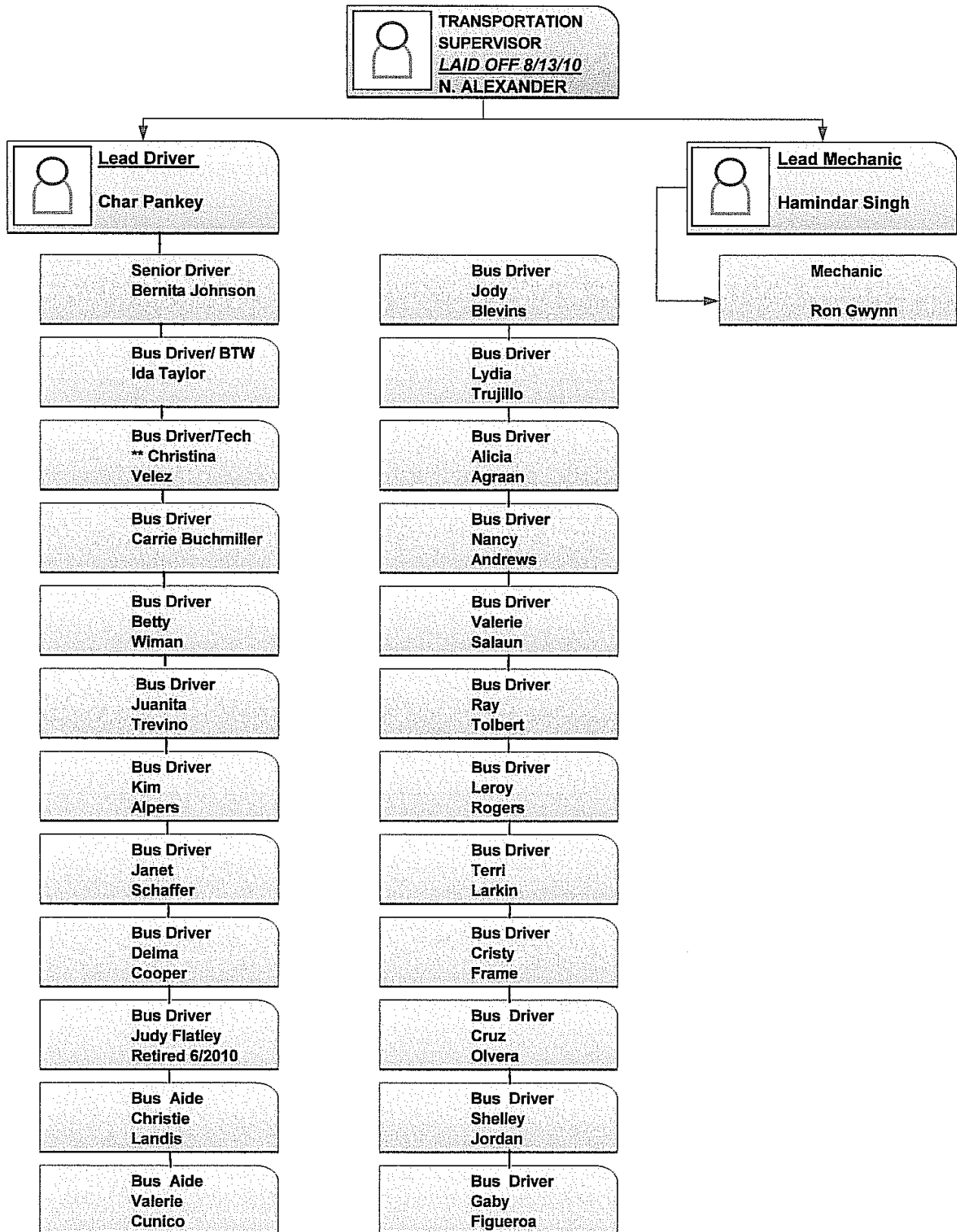
Washington Unified School District

2009-2010
7/24/2008





TRANSPORTATION ORGANIZATIONAL CHART



** TECH LAID OFF 7/2010

FACTS ABOUT

Truck and Bus Regulation School Bus Provisions*Less stringent requirements for owners of school buses*

On December 12, 2008, the California Air Resources Board (ARB) approved a new regulation to significantly reduce emissions from existing on-road diesel vehicles operating in California. As discussed below, the regulation includes requirements for school bus particulate matter (PM) reductions. For general information about the regulation, see *Overview of the Truck and Bus Regulation*.

What does the regulation require?

Owners must retire school buses manufactured before April 1, 1977, by January 1, 2012. Remaining school buses must have exhaust retrofits installed that capture pollutants before they are emitted to the air. The regulation provides three options for owners to reduce emissions in their fleet. A fleet owner may not use non school bus vehicles to satisfy requirements for school buses.

How does the proposed regulation define a school bus?

School buses are vehicles providing transportation of any school pupil at or below the 12th-grade level to or from a public or private school or to or from public or private school activities.

What school buses are subject to this regulation?

Diesel-fueled school buses weighing more than 14,000 lbs GVWR are subject to this regulation.

What school buses are already in compliance with this regulation?

- School buses with level-3 (85 percent reduction of PM) particulate filters installed as after-treatment or by the original engine manufacturer
- School buses with a level-2 (50 percent reduction of PM) particulate filters installed on or before December 31, 2005, if that was the highest level device available at the time

What are the exemptions and special provisions for school buses?**Exemptions**

Small school buses, less than 14,000 lbs GVWR, school buses registered as historic vehicles and non diesel-fueled school buses such as CNG-fueled school buses

Low use school buses

School buses operated less than 1,000 miles in a 12-month period are exempt from the performance requirements of this regulation; however, these vehicles are subject to the reporting requirements.

School buses that cannot be retrofitted

A delayed compliance date of January 1, 2018, is provided for school buses that cannot be retrofitted (e.g. 2-stroke engine buses). Reporting requirements apply until the school bus is brought into compliance. These buses must be replaced, or repowered with an engine that can be retrofit, if no retrofit is available by January 1, 2018.

Is incentive money available?

The Lower-Emission School Bus Program (LESBP) provides financial incentives to replace high-emitting pre-1987 model year school buses with lower-emitting new buses, and to equip in-use diesel school buses with ARB-verified diesel retrofit devices to reduce toxic PM emissions. Information about this grant program is located at <http://arb.ca.gov/bonds/schoolbus/schoolbus.htm>. The LESBP provides up to \$140,000 per bus to help replace an existing older school bus with a new diesel or alternative-fueled school bus. However, this funding amount does not cover the cost of a typical hybrid school bus. The Hybrid Truck and Bus Voucher Incentive Program (HVIP) would allow for LESBP and HVIP funds to be combined to pay for up to the full cost of a new hybrid school bus. Additionally, local air districts may have funding, such as motor vehicle registration fee surcharge money, which can be used to replace or retrofit school buses.

What are the compliance options for school buses?

The first option, the best available control technology (BACT) option, allows owners to install PM retrofits and replace vehicles (or engines) according to a prescribed schedule based on the existing engine model year (See Table 1). There are no reporting requirements for the fleet choosing this option.

Table 1: Best Available Control Technology Compliance Schedule for Schoolbus Fleets

Compliance Deadline, as of January 1	Engine Model Years
2011	2000 and newer
2012	1994 - 1999
2013	1987 - 1993
2014	Pre - 1987

The second option, the PM BACT percentage limit option, allows fleet owners to ensure that a minimum percentage of the fleet is in compliance with the regulation each year (See Table 2). There are reporting requirements for the fleet choosing this option.

Table 2: Percent of Total Fleet That Must Comply with PM BACT

Compliance Deadline, as of January 1	Percent of Total Fleet Complying with BACT
2011	25%
2012	50%
2013	75%
2014	100%

The third option, the PM fleet averaging option, allows fleet owners to ensure that their fleet average emission rate is at or below the target for a given year. There are reporting requirements for the fleet choosing this option. An on-line calculator to assist fleet owners using this option can be found at: <http://www.arb.ca.gov/msprog/onrdiesel/calculators.htm>. The compliance table is located in the regulatory language at the end of section 2025 (h)(3).

When is the CHP Safety Inspection required?

A California Highway Patrol safety inspection is required after the retrofit is installed and before the school bus returns to service.

When are the reporting requirements for school buses subject to this regulation triggered?

When the owner of the fleet chooses to comply with option 2, the PM BACT percentage limit option, option 3, the PM fleet averaging option, or when the owner utilizes special provisions such as 'Low use school buses' and 'school buses that cannot be retrofitted,' reporting requirements apply beginning January 1, 2010.

Where can I find more information about the regulation?

Fact sheets, compliance tools, and regulatory documents are available at www.arb.ca.gov/dieseltruck or by calling the ARB's diesel hotline at (866) 6DIESEL (634-3735). You may also obtain this document in an alternative format by contacting ARB at: (916) 322-4505 (voice); (916) 324-9531 (TDD, Sacramento area only); or (800) 700-8326 (TDD, outside Sacramento). TTY/TDD/Speech-to-Speech users may dial 711 for the California Relay Service.

Appendix I

School Bus Regulatory Requirement

School Bus Regulatory Requirements

The reduction of diesel exhaust emissions is imperative to reducing all Californians exposure to cancer-causing and smog-forming compounds. School age children are an especially vulnerable segment of our population to the affects of air pollution. Reducing children's exposure to the harmful affects of diesel exhaust can be achieved through the implementation of the proposed regulation.

A. School Bus Regulatory Requirements

Diesel-fueled school buses as defined in the California Vehicle Code section 545 with a GVWR above 14,000 pounds will need to install a Verified PM retrofit device meeting the requirements of the regulation. Unlike all the other vehicle sectors subject to the proposed NOx and PM requirements of the proposed regulation, school buses are only required to meet the proposed PM requirements and are subject to several special provisions and timetables specifically designed for this sector. School buses manufactured prior to April 1, 1977, before minimum federal safety standards, will be required to be removed from service by January 1, 2012. Proposition 1B, approved by California voters in 2006, will provide \$200 million, through the Lower-Emission School Bus Program, to replace all remaining eligible pre-1977 model year school buses, replace approximately 1000 model year 1977 to 1986 school buses and install diesel particulate filters on about 3500 buses. All buses replaced or retrofitted through the Lower-Emission School Bus Program will be in compliance with the proposed regulation. All remaining diesel-fueled school buses must meet one of the following three proposed compliance options:

- The Best Available Control Technology (BACT) Compliance Schedule
- The BACT Percentage Limits Compliance option
- Fleet Average Compliance Option

School buses would be considered in compliance with the proposed regulation when they have installed the highest level VDECS available for the school buses engine, either a Level-2 or Level-3 (50 percent or 85 percent reduction in PM, respectively) by the designated compliance date under the option selected. Depending on the compliance option chosen and the VDECS that is installed, a school bus fleet may be subject to proposed reporting requirements.

If it is not technologically feasible for the school bus engine to be retrofitted with a Level-2 or Level-3 VDECS, then compliance may be delayed until January 1, 2018. Before the beginning of 2018 the unretrofitable school bus engine needs to be replaced with an engine that is in compliance with the proposed regulation or the school bus needs to be replaced.

B. The BACT Compliance Schedule Option

It is anticipated most school bus fleets would use the BACT compliance option. School bus fleet operators would be required to retrofit specific model year school bus engines with the highest level VDECS meeting the requirements of the proposed regulation by specified dates as described in Table 1 below. School buses that can not be retrofitted with a Level-2 or higher VDECS will be allowed to delay compliance with the proposed regulation until January 1, 2018. However, operators will be required to report the status of that school bus engine to the ARB annually through 2017.

Table 1: Best Available Control Technology Compliance Schedule for Schoolbus Fleets

Compliance Deadline (as of January)	Engine Model-Years
2011	2000 and newer
2012	1994 – 1999
2013	1987 – 1993
2014	Pre-1987

C. The BACT Percentage Limits Compliance Option

School bus fleet operators that choose the BACT Percentage Limits compliance option will be required to retrofit a percentage of the school bus fleet with the highest level VDECS meeting the requirements of the proposed regulation by specified dates as described in Table 2 below. School buses that can not be retrofitted with a Level-2 or higher VDECS will be allowed to delay compliance with the proposed regulation until January 1, 2018. If the school bus fleet operator chooses the BACT Percentage Limits compliance option then all school buses in the fleet will need to be reported annually to the ARB.

The percentage limits compliance option would work well for school bus fleets that either have a large number of newer school buses or school bus fleets that have taken advantage of available incentive funding to retrofit a large portion of their school bus fleet. School bus fleets that already have significant retrofit penetration into their fleet could potentially be in compliance with the proposed regulation for the first year or two.

Table 2: Percent of Total School Bus Fleet That Must Comply with PM BACT Standard

Compliance Deadline (as of January 1)	Percent of Total Fleet Complying with PM BACT
2011	25%
2012	50%
2013	75%
2014	100%

D. Fleet Averaging Compliance Option

School bus fleet operators that choose the fleet averaging compliance option will calculate the average emission level of their school bus fleet and compare that value with the fleet PM targets as indicated in the proposed regulation. The average emission level for the school bus fleet will need to be at or below the Fleet PM Targets provided in Section 2025 (h) of the proposed regulation to be considered in compliance. School bus fleets will reduce the emissions from their fleet by retrofitting school bus engines with the highest level VDECS and replacing older school buses with new buses meeting the 2007 diesel PM emission standard of 0.1 g PM/bhp-hr. School buses that can not be retrofitted with a Level-2 or higher VDECS will be allowed to delay compliance with the proposed regulation until January 1, 2018, however, these buses need to be included in the school bus fleet average calculation. School bus fleets that use alternative-fueled school buses will be allowed to use the credit for alternative-fueled vehicles. The credit for alternative-fueled vehicles can only be used with the Fleet Averaging Option.

The fleet average compliance option is well suited for school bus fleets that are largely comprised of alternative-fueled vehicles with a small number of relatively newer diesel fueled school buses or school bus fleets that are largely comprised of new diesel-fueled school buses meeting the 0.01 g PM/bhp-hr emission level.

E. Special Provisions for School Buses

School buses are eligible for Low-Use Exemption if the school buses have a working odometer and travels less than 1000 miles per year, an hour meter will not be required to be installed. School buses that meet the requirements of the low-use exemption will be not be required to install a VDECS and can continue to be operated by the school bus fleet operator. Low-use school buses will not be required to be included in determining compliance with the regulation compliance options. School bus fleet operators that choose to use the low-use exemption are required to report that school bus to the ARB.

School buses that are registered as historic vehicles and meet the requirements of historic vehicles as defined in the proposed regulation are exempt from the requirements of the proposed regulation.

F. Available Incentive Funding for School Bus Fleet Operators

Public school districts and public school districts operating as part of a joint powers authority are eligible for school bus replacement and retrofit funding under the Lower-Emission School Bus Program. Private companies that contract with public school districts are eligible for retrofit funding under the Lower-Emission School Bus Program. Typically the local air district implements the Lower-Emission School Bus Program in their area. However, some smaller and medium sized air districts have chosen to have the ARB implement the Program in their air districts. School districts that are interested in the Lower-Emission School Bus Program should contact their local air district to determine who is implementing the Program in their area.

Assembly Bill 923 (AB 923, Stat 2004 Ch 707) is another possible source of funding for school bus replacement funding. This legislation has provided a mechanism for air district to increase the motor vehicle registration fee surcharge from four dollars to six dollars. The additional two dollar surcharge may be used by the air district for four different clean air categories, including school bus replacement projects pursuant to California's Lower-Emission School Bus Program. Not all air districts are allowed to collect the DMV registration fee and some air districts choose not to assess the fee. Public school districts should contact their local air districts to see if AB 923 funds are available for school bus replacement. The California Department of Education's Small School District School Bus Replacement Program provides funding for the replacement of older school bus for public school districts with an average daily attendance below 2,501 students, school districts should contact the California Department of Education for information on this program.

Private schools are not eligible for school bus replacement or retrofit funds from the Lower-Emission School Bus Program. A more in depth discussion on incentive funding for school bus replacement and retrofit funding can be found in Chapter XV of the staff report.

G. Existing School Bus Fleet

Currently there are about 24,000 school buses that transport children to and from school in California. Although alternative-fueled school buses have become very common in California over the last decade, the in-use school bus fleet operating in California is still primarily diesel-fueled. School buses tend to accrue fewer miles than other heavy-duty vehicles operating in California, which leads to vehicles having a long useful life. As such, school bus fleets tend to be comprised of buses that have been or will operate for 30 years or more.

The oldest school buses still in operation in school bus fleets are from the 1973 model year. With the financial assistance provided through California's Lower-Emission School Bus Program the remaining pre-1977 model year school buses will be replaced by February 2010, as well as about 40 percent of the remaining pre-1987 model year school buses by the middle of 2011.

In addition, approximately 10 percent of the school bus fleet still uses 2-stroke diesel engines, many of which have uncontrolled diesel PM emissions. These buses can not be retrofitted, therefore it is expected that these 2-stroke engine school buses will need to be replaced by the end of 2017 to comply with the proposed regulation.

Currently, approximately 20 percent of the in-use school bus fleet has already been retrofitted with a diesel particulate filter putting them in compliance with the proposed regulation. A further 10 percent of the school bus fleet has a diesel particulate filter installed by the engine manufacturer and are therefore in compliance with the proposed regulation, as well as all model year alternative-fueled school buses. Overall, at least one-third of the fleet meets the proposed requirements today.

H. Existing Technology Availability for School Buses

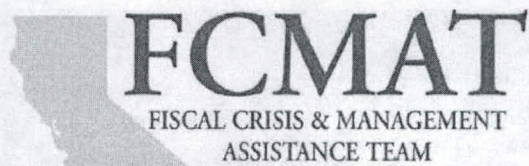
School buses were one of the first vehicle classes to be retrofitted with diesel particulate filters and as such some school bus fleet operators have become very experienced with VDECS. Not all diesel engines are suitable for VDCES retrofit. Some engines, like 2-stroke engines do not have a VDECS available meeting the requirements of the proposed regulation.

School bus fleets have been able to employ both active and passive style diesel particulate filters on school bus engines. Active style diesel particulate filters require an external heat source to oxidize the collected diesel PM while passive style filters use the heat from the engine with the help of a catalyzed filter washcoat to force the oxidization of the collected diesel PM while the school bus is in operation. Typically, newer buses employ less expensive passive style filters while older school bus engines require the use of active style filters.

Generally, school bus engines manufactured before 1987 can not be retrofitted with either a passive or active diesel particulate filter. School bus engines from model year 1987 to 1993 can typically be retrofitted with active filters with the exception of the 2-stroke engines. School bus engines from model year 1994 to 2002 are good candidates for retrofit with most of these engines being able to be retrofitted with the passive-style filter. School bus engines from model year 2003 to 2006 generally employ exhaust gas recirculation systems to reduce the levels of NOx in the exhaust. Currently there are not any PM filters verified for 2003 to 2006 model year engines, but it is anticipated that PM filters will be verified in the near future.

If an engine in a school bus is not retrofittable, the engine can potentially be replaced with an engine that can be retrofitted. Repowering a school bus with a newer engine may be feasible for some school bus fleet operators that wish to maintain their older school buses in operation.

Since 2001 all school buses funded under California's Lower-Emission School Bus Program had diesel particulate filters installed and are in compliance with the proposed regulation. Diesel engines manufactured for model year 2007 and newer have diesel particulate filters installed by the engine manufacturer and are considered in compliance with the proposed regulation.



CSIS California School Information Services

**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
May 13, 2010**

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Washington Unified School District, hereinafter referred to as the District, mutually agree as follows:

1. BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The District has requested that the Team provide for the assignment of professionals to study specific aspects of the Washington Unified School District operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

In keeping with the provisions of AB1200, the County Superintendent will be notified of this agreement between the District and FCMAT and will receive a copy of the final report.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

- 1) Conduct a review of the District's Transportation program and operations for regular home to school services. The evaluation shall provide recommendations, if any to reduce encroachment from the Unrestricted General Fund

- 2) Provide recommendations for a new bus routing methodology based on a standardized district wide school bell schedule and the most efficient use of transportation routes. This option should also include staggering start times at the district school sites. An evaluation of the district's board policies regarding bus pickup and walking distances should be included in this component
- 3) Review bus routes and provide recommendations for changes to improve route efficiency. Provide an estimate of the cost to implement the recommendations and identify possible funding sources
- 4) Analyze the fiscal impact of current bargaining contract provisions related to transportation including wait time, field trips, extra duty, additional benefits, other overtime and hourly activities. This component should include options to increase ridership and improve the registration process, if any

B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the School District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study
- 2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary
- 3) Exit Report - The Team will hold an exit meeting at the conclusion of the on-site review to inform the District of significant findings and recommendations to that point
- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District administration following completion of the review
- 7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District's progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the District in a FCMAT Management Letter

3. **PROJECT PERSONNEL**

The study team will be supervised by Anthony L. Bridges, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- | | |
|----------------------------|---------------------------------------|
| <i>A. Bill Gillaspie</i> | <i>FCMAT Chief Management Analyst</i> |
| <i>B. To Be Determined</i> | <i>FCMAT Consultant</i> |
| <i>C. To Be Determined</i> | <i>FCMAT Consultant</i> |

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. **PROJECT COSTS**

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

- A. \$500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. The District will be billed for the daily rate and expenses of the independent consultant, only. The District will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District.

Based on the elements noted in section 2 A, the total cost of the study is estimated at \$14,000.

- C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. RESPONSIBILITIES OF THE DISTRICT

- A. The District will provide office and conference room space while on-site reviews are in progress.
- B. The District will provide the following (if requested):
 - 1) A map of the local area
 - 2) Existing policies, regulations and prior reports addressing the study request
 - 3) Current organizational charts
 - 4) Current and four (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing
- C. The District Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

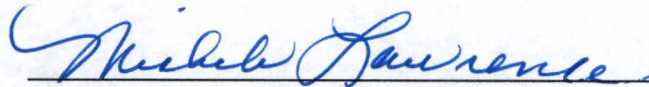
Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with District pupils. The District shall take appropriate steps to comply with EC 45125.1(c).


6. PROJECT SCHEDULE

The following schedule outlines the estimated planned completion dates for key study milestones:

<i>Orientation:</i>	<i>Tentatively June 28, 2010</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>Tentatively August 27, 2010</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>If requested</i>

7. **CONTACT PERSON**Name of contact person: Scott Lantsberger, Assistant SuperintendentTelephone: (916) 375-7604 x1010 FAX: 916-375-7629E-Mail: slantsberger@wusd.k12.ca.us

 6/7/2010
Michele Lawrence, Interim Superintendent Date
Washington Unified School District

 May 13, 2010
Anthony L. Bridges, Deputy Executive Officer Date
Fiscal Crisis and Management Assistance Team

