



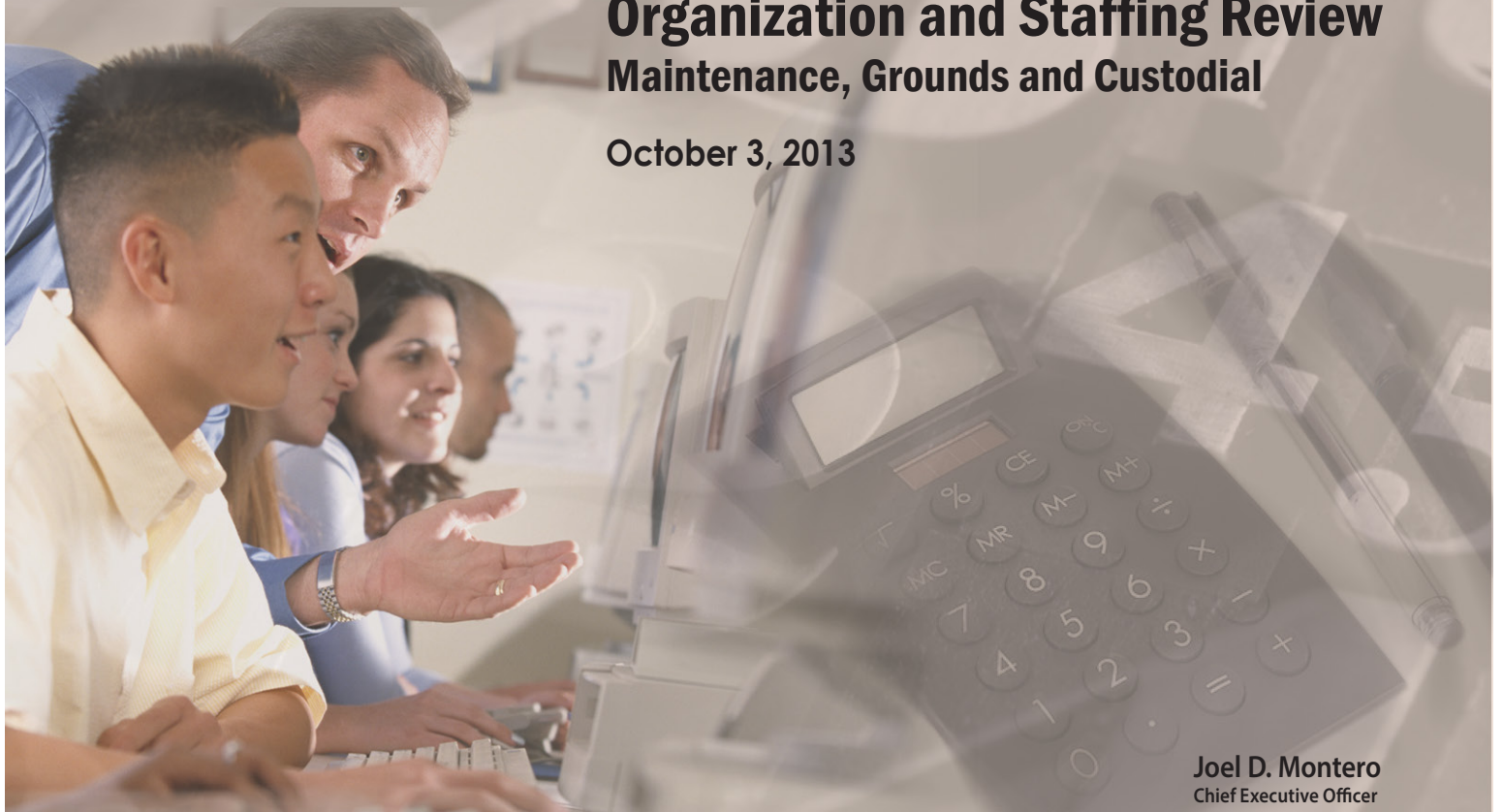
FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

Sanger Unified School District

Organization and Staffing Review Maintenance, Grounds and Custodial

October 3, 2013



Joel D. Montero
Chief Executive Officer





October 3, 2013

Matthew Navo, Superintendent
Sanger Unified School District
1905 Seventh Street
Sanger, CA 93657

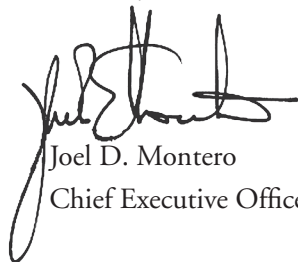
Dear Superintendent Navo:

In April 2013, the Sanger Unified School District entered into a study agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) for a study to perform the following:

1. Conduct an organizational, staffing and efficiency review of the district's maintenance, grounds and custodial operations.
 - a. The team will provide comparative staffing data for districts of similar size and structure and make recommendations to improve operational efficiencies that may reduce district costs. The district comparison will include at least three comparable school districts and may include those utilized in the district's collective bargaining process.
 - b. The team will review job descriptions for all department positions; evaluate capacity, scheduling, efficiency and functions; and will make recommendations for staffing and operational improvements. All recommendations will include estimated calculated values for any proposed position reductions or additions.
 - c. The team will evaluate the operational work flow of each function for the maintenance, grounds and custodial department and make recommendations for improved efficiency and standard industry practices.

This report contains the study team's findings and recommendations. We appreciate the opportunity to serve you and extend our thanks to all the staff of the Sanger Unified School District for their cooperation and assistance during fieldwork.

Sincerely,



Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

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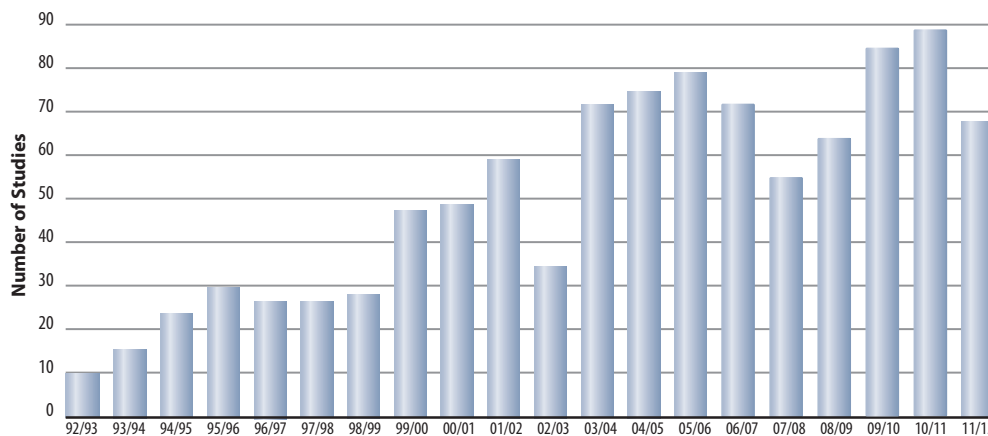
About FCMAT

FCMAT's primary mission is to assist California's local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

Studies by Fiscal Year



FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county offices of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

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 850 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by 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.

Introduction

Background

Located in southeast Fresno County, the Sanger Unified School District has an enrollment of approximately 10,800 students and serves the city of Sanger and the surrounding communities of Centerville, Del Rey, Fairmont, Lone Star, Tivy Valley and portions of the Sunnyside area of metropolitan Fresno. Encompassing about 180 square miles, the district has 19 school sites, including three charter schools, a community day school, and an adult school.

The district's enrollment has increased each year for the last five years and is expected to peak at 12,514 students in fiscal year 2022-23. Approximately 18.7% of the district's students are English learners, and 72.8% are eligible for free and reduced-priced meals based on fiscal year 2012-13 data obtained from the district.

Each year, the No Child Left Behind Act requires the state and district to review the academic progress of federally funded Title I schools and to identify schools and districts in need of improvement. All schools and local educational agencies that do not make adequate yearly progress (AYP) are identified as being in program improvement under the federal Elementary and Secondary Education Act (ESEA). The ESEA requires all states to implement statewide accountability systems based on challenging state standards in English language arts and mathematics, annual testing for all students in grades three through eight, and annual statewide progress objectives ensuring that all groups of students reach proficiency by fiscal year 2013-14. Assessment results are disaggregated by socioeconomic status, race, ethnicity, disability, and limited English proficiency. Local educational agencies (LEAs) and schools that fail to make AYP toward statewide proficiency goals are subject to improvement and corrective action measures. The district has been in program improvement since fiscal year 2011-12. In fiscal year 2012-13, six schools are in year one of program improvement, and one school is in year two.

In April 2013, the Fiscal Crisis and Management Assistance Team (FCMAT) received a request from the district for management assistance to conduct an organizational, staffing and efficiency review of the district's maintenance, grounds and custodial operations. The study agreement specifies that FCMAT will perform the following:

1. Conduct an organizational, staffing and efficiency review of the district's maintenance, grounds and custodial operations.
 - a. The team will provide comparative staffing data for districts of similar size and structure and make recommendations to improve operational efficiencies that may reduce district costs. The district comparison will include at least three comparable school districts and may include those utilized in the district's collective bargaining process.
 - b. The team will review job descriptions for all department positions; evaluate capacity, scheduling, efficiency and functions; and will make recommendations for staffing and operational improvements. All recommendations will include estimated calculated values for any proposed position reductions or additions.

- c. The team will evaluate the operational work flow of each function for the maintenance, grounds and custodial department and make recommendations for improved efficiency and standard industry practices

Study Guidelines

FCMAT visited the district on July 11-12, 2013 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- Executive Summary
- Organizational Structure
- Maintenance, Grounds and Custodial Staffing
- Training and Safety
- Staffing Comparisons
- Appendices

Study Team

The study team was composed of the following members:

Eric D. Smith, MPA
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Templeton, CA

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*As a member of this study team, this consultant was not representing his employer but was working solely as an independent contractor for FCMAT.

Executive Summary

FCMAT conducted an organizational and staffing review to provide the governing board and district administration with an independent and external review of its Maintenance, Grounds and Operations Department. This was accomplished to identify areas of redundancy, improper segregation of duties between departments, and inappropriate staffing levels based on industry standards and comparisons to other districts of similar size and composition. Three comparative districts were selected using Ed-Data, a collection of statistical performance, demographic and financial data supplied by California school districts. Ed-Data provides a unique information database through the cooperative efforts of the California Department of Education, EdSource and the Fiscal Crisis and Management Assistance Team.

The district should be staffed according to basic theories of organizational structure and standards used in other school agencies of similar size and type. The organizational structure should reflect the generally accepted theories of organizational structure, which include span of control, chain of command, and line and staff authority. Based on a review of comparison districts and interviews with the staff, Sanger Unified is overstaffed in some areas and should consider the following recommendations:

- Ensure that managers receive annual training in administering the classified employee union contract.
- Introduce a custodial handbook to standardize custodial procedures throughout the district.
- Reorganize the custodial management structure so that the custodial manager manages and evaluates all custodial employees. Custodians should not perform tasks that are not included in the custodial job description.
- Consider reducing the director, support services' span of control, either by reassigning duties, such as home-to-school transportation, to another manager or by hiring a transportation supervisor to assist the director.
- Establish a preventive maintenance schedule to ensure that these needs are met before becoming emergency maintenance issues.
- Outfit a mobile maintenance van in order to reduce making multiple trips to and from distant sites.
- Establish a grounds equipment replacement budget based on the life cycle of grounds equipment.
- Implement regular safety training of maintenance, operations and ground staff.

Findings and Recommendations

Organizational Structure

A school district's organizational structure should establish the framework for leadership and the delegation of specific duties and responsibilities for all staff members. This structure should be managed to maximize resources and reach identified goals and should adapt as the district's enrollment increases or declines. The district should be staffed according to basic, generally accepted theories of organizational structure and the standards used in other school agencies of similar size and type. The most common theories of organizational structure are span of control, chain of command, and line and staff authority.

Span of Control

Span of control refers to the number of subordinates reporting directly to a supervisor. While there is no agreed-upon ideal number of subordinates for span of control, it is generally agreed that the span can be larger at the lower levels than the higher levels of an organization. This is because subordinates at the lower levels typically perform more routine duties, and therefore can be more effectively supervised, according to *Principles of School Business Management* by Craig R. Wood, David C. Thompson and Lawrence O. Picus.

Chain of Command

Chain of command refers to the flow of authority in an organization and is characterized by two significant principles. Unity of command suggests that a subordinate is only accountable to one supervisor, and the scalar principle suggests that authority and responsibility should flow in a direct vertical line from top management to the lowest level. The result is a hierarchical division of labor, as described in *Principles of School Business Management*.

Line and Staff Authority

Line authority is the relationship between supervisors and subordinates. It refers to the direct line in the chain of command. For example, the assistant superintendent of business services has direct line authority over the director of fiscal services, and the director of fiscal services has direct line authority over the fiscal services department staff. Conversely, staff authority is advisory in nature. Staff personnel do not have the authority to make and implement decisions, but act in support roles to line personnel. The organizational structure of local educational agencies contains both line and staff authority.

The purpose of any organizational structure is to help district management make key decisions to facilitate student learning while balancing its financial resources. The organizational design should outline the management process and its specific links to the formal system of communication, authority, and responsibility necessary to achieve the district's goals and objectives.

FCMAT's review of the district's organizational chart found that the district has not updated the chart to show changes in the organizational structure of the Maintenance, Operations and Grounds Department. Specifically, the chart indicates that the director, support services reports to the chief financial officer, but this director actually reports to the chief operations officer.

A closer examination of the chart found that lines of authority do not extend past the supervisory staff level. A well-crafted organizational chart should reflect all positions, including those on the lower levels. Excluding lower level staff implies that they are not a part of the organization and makes it difficult for staff to understand the chain of command.

Several job descriptions for department positions such as maintenance specialist and custodian I and II, have not been updated since May of 2007. To ensure job descriptions reflect changes in current law, they should be updated every two to three years.

FCMAT interviewed several site administrators who lacked understanding of the classified employee contract's evaluation and disciplinary components. In one instance, a site administrator inadvertently checked the wrong box on the classified evaluation form, extending a problem employee's probation without conditions. In another, a site administrator was frustrated that her efforts at progressive discipline did not seem to yield results. District managers should annually receive trainings in implementing progressive discipline and on the evaluation component of the classified employees' union contract.

Recommendations

The district should:

1. Review and revise its organizational chart as changes occur.
2. Revise its organizational chart to include all positions in the Maintenance, Operations and Grounds departments.
3. Update the job descriptions for the maintenance specialist and custodian I and II positions.
4. Ensure managers receive annual training in administering the classified employees' union contract.

Maintenance, Grounds and Custodial Staffing

Director, Support Services

The director, support services, has been with the district for slightly more than a year, and previously served as a maintenance manager, trade supervisor and heating, ventilation and air-conditioning (HVAC) mechanic in a large central valley unified school district. This director is widely credited with making the maintenance and operations functions more understandable to end users and standardizing systems to improve efficiency. The director, support services is responsible for the district's maintenance, grounds, operations, and transportation functions. The district recently passed a \$50 million general obligation bond, and the director has also been assigned to oversee the planning and implementation of modernization projects identified in the bond measure.

Although span of control refers to the number of subordinates reporting directly to a supervisor, it also may refer to the number of functional areas a supervisor can reasonably manage. The director, support services has management assistance in maintenance, operations and grounds, but is directly responsible for the district's home-to-school transportation function. As a result, the director's span of control is excessive. If this director is assigned to administer general obligation bond projects, the district should consider reassigning the home-to-school transportation function to another manager or adding supervisory support in this area.

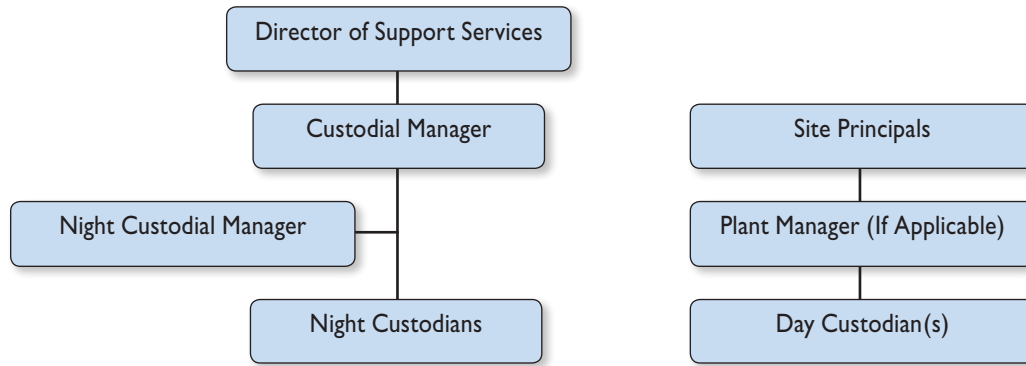
Recommendation

The district should:

1. Consider reducing the span of control of the director, support services either by reassigning duties, such as home-to-school transportation, to another manager, or by hiring a transportation supervisor to assist the director.

Operations (Custodial Services)

The Custodial Department has a conventional organizational structure, common in districts of similar size throughout the state, in which custodial crews are assigned to individual school sites. However, the structure differs significantly in that site principals are the evaluating supervisors for the day custodians, and the custodial manager evaluates the night custodians, essentially dividing the custodial crews into two distinct organizational groups as follows (please see next page):



This organization model depends on the custodial manager providing the site principals with input to evaluate the day custodians. However, this manager is actually limited to acting as a resource for materials requests and training the day custodians. For this model to be viable, school site and district administrators must have a clear understanding of their individual roles and responsibilities and communicate effectively with each other regarding their expectations of custodial staff. These expectations should include the following:

- Ensuring that facilities are safe, clean, orderly, and attractive.
- Creating educational environments that are well maintained, enhance learning, reflect the value of public education, and preserve capital investments.
- Ensuring that general housekeeping and other support functions are performed as needed.
- Fostering a sense of professionalism and pride among the custodial staff.

However, this organizational model causes conflicts on two levels. The first is that principals are not familiar with the nuances of custodial operations and lack the training and experience to assess the operational effectiveness of a custodial employee. (The district is seeking to correct this by training the principals in these concepts by acquainting them with the forthcoming custodial handbook.) Furthermore, evaluating custodians creates additional responsibilities for the principals, who are already overburdened by performing staff evaluations and increasing academic performance standards.

The district believes that this organizational structure helps day custodians accept the authority of the site principals; however, the same goal can be accomplished by placing day custodians in the same organizational hierarchy as the other custodial employees and ensuring that the custodial manager consults with the site principals during evaluations. The custodial manager should also dedicate more time to touring the sites and consulting with the site administrators to ensure their needs are met and disciplinary issues are appropriately handled.

Another concern is that custodial schedules are sometimes affected by principals using day custodians for services outside their job descriptions such as traffic control, yard duty, and other miscellaneous duties. This limits the amount of custodial work accomplished by the day custodians, resulting in the incomplete tasks being added to the night custodial crew's duties. This is inefficient and could affect cohesiveness between the day and night crews. By uniting all custodians under the supervision of the custodial manager, scheduled tasks can be completed in a more timely manner and crew assignments and efficiencies better maintained. However, the

custodial manager should consult with principals when establishing schedules to ensure the site administrator's needs are adequately met.

The district has also added a night custodial supervisor position with the main function of checking the progress of night custodial crews as well as ensuring substitute custodians are supplied where needed. This position functions effectively and appears to add efficiency to the district's custodial operations.

Over the last four years, many school districts have made significant reductions to custodial services because of the ongoing state budget crisis. In some instances, school districts have implemented roving teams or started cleaning classrooms every other day.

Determining the number of custodial staff positions needed is usually difficult since custodial performance often depends on the caliber of personnel. However, the industry standard is to staff based on square footage or cleanable area. As custodial responsibilities and the total amount of cleanable space increase or decrease, an appropriate number of positions should be added or reduced. Although the district may ultimately use a single staffing method or a combination of methods best suited to its needs, the selected approach to custodial staffing should include variables that determine the workforce necessary to provide an expected level of service.

The California Association of School Business Officials (CASBO) staffing formula was developed to calculate the number of custodians required to maintain individual school buildings. This formula allocates an employee-to-hour ratio for custodial tasks. More commonly used in larger school districts, it is probably the most detailed and comprehensive measure used by operations administrators at educational facilities. The formula requires an initial estimate of custodial staff requirements based on the amount of area contained in different building categories (e.g., permanent school buildings, portables, lockers/showers, etc.) and computing an area that is based on a one-hour time period. The total hourly requirements are divided by eight, indicating the daily workforce requirements.

To assess the time needed for a day custodian (one who works at a school site while students are present), the analysis should consider the school site's needs and available cleaning time. These time standards allot sufficient time to clean all areas at the school site and follow the cleaning standards of the CASBO Custodial Handbook. Assigning the custodial staff to tasks not assigned in the CASBO formula will result in necessary cleaning being postponed or neglected.

Based on district information, the district's custodial staffing is 60.5 full-time equivalent (FTE) positions (excluding vacant positions, equipment attendants, and night custodial manager). This is 118% of the CASBO custodial staffing formula, which is equivalent to overstaffing by 9.25 FTEs. This formula considers the square footage of sites and the number of students, staff, classrooms, offices and general purpose areas. The CASBO formula for custodial staffing is as follows:

Each of the following numbers is added to obtain the total:

- One custodian for every 13 teachers
- One custodian for every 325 students
- One custodian for every 13 classrooms
- One custodian for every 18,000 square feet of facility

The results are divided by four to indicate the number of custodians needed to clean a facility.

This calculated FTE value per site is often impractical for implementation, so a small degree of rounding is used to arrive at a practical staffing level. (For example, 1.9 FTE at a site is not a practical staffing level. Such a value is rounded to 2 FTE for a practical staffing level.) Although many school districts have reduced staffing levels to less than these recommendations because of the economic downturn, Sanger Unified has maintained levels of more than those prescribed by the practical application of the CASBO formula. This has resulted in some sites that appear to be overstaffed. They are as follows:

Site Name	Actual	Formula	Overage
Jefferson	3	1.9	1
John S. Wash	3	1.7	1
Sequoia	2.75	1.8	1
Wilson	2.75	2	.75
Washington AMS	8.5	7.4	1
Sanger HS	14.5	11.8	2.5
Sanger Academy	3	2	1
Maint., DO	4	3	1

Table excludes clerical staff

The above results suggest that the district is overstaffed in custodial by 9.25 FTE, or 18%.

This staffing overage could mask the inefficiency of the current organizational structure since it includes excess man-hours to accomplish work not completed by the day custodians, who may be assigned with duties outside their normal job descriptions. It should be emphasized that this calculation does not include currently vacant custodial positions (3.25 FTE) or the equipment attendant positions (3.0 FTE).

The FCMAT study team found that there is little or no standardization among the custodial staff for performing the basic functions of custodial work. The director of support services is in the process of introducing a custodial handbook to implement standards for all custodial personnel. However, newly hired custodians are insufficiently trained and therefore have inadequate knowledge of the processes required to properly clean and maintain facilities. This lack of training also includes standard safety; records do not exist of this type of training nor is there memory of any being performed. Additionally, custodians did not use personal protective equipment such as eye protection and rubber gloves during FCMAT's tour of school facilities.

When FCMAT toured the custodial area of the maintenance facility, cans of gasoline were stored outside of proper flame-retardant cabinets. Overall, the Custodial Department should focus heavily on employee safety and industrial hygiene.

While the district's total square footage has increased by 9.1% since fiscal year 2007-08, the total custodial budget has decreased by 46.2%. This may be the result of reducing the overall number of night custodians and reorganizing into roving crews, and making budget decisions because of the economic downturn. However, reduced spending affects district facilities and cleanliness. A common concern among the district custodial staff, for example, was the age and availability of custodial equipment. Much of this equipment is old and in need of repair, and the older sites do not have auto-scrubbing machines for their hard floors. These machines offer significant

manpower savings, and the district should consider purchasing them to improve efficiencies for the custodial crews. The fiscal year 2012-13 budget does not include any funding for capital outlay, and the materials and supplies budget seems barely adequate to address the district's custodial supply needs, with little or no funding left for noncapitalized equipment purchases.

Based on FCMAT's review of the custodial equipment inventory, the district should budget to acquire the following equipment in the next few years:

- Ride-on auto scrubbers (one for each school site)
- Four burnishers
- Six walk-behind auto scrubbers

Staff members perceive that the delivery of needed custodial supplies and materials is often delayed. The custodial manager and director of support services should explore methods of tracking these requests and evaluating the timeliness of deliveries. Site administrators also perceive that the custodial manager is not accessible and should have more of a presence at the school sites.

Recommendations

The district should:

1. Introduce a custodial handbook to standardize custodial procedures throughout the district.
2. Reorganize the custodial management structure so that the custodial manager manages and evaluates all custodial employees. Custodians should not perform tasks that are not included in the custodial job description.
3. Establish a custodial safety program with emphasis on workplace safety and wearing personal protective equipment.
4. Establish the financial means to properly repair, replace, or supply proper equipment to custodial staff.
5. Develop methods to track and confirm requests for materials and supplies and ensure their timely delivery to requesting sites.
6. Review general housekeeping to ensure that all hazardous materials are stored properly.
7. Ensure the custodial manager discusses the custodial needs of school sites with site administrators.
8. Provide training for all new custodians.
9. Ensure that the night custodial manager is more accessible to site principals and has more of a presence at school sites.
10. Consider reducing up 9.25 FTE of custodian positions.

Maintenance Services

The Maintenance Department's organizational structure is typical of school districts of similar size. Separate maintenance trades operate daily under a single maintenance manager, who reports to the director of support services. In this system, one or two maintenance workers are assigned to a district vehicle, and respond on an as-needed basis to work requests throughout the district. This approach is effective for in-town school locations, but creates logistics issues for the sites located farther from the maintenance facility. Although some large districts use mobile maintenance teams in specialized vehicles for large geographic areas, this approach may be excessive for Sanger Unified. Instead, the district should research the possibility of using a mobile maintenance van with a wide variety of equipment and staffed with several skilled maintenance workers to complete many types of facility repairs. This type of vehicle could solve maintenance problems without making several trips to and from distant sites.

The district is staffed appropriately in maintenance compared to districts of similar size (based on the school district industry standard of approximately one maintenance worker for each school site). The Maintenance Department has 14 FTE, which includes four HVAC technicians and 10 skilled maintenance specialist personnel. Although Sanger Unified is located in a warm climate and has multiple old and antiquated HVAC systems, four HVAC positions are slightly more than industry standard. The district should consider converting one to a general maintenance position. Many skilled maintenance specialists have specialized trade experience (e.g. locksmithing, electrical work, carpentry) and are used in that capacity, but they receive no additional compensation or recognition for these skills. Recognizing individual trades in job descriptions is an industry standard and essential in raising morale. Although each skilled maintenance worker should understand that general maintenance tasks is a primary responsibility, recognizing skill levels and providing the corresponding compensation is consistent with the district's assignment of specialized HVAC positions.

The district's delivery of services is accomplished through an electronic work order system (School Dude) in which site staff enter the orders, and the support services secretary assigns tasks to appropriate maintenance personnel. The work orders are completed and closed. District staff generally believe the system meets district needs, although a few perceived that work orders were intentionally delayed in isolated cases. FCMAT staff could not validate this perception. The maintenance and operations management staff should develop a cross-check system to routinely audit work orders and average order turnaround time to verify that orders do not remain too long in the system.

The district has no formalized or written preventive maintenance plan. However, it recently purchased a module in the maintenance work order system for this function. The director of support services should ensure that a proper preventive maintenance schedule is developed and utilized to establish maintenance priorities and effectively utilize maintenance funding and materials.

FCMAT visited the maintenance facility and found that several computers were recently installed, giving each maintenance worker access to track and complete work orders. This individual access to computers also enables maintenance workers to participate in routine safety training via an online safety training program. All training records are maintained electronically and cannot easily be provided if requested by an auditing agency.

During fieldwork, the maintenance facility was disorganized and could be considered a safety hazard. Raw construction materials were stacked in walkways and around power equipment, making movement through the facility difficult. Miscellaneous items were haphazardly stacked

high on counters and shelves. This situation could result in injury from slips, trips, and falls, and makes it almost impossible for the maintenance workers to use power equipment. Management staff should immediately reorganize the maintenance area to make it more conducive to shop work and use of power equipment. Raw materials should be housed in their own separate area not immediately in the workspace.

Since the 2007-08 fiscal year, the district's total square footage has increased by 9.1%, yet the total maintenance budget has decreased by 21.5%. This may be the result of budget decisions made because of the economic downturn, but reduced spending affects district facilities. This effect is further exacerbated by the aging of the facilities and increased failure rates of older mechanical systems.

Square Footage Budget Comparison							
Fiscal Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Sq. Footage	943,760	943,760	943,760	983,180	1,029,643	1,029,643	1,029,643
Changes				add 4 MPRs	add Sequoia		

The fiscal year 2012-13 budget includes minimal funding for maintenance capital outlay (\$6,511.54), and the materials and supplies budget seems barely adequate for the materials needed in a district with aging and older facilities. This leaves little funding for noncapitalized equipment purchases. Additionally, the district's vehicle lease-to-own program for maintenance vehicles is funded entirely from the regular and routine maintenance budget, severely affecting the funding available for routine maintenance needs.

Site inspection and staff interviews found that although routine maintenance is regularly performed, deferred maintenance has been reduced for the last few years. This is a statewide trend driven by the economic downturn and the resulting fiscal issues in public education; deferred maintenance funding is diverted to general use in the district's budget, further eroding the condition of district facilities. This is especially apparent at Sanger High School. Although the facility is only 13 years old, signs of poor construction and the lack of maintenance are beginning to show in cracked stucco walls, loose and cracked vinyl composition tile flooring, and signs of significant HVAC ductwork leakage. The district should explore ways to re-establish funding for deferred maintenance projects to repair worsening facility conditions.

Recommendations

The district should:

1. Rewrite/add job descriptions to include specialized maintenance positions, and structure commensurate salary levels.
2. Develop a cross-check method to ensure work orders are fulfilled in a timely manner and ensure prompt feedback for the requestor.
3. Establish a preventive maintenance schedule to ensure that these needs are met before issues become an emergency.

4. Use a mobile maintenance van to avoid multiple trips to and from distant sites.
5. Clean and organize the maintenance facility spaces and eliminate hazardous working conditions, including more formalized safety training and emphasis on using proper personal protective equipment.
6. Increase funding for updating or replacing equipment.
7. Enter into construction contracts and re-establish funding to resolve the significant deferred maintenance and modernization issues throughout the district.
8. Ensure that training records on all staff are easily accessible.
9. Convert one HVAC position to general maintenance.

Grounds

Success in grounds management largely depends on unpredictable circumstances such as weather, and the vulnerability of plants and pests. It also depends on well-trained personnel with skills in a variety of areas who can maintain educational facility grounds in a visually appealing and environmentally sensitive manner.

Like other maintenance and operations functions, staffing for grounds-related services tends to vary among school districts throughout the state. The most common factors affecting staffing levels for grounds crews at individual schools include the following:

- The school size in acreage
- The number and types of outdoor spaces to be maintained
- The type and extent of natural and hardscape features
- The extent to which grounds crews perform unrelated tasks

As of July 2013, the district was staffed with four skilled groundskeepers, 11 general groundskeepers and one grounds maintenance manager. CASBO does not have a formula for grounds maintenance staffing; however, the Florida Department of Education has performed extensive research in this area and included its findings in a document entitled “Maintenance and Operations Administrative Guidelines for School Districts and Community Colleges.” Among other things, the document establishes a formula for the staffing of school district grounds maintenance personnel; however, few California school districts meet this standard. Nevertheless, FCMAT employed this formula when reviewing the staffing for the district’s grounds department.

This formula is based on two types of grounds personnel, those who perform general grounds functions such as mowing, gardening, and trimming, and those who care for athletic fields or other specialized open space areas. In many school districts, general grounds functions are performed by school custodians while large open areas and athletic fields are maintained by district grounds crews.

The district's groundskeepers use old and sometime obsolete equipment to perform their required tasks. Although the grounds crew is dedicated, it is hampered by the district's inability to repair and/or replace broken and outdated equipment. The district budget has no line item in for equipment replacement, and groundskeepers use mowers and other equipment that are near the end of their life cycle. Based on FCMAT's review of the grounds equipment inventory, the district should budget to acquire the following in the next few years:

- Five gang reel mower for stadium use
- A line striper for stadium use
- Three gang reel mower
- A top dresser
- A walk-behind reel mower
- A computer program for clocks

The recommended formula for determining the number of specialized groundskeepers and athletic field groundskeepers is the total acreage of the school facility divided by 40, plus 1 FTE groundskeeper, plus 1 FTE groundskeeper per 500,000 square feet of athletic fields.

FCMAT obtained measurements of the amount of grounds allocated to playfields at each school site from the district. The district estimates that it maintains 8,344,353 square feet of playfields, a figure that vastly exceeds the minimum standard of 67,600 square feet per school site as recommended by the California Department of Education (CDE) in its Guide to School Site Analysis and Development. Therefore, by applying the formula above, FCMAT calculates that the district should have 13.95 FTEs to be adequately staffed.

The calculation is as follows:

Grounds Staffing Formula			
Type	District Totals	Divisor	Grounds Staffing - FTE
District Acreage	266.05	40	6.65
Total Square Feet - Athletic Fields	3,154,615	500,000	6.30
Other District Facilities	----	---	1.0
Total Staffing Requirements – in tenths			13.95

By applying the formula above, the district is appropriately staffed.

Recommendations

The district should:

1. Consider adopting the Florida Department of Education grounds maintenance staffing formula or other available examples as a general guideline for adding or reducing grounds maintenance personnel.
2. Establish a grounds equipment replacement budget based on the life cycle of grounds equipment.
3. Stagger the purchases of grounds equipment so that the district can budget for equipment replacement over several years, and various pieces of grounds equipment do not reach the end of their life cycles at the same time.

Training and Safety

The district lacks a districtwide training program for maintenance and operations staff and is out of compliance with regard to many health and safety requirements. Although maintenance and operations staff has the opportunity to receive training on blood-borne pathogens, electrical safety, forklifts, heat illness prevention, ladders, tree maintenance, and the control of hazardous energy, FCMAT found few written policies or procedures regarding training, safety issues, or departmental protocols.

The position of coordinator, energy management, housed in the support services building, is dedicated to monitoring and improving the district's energy usage. This position is common among districts that manage energy consumption. However, in most districts of comparable size and similar climates, this position is an adjunct duty and not a stand-alone position. Additional duties, such as safety and risk management, could be added to the energy management position to help handle the district's safety issues. Safety and risk management training is readily available for the energy manager through the district's safety and industrial hygiene joint powers agreement, Fresno County Self Insurance Group.

Once the coordinator of energy management and safety has been trained in maintenance and operations safety standards, he should develop a standardized training program to bring all district procedures, departments and sites into compliance with federal, state and local regulations. Mandated safety training for maintenance and operations staff should be provided and documented. Training should include the areas listed in the maintenance and operations safety training matrix attached as Appendix A to this report.

Monthly safety meetings should also be held for all maintenance and operations staff to improve communication and education and resolve any outstanding safety issues.

Recommendations

The district should:

1. Implement regular safety training of maintenance, operations and grounds staff using a matrix substantially similar to one attached as Appendix A to this report.
2. Contact the Fresno County Self Insurance Group for assistance with risk management and safety training.
3. Add duties such as safety and risk management to the coordinator of energy management position.
4. Hold monthly safety meetings for maintenance and operations staff.

Staffing Comparisons

Data for a comparison of the district's maintenance, operations and grounds staffing was obtained from three California unified school districts with student enrollment levels similar to Sanger Unified. In choosing the comparison districts, FCMAT used a list of comparable districts using Ed-Data's District's Like This comparative district data base. The comparison districts surveyed include the Upland and the San Jacinto unified school districts and the Kings Canyon Joint Unified School District.

The comparative organizational analysis and staffing information should be viewed as a guideline for appropriate staffing levels but should take into account that California school districts are complex systems that vary widely in demographics, resources, and organization. As an example, this report considers K-12 districts that are similar but not identical in average daily attendance, revenue computation, or the amount spent on salaries and benefits. Interpreting staffing needs based on one or two criteria can be misleading if significant circumstances are not considered. Instead, the comparative data should be used with the formulas provided in this report to determine the staffing levels appropriate for the district's unique characteristics.

FCMAT prepared a staffing and organization structure questionnaire and forwarded it to the three districts electronically. All three districts responded, and the comparative group analysis includes a review of FTEs by departments. In addition to gathering quantitative data, the team received qualitative data on how these districts responded to the decreasing revenues of the last four years.

FCMAT's review considered the following issues:

- The grade-level configuration (unified)
- The size of the district
- Revenue limit districts (rather than basic aid)
- Merit system districts
- The percentage of students who are eligible for free and reduced-price meals
- The largest ethnic group represented

Maintenance

District	Enrollment	Staff	Supervisor	DM Contrib.	RRMA Contrib.
Kings Canyon JT USD	9,952	12	1	.5% of GF	1.24% of GF
San Jacinto USD	9,235	9	0.5	.42% of GF	2.5% of GF
Upland USD	11,912	7	0	0.0% of GF	3.0% of GF
Sanger USD	10,872	14	1	0.0% of GF	2.0% of GF

Operations

District	Enrollment	Staff	Day Supervisor	Night Supervisor	Evaluated By	Roving Teams
Kings Canyon Jt USD	9,952	74	1	0	Principal with input from custodial supervisor	Summer Only
San Jacinto USD	9,235	34	0	1	Principal	Night Custodians Rove
Upland USD	11,912	36	0	0	Principal	No
Sanger USD	10,872	41.5	1	1	Principal with input from custodial supervisor	Summer Only

Grounds

District	Enrollment	Staff	Supervisor	Leads
Kings Canyon JT USD	9,952	11	0	0
San Jacinto USD	9,235	6	0.5*	0
Upland USD	11,912	5	1	0
Sanger USD	10,872	15	1	0

*In addition, the district pays supervisory employees who work weekends supervising work-release inmates performing grounds tasks.

Comparisons of the management staff in Maintenance, Operations and Grounds departments found that all the other districts have positions at the director/manager level. Three of the four have a supervisor of maintenance, and a supervisor of grounds (however, San Jacinto Unified has supervisory oversight on weekends only), and two of the four also have a daytime custodial supervisor. Sanger Unified and San Jacinto Unified School District both have nighttime custodial supervisors. In all of the comparative districts, the principal has the primary responsibility for supervising and evaluating custodians, although FCMAT does not believe that this is the most effective model for accomplishing these responsibilities.

Sanger Unified's staffing in maintenance is equal to or better than the comparative districts. Similarly, the district's custodial staffing was greater than two of the comparative districts, but significantly less than one. Lastly, Sanger Unified has more groundskeepers than any of the comparative districts; however, this probably is because of the significant number of playfields the grounds crew is expected to maintain as described above.

In resource allocation, all four of the districts have continued to budget some percentage of general fund expenditures in the routine restricted maintenance account, despite having the budgetary flexibility to reduce the account to zero. These range from 1.24% of the Kings Canyon Joint Unified School District's general fund to 3% at the Upland Unified School District. Sanger Unified budgets 2 % of the general fund in this account.

Of the three comparative districts, only two deposit funds in the deferred maintenance fund. The Kings Canyon Joint Unified School District and the San Jacinto Unified School District make contributions of .5% and .42% of their general funds to the deferred maintenance fund,

respectively. The Sanger and Upland unified school districts do not budget for a contribution to the deferred maintenance fund.

The 2013–14 state budget replaced the previous K–12 finance system with the new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs

With the advent of the LCFF, school districts may no longer be required to make a matching share contribution to the deferred maintenance fund. However, to ensure that the district's investment in capital facilities is protected, the district should continue to budget an amount sufficient to maintain the facilities of the district.

Recommendation

The district should:

1. Identify and budget an amount needed annually to adequately maintain the district's grounds and facilities.

Appendices

- A. Sample Maintenance and Operations Employee Training Matrix
- B. Study Agreement

Appendix A

Training Matrix for Maintenance and Operations Employees

Applies to (Job Types)	Subject (A-Z)	Legal Reference	Training Frequency	Length
M&O, Industrial Arts	Acetylene & Fuel Gas Safety	Title 8-1740	Initial Hire	Discretionary
Custodians, Nurses, Health Clerks, Food Service	Antimicrobial Pesticides	Title 8-3203, 5194	Prior to Use	Discretionary
M&O, Grounds, Custodial, Mechanics, Technology	Asbestos General Awareness Class IV Work	Title 8-1529, 5208, AHERA, Ed. Code 49410	Initial Hire & Annually	2 Hours
M&O Disturbing ACM or PACM	Asbestos Class III Work	Title 8-1529, 5208, AHERA, Ed. Code 49410	Initial Hire & Annually	16 Hours
M&O, Grounds	Back Injury Prevention / Lifting	Risk Management Practices, Title 8-3203, 5110	Employees who Lift	Discretionary
M&O, Grounds, Auto Shop, Golf Cart Operators, Mechanics	Battery Charging/Handling	Title 8-5185	Initial Hire	Discretionary
All employees or employees who are exposed to human blood or blood containing fluids	Bloodborne Pathogens	Title 8-5193	Initial Hire & Annually	Discretionary
M&O, Grounds	Carcinogens as Listed	Title 8-5209	Initial Hire	Discretionary
M&O, Custodial, Warehouse	Compaction Equipment	Title 8-4355	Prior to Use	Discretionary
M&O, Industrial Arts, ASB	Compressed Air & Gas	Title 8-3301 & 4650	Prior to Use	Discretionary
M&O or employees entering vaults, tanks, sewers, manholes, etc.	Confined Spaces	Title 8-5156 thru 5159	Prior to Entry / Annually	Discretionary
M&O, Grounds	Cranes & Hoists	Title 8-5006	Prior to Use	Discretionary
Custodians	Custodial Safety	Risk Management Practices, Title 8-3203	Initial Hire	Discretionary
M&O, Industrial Art/Technology Teachers, Aides	Demolition	Title 8-1734, 1735, 1736	Prior to Demo	Discretionary
M&O, Grounds	Electrical Safety	Title 8-2320 2, 2940	Initial Hire	Discretionary
M&O or employees working on an unguarded surface more than 7½' off the ground	Fall Protection	Title 8-1671, 1670, 3209, 3210, 3212	Initial Hire	Discretionary
All employees or designated users	Fire Extinguishers	Title 8-6151	Initial Hire & Annually for Designated Users	Discretionary
M&O, Grounds, Warehouse	Forklifts	Title 8-3664, 3657, 3664, 3668	Prior to Use & Every 3 Years	Discretionary
Grounds	Grounds Safety	Risk Management Practices, Title 8-3203	Initial Hire	Discretionary

Training Matrix for Maintenance and Operations Employees

Applies to (Job Types)	Subject (A-Z)	Legal Reference	Training Frequency	Length	
M&O, Custodial, Industrial Tech, Technology	Hand Tools	Title 8-3310, 3426, 3556	Prior to Use	Discretionary	
Potentially all employees, employees using or exposes to chemicals in the workplace	Hazard Communication/ Right to Know	Title 8-5194	Initial Hire & Annually	Discretionary	
M&O, Custodial, Science, Photography, Health Clerks, Nurses	Hazardous Waste Management	Ed. Code 49340, Title 8-5164, 5194	Initial Hire	Discretionary	
M&O or employee exposed to excessive noise over the TWA	Hearing Protection & Conservation	Title 8-5097, 5098, 5099	Initial Hire & Annually if Program in Place	Discretionary	
M&O or employees exposed to heat sources	Heat Illness Prevention	Title 8-3395	Prior to Working in Heat	Discretionary	
M&O, Grounds	Housekeeping	Title 8-3203, 3362, 3364, 3321, 5551, 5552	Initial Hire	Discretionary	
M&O, Grounds	Injury & Illness Prevention Program (IIPP) Workplace Injury & Illness Prevention	Title 8-3203	Initial Hire	Discretionary	
M&O, Grounds	Indoor Air Quality	Title 8-5142	Initial Hire	Discretionary	
M&O, Grounds	Job Hazard(s)	Title 8-3203	Before Job Assignment, New Hazards	Discretionary	
M&O, Grounds	Ladders	Title 8-1675, 3276	Prior to Use / As Needed	Discretionary	
M&O, Industrial Technology	Laser Equipment	Title 8-1801	Initial Hire	Discretionary	
M&O	Lead & Lead Standard	Title 8-1532, 5198	Annually	2 hour awareness	
M&O, Custodial, Industrial Tech or employees performing maintenance on electrical circuits or machinery	Lockout/Tagout Control of Hazardous Energy	Title 8-3314	Initial Hire / As Needed	Discretionary	
M&O, Custodial, Industrial Tech	Machine Safeguarding	Title 8-3203	Initial Hire / As Needed	Discretionary	
M&O, Custodial, Industrial Tech	Material Handling & Storage	Title 8-3203, 5541	Initial Hire	Discretionary	
Custodial, Nurses, Health Clerks	Medical Waste Management	Title 8-5193 H & S Code 117600-118360	Annually	Discretionary	
M&O, Industrial Technology	Metal Working (forging) Machines	Title 8-4243	Initial Hire	Discretionary	
M&O, Grounds, Custodial, Industrial Technology	Miter Saws	Title 8-4307	Initial Hire	Discretionary	
All employees that operate vehicles on district business	Mobile Communications	Vehicle Codes	As Needed	Discretionary	
M&O, Auto Shops, Mechanics, Bus Drivers	Natural Gas Fuel Tanks on Vehicles	Title 8-544	Initial Hire	Discretionary	

8/14/2013

2

Training Matrix for Maintenance and Operations Employees

Applies to (Job Types)	Subject (A-Z)	Legal Reference	Training Frequency	Length	Date of Last Training
All Employees	New Employee Safety Orientation	Title 8-3203	Initial Hire	Discretionary	
M&O, Grounds, Custodial, Industrial Tech, Technology, Science, Nurses, Health Clerks	Personal Protective Equipment	Title 8-3380 - 3387	Prior to Use	Discretionary	
Grounds, Custodial, Pool Maintenance	Pesticide Safety	Title 8-5194, AB 2260, Dept. of Ag.	Annually	Discretionary	
M&O, Grounds, Mechanics, Industrial Tech	Pneumatic Tools	Risk Management Practices, Title 8-3203, 3300, 3559	Prior to Use	Discretionary	
M&O, Grounds	Poisonous Plants and Harmful Animals	Title 8-3421	Initial Hire	Discretionary	
M&O, Custodial, Industrial Tech, Technology	Portable Power Tools	Title 8-3310, 3425, 3556	Prior to Use	Discretionary	
M&O, Industrial Technology	Powder-Actuated Tools	Title 8-1685, 1689	Initial Hire	Discretionary	
M&O, Industrial Technology	Power Presses	Title 8-4203, 4208	Initial Hire/ Annually	Discretionary	
M&O or users of any type of respiratory protection other than dusks masks	Respiratory Protection	Title 8-5144, 1531	Prior to Use / Annually	Discretionary	
M&O, Industrial Technology	Roofing Operations	Title 8-1509, 1730	Initial Hire	Discretionary	
M&O, Grounds, Ag Technology	Seat Belts (In vehicles with ROPS)	Title 8-3653, 6309	Initial Hire	Discretionary	
M&O, Industrial Technology, Performing Arts	Scaffolds	Title 8-1637, 1658	Initial Hire	Discretionary	
M&O, Grounds	Slips, Trips and Fall Prevention	Risk Management Practices, Title 8-3203	As Needed	Discretionary	
M&O, Transportation, Facilities	Storm Water Pollution Prevention	State Water Resources Control Board	As Needed	Discretionary	
M&O, Industrial Technology	Structural Wood Framing	Title 8-1716	Initial Hire	Discretionary	
Transportation, M&O	Transportation Drug Testing	CFR Title 49, CVC 12517	Initial Hire / As Needed	Discretionary	
Grounds	Tree Maintenance	Title 8-3420 thru 3428	Initial Hire / As Needed	Discretionary	
M&O, Grounds	Trenching & Shoring	Title 8-1540, 1541	Prior to Digging / As Needed	Discretionary	
Custodial, M&O	Universal Waste Management	Title 22	Initial Hire / As Needed	Discretionary	
M&O, Grounds, Custodial, Administration or employees that operate utility carts, etc.	Utility Vehicles & Golf Carts	Risk Management Practices, Title 8-3203	Prior to Use / As Needed	Discretionary	

Training Matrix for Maintenance and Operations Employees

Applies to (Job Types)	Subject (A-Z)	Legal Reference	Training Frequency	Length
M&O, Industrial Tech	Welding	Title 8-4799, 4848, 8357, 4850, 4853	Prior to Use	Discretionary
M&O, Industrial Tech	Woodworking Machines	Title 8-Article 59,	Prior to Use	Discretionary
M&O, Grounds, Custodial	Work Platforms(elevating) and Aerial Devices	Title 8 -3636, 3648, 3646, 3638, 3294	Prior to Use	Discretionary

A **qualified person** is a person **designated** by the employer; and by reason of **training**, experience, or instruction has demonstrated the ability to perform safely all assigned duties; &, when required is properly licensed in accordance with federal, state, or local laws and regulations.

A **competent person** is a person who is **capable** of identifying existing and predictable hazards in the surroundings or working conditions that are unsanitary, hazardous, or dangerous to employees. The competent person has the **authority** to impose prompt corrective measures to eliminate these hazards.

ACCURACY; CONTENT. FCMAT IS NOT RESPONSIBLE FOR THE ACCURACY OF ANY OPINIONS, ADVICE, REPRESENTATIONS OR INFORMATION CONTAINED IN THE FCMAT PRODUCT(S) (TRAINING MATRIX FOR SCHOOL DISTRICT EMPLOYEES), FOR ANY DATA INPUT OR CHANGES, OR ANY THIRD PARTY'S RELIANCE THEREON. You acknowledge and agree that: (a) FCMAT may, from time to time, elect to update the FCMAT Products, but FCMAT does not warrant or guarantee that any FCMAT Products will be updated, or that any updates will be made available to you, at any time; (b) FCMAT does not assume, and expressly disclaims, any obligation to obtain and include any information in the FCMAT Products; (c) FCMAT is not advocating the use of any product described in the FCMAT Products (or elsewhere), nor is FCMAT responsible for misuse of a product due to typographical or other errors in the FCMAT Products, your negligence or otherwise; (d) you will use the content included in the FCMAT Products only as a reference aid, and that such content is not intended to be (nor should it be used as) a substitute for the exercise of professional judgment. In view of the possibility of human error or changes, you should confirm the content in the FCMAT Products through your own independent sources.

Appendix B

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM STUDY AGREEMENT April 2, 2013

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Sanger 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 assign professionals to study specific aspects of the Sanger Unified School District's 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 Assembly Bill 1200, the county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are:

1. The Sanger Unified School District is requesting the team to conduct an organizational, staffing and efficiency review of the district's maintenance, grounds and custodial operations.
 - a. The team will provide comparative staffing data for districts of similar size and structure and make recommendations to improve operational efficiencies that may reduce district costs. The district comparison will include at least three comparable school districts and may include those utilized in the district's collective bargaining process.

- b. The team will review job descriptions for all department positions; evaluate capacity, scheduling, efficiency and functions; and will make recommendations for staffing and operational improvements. All recommendations will include estimated calculated values for any proposed position reductions or additions.
- c. The team will evaluate the operational work flow of each function for the maintenance, grounds and custodial department and make recommendations for improved efficiency and standard industry practices.

B. Services and Products to be Provided

- 1. Orientation Meeting – The team will conduct an orientation session at the district to brief district management and supervisory personnel on the team’s procedures and 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 – Approximately 10 days after the exit meeting, the team will issue an exit letter briefly summarizing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.
- 5. Draft Reports – Electronic copies of a preliminary draft report will be delivered to the district’s administration for review and comment.
- 6. Final Report – Electronic copies of the final report will be delivered to the district’s administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.
- 7. Follow-Up Support – If requested, FCMAT will return to the district at no cost six months after completion of the study to assess the district’s progress in implementing the recommendations included in the report. Progress in implementing 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, CFE, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- A. Eric D. Smith FCMAT Fiscal Intervention Specialist, Project Leader
- B. To Be Determined FCMAT Consultant
- C. To Be Determined FCMAT Consultant

Other equally qualified staff or consultants will be substituted in the event one of the above 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 as follows:

- 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. The cost of independent consultants will be billed at the actual daily rate based on the provisions of Education Code section 84041.
- B. All out-of-pocket expenses, including travel, meals and lodging.
- C. 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 the district's acceptance of the final report.

Based on the elements noted in section 2 A, the total estimated cost of the study will be \$13,000.

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

Payments for FCMAT's 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 during on-site reviews.
- B. The district will provide the following if requested:
 - 1. A map of the local area.
 - 2. Existing policies, regulations and prior reports that address the study scope.
 - 3. Current or proposed organizational charts.
 - 4. Current and two (2) prior years' audit reports.
 - 5. Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.
 - 6. Documents should be provided in advance of field work; any delay in the receipt of the requested documents may affect the start date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, to which the district shall upload all requested documents.
- C. The district's administration will review a preliminary draft copy of the report resulting from 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 pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

6. PROJECT SCHEDULE

The following schedule outlines the planned completion dates for different phases of the study:

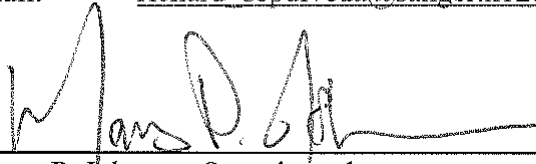
Orientation:	to be determined
Staff Interviews:	to be determined
Exit Meeting:	to be determined
Preliminary Report Submitted:	to be determined
Final Report Submitted:	to be determined
Board Presentation:	to be determined, if requested
Follow-Up Support:	if requested

8. CONTACT PERSON

Name of contact: Richard Sepulveda, Chief Operations Officer

Telephone: (559) 524-6521 x6530 Fax: (559) 875-4071

E-mail: richard_sepulveda@sanger.k12.ca.us



Marcus P. Johnson, Superintendent
Sanger Unified School District

Date



Anthony L. Bridges, CFE
Deputy Executive Officer
Fiscal Crisis and Management Assistance Team

April 2, 2013

Date