



Keppel Union School District

Maintenance and Operations Review

January 8, 2008

Joel D. Montero
Chief Executive Officer



CSIS California School Information Services

January 8, 2008

Dr. Linda Wagner, Superintendent
Keppel Union School District
34004 128th Street East
Pearblossom, CA 93553

Dear Superintendent Wagner:

In August 2007, the Keppel Union School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into a study agreement to provide a review of the district's maintenance and operations department. Specifically, the agreement asked FCMAT to do the following:

1. Evaluate the efficiency and effectiveness of the district's Maintenance and Operations Department.
2. Review the existing staffing levels for maintenance, operations and grounds and provide staffing comparisons from similar districts to assist the district in determining if staff levels are appropriate.
3. Review the district's current management structure of the Maintenance and Operations Department to assist the district in determining if the Supervisor position should be filled.
4. Provide comments for needed changes or improvements as necessary.

FCMAT visited the district October 17-18, 2007 to collect data, interview employees and review information. This report is the result of that effort.

Thank you for allowing us to serve you, and please give our regards to all the employees of the Keppel Union School District.

Sincerely,

Joel D. Montero
Chief Executive Officer

FCMAT

Joel D. Montero, Chief Executive Officer

1300 17th Street - CITY CENTRE, Bakersfield, CA 93301-4533 • Telephone 661-636-4611 • Fax 661-636-4647
422 Petaluma Blvd North, Suite. C, Petaluma, CA 94952 • Telephone: 707-775-2850 • Fax: 707-775-2854 • www.fcmat.org
Administrative Agent: Larry E. Reider - Office of Kern County Superintendent of Schools

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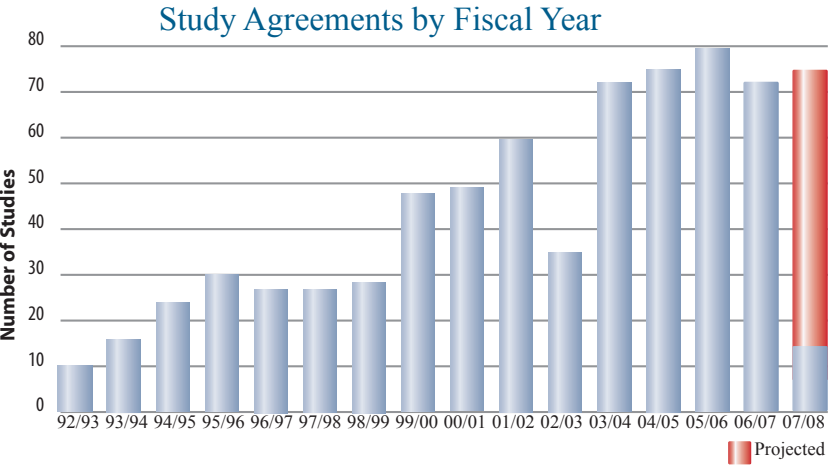
FCMAT Background

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 in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that local educational agencies 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.

Since 1992, FCMAT has been engaged to perform more than 600 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.....	667
Total Number of Districts in CA 982	
Management Assistance.....	631 (94.6%)
Fiscal Crisis/Emergency.....	36 (5.4%)
Note: Some districts had multiple studies. Seven districts have received emergency loans from the state.	



Introduction

Background

Located in Los Angeles County with school sites in Littlerock, Palmdale and Pearblossom, the Keppel Union School District serves approximately 3,070 students in five elementary schools and one middle school.

The district's facilities include the following: Almondale Middle School, constructed in 1959 serves 564 students in grades 7-8; Alpine Elementary, a K-6 school constructed in 1929 has 608 students; Antelope Elementary, a K-6 school site constructed in 1966 has 329 students; Gibson Elementary, a K-6 school site constructed in 1991 serves 605 students; Lake Los Angeles Elementary, a K-6 school site constructed in 1994 has 543 students; and Pearblossom Elementary, a K-6 school constructed in 1989 serves 403 students. In addition there are district office, support services and maintenance and operations facilities. The maintenance and operations department includes office space, a maintenance shop, warehouse and storage facilities.

Concerns have arisen concerning the staffing levels and customer service provided by the district's maintenance and operations department. In August 2007 the Fiscal Crisis and Management Assistance Team (FCMAT) received a request from the district for management assistance. The study agreement specifies that FCMAT will perform the following:

1. Evaluate the efficiency and effectiveness of the district's Maintenance and Operations Department.
2. Review the existing staffing levels for maintenance, operations and grounds and provide staffing comparisons from similar districts to assist the district in determining if staff levels are appropriate.
3. Review the district's current management structure of the Maintenance and Operations Department to assist the district in determining if the Supervisor position should be filled.
4. Provide comments for needed changes or improvements as necessary.

Study Guidelines

FCMAT visited the district on October 17 and 18, 2007 to conduct interviews, collect data and review documentation. This report is the result of those activities and is divided into the following sections:

- I. Executive Summary
- II. Staffing
- III. Operations and Structure
- IV. Appendices

Study Team

The FCMAT study team was composed of the following members:

Diane Branham
Fiscal Intervention Specialist
FCMAT
Bakersfield, California

Harold “Rip” Courter, Ph.D.
FCMAT Consultant
Bonita, CA

Leonel Martínez
Public Information Specialist
FCMAT
Bakersfield, California

Kirk Gilbert*
Director, Maintenance, Operations
& Facilities
Tehachapi Unified School District
Tehachapi, CA

*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

At the time of FCMAT's visit to the Keppel Union School District, the Director of Construction, Maintenance and Operations position was vacant, and the Maintenance and Operations Supervisor was scheduled to retire in December 2007. This provided an opportune time to review the maintenance and operations department's management structure, efficiency and effectiveness.

FCMAT recommends that both the director and supervisor positions be maintained; both are required to provide adequate supervision for all the department's personnel. When filling these positions, it is important that the district select appropriate qualified candidates to accomplish the goals of increased customer service, efficiency and accountability.

In an effort to improve services, the district initiated a pilot program to transition from a centralized to a decentralized system for custodial and grounds support. At one school, this program requires site custodians and one grounds employee to report directly to the principal. The pilot program also assigned one maintenance staff member to a school site every six days.

All department divisions, including custodial and grounds, should be centralized based upon the findings and recommendations contained in this report. Centralizing the custodial and grounds staff would accommodate training requirements, provide standardization of equipment, supplies, cleaning methods and groundskeeping tasks. To ensure proper supervision for all custodial staff members, the district should consider assigning staggered work schedules for supervisory staff, such as a 7 a.m. to 3:30 p.m. work day for the Director of Construction, Maintenance and Operations and a 2 p.m. to 10:30 p.m. work day for the Maintenance and Operations Supervisor.

Maintenance and operations department employees appear to be working on schedules that fit their personal needs rather than the needs of the district. Each division in the department should have a standard schedule to help ensure proper supervision and a better system of checks and balances.

The district currently staffs the maintenance department with three 3.75-hour per day maintenance positions. These three 3.75-hour per day maintenance positions should be replaced with one eight-hour per day position to increase the department's efficiency and level of customer service. The flexible work schedule should be eliminated, and all the maintenance workers should be scheduled to work from 7 a.m. to 3:30 p.m. The district should consider assigning maintenance staff members to specific school sites. For example, with three full time maintenance workers and six schools, one maintenance worker could be assigned responsibility for two sites. The district should also investigate the possibility of implementing mobile maintenance teams.

The district should consider making the Maintenance and Operations Secretary a full time position to provide continuity and added customer service. Given the district's size

and the fact that the duties of the position could be performed by the department director and secretary, the district should consider eliminating the Building Safety Maintenance Worker position.

The district should consider eliminating all the 3.75-hour per day grounds positions and replacing them with one eight-hour per day Groundskeeper II and two eight-hour per day Groundskeeper positions. The grounds division should be divided into two areas of responsibility: mowing and landscaping. A formal written plan should be developed and used for each area.

The custodial division staffing is high compared to similar districts and compared to the CASBO staffing formula; the division is not structured for maximum efficiency. Custodial staffing should be restructured to align with the recommended staffing level and to include 11 eight-hour per day positions and three 3.75-hour per day positions. Formal cleaning routes for custodians are lacking and should be developed and implemented at each school site, and custodial cleaning standards should be adopted. The district should consider developing a policy that provides for staff and student participation in helping keep schools clean. This type of policy has proved to be helpful in maximizing custodial time for cleaning duties as well as helping students take pride in their school campus.

Because of the district's size, the district should consider consolidating the part-time Warehouse Coordinator, Warehouse Delivery and Mail Delivery positions into one full time position.

The director and supervisor should jointly share in the responsibilities to ensure that department policies and procedures are in place and up to date. They should also ensure that each staff member is familiar with the policies and procedures and are provided with proper training for their position. The proper equipment and tools should be provided to complete each task in the department. The staff should be provided with the training necessary to use the equipment and be required to use it.

To help improve staff morale, the director should ensure that an open line of communication is established with staff members and implement monthly staff meetings to improve communication and resolve department issues as they arise.

The district needs to develop a thorough, standardized training program to bring all district procedures, departments and sites into compliance with federal, state and local regulations. A monthly safety meeting should also be conducted for department personnel for mandated safety and health training.

District staff members indicated that part-time employees consistently work extra hours. The district should ensure it has a process that requires all extra time and overtime to be preapproved. Some district substitute employees are working daily. The district should ensure that all applicable Education Code sections are followed concerning these issues.

Findings and Recommendations

Staffing

Maintenance Division Staffing

The maintenance division of the district's maintenance and operations department is staffed as follows:

Table 1: Maintenance Division Staffing

Position	Daily Hours	Days	Schedule
Director of Construction, Maintenance & Operations	8	Monday-Friday	7:30am-4pm
Maintenance & Operations Supervisor	8	Monday-Friday	7:30am-4pm
Secretary	3.75	Monday-Friday	8am-11:45am
Maintenance Worker/PM	8	Monday-Friday	7am-3:30pm
Maintenance Worker	8	Tuesday-Friday	12:30pm-9pm
		Saturday	6am-2:30pm
Maintenance Worker	8	Monday-Friday	7:30am-4pm
Maintenance Worker	3.75	Monday-Friday	2pm-5:45pm
Maintenance Worker	3.75	Monday-Friday	11am-2:45pm
Maintenance Worker	3.75	Monday-Friday	6:30am-10:15am
Bldg. Safety & Maintenance	8	Monday-Friday	7:30am-4pm
TOTAL	63.0		

Director and Supervisor

At the time of FCMAT's fieldwork, the director position was vacant, and the maintenance and operations supervisor planned to retire in December 2007. This situation provides the district with an opportunity to revitalize the department with new leadership. FCMAT believes both the director and supervisor positions are needed to provide adequate supervision for all the department's day and evening personnel. When filling these positions, it is important for the district to select the appropriate qualified candidates. This also gives the district an opportunity to implement the changes recommended in this report, which will help accomplish the goals of improved efficiency, accountability, customer service and employee morale.

The work hours for the director and supervisor are from 7:30 a.m. to 4 p.m. Monday through Friday. It is recommended that the director's daily work hours be changed to 7 a.m. to 3:30 p.m. and that the supervisor work from 2–10:30 p.m. This change would

provide afternoon and evening supervision for the maintenance and operations department and accommodate a centralized system in which the supervisor would be directly responsible for the custodial staff.

Secretary

The department secretary works 3.75 hours per day, from 8–11:45 a.m., Monday through Friday. For the remainder of the day, the building safety maintenance worker and the warehouse coordinator perform some of the secretarial duties. This appears to be a misassignment that requires the building safety maintenance worker to work at a lower classification and the warehouse coordinator to work beyond the assigned work day. A maintenance and operations department of this size needs a full time secretary. This position handles approximately 85 percent of all communication into and out of the department and helps provide continuity as well as improved customer service.

Maintenance Staff

The department has three eight-hour per day general maintenance positions. The reported trade skills of these staff members include irrigation, preventive maintenance, electrical and plumbing work. There are also three 3.75-hour per day positions, one of which is vacant. The remaining trade skill areas are locks, painting and fabrication/vehicle maintenance. A district of this size needs maintenance staff members with basic skills in areas such as plumbing, electrical work, locksmithing and painting. More complex maintenance duties can be outsourced. A review of existing trade skills indicates a need for a maintenance worker with basic heating, ventilation and air conditioning (HVAC) skills. Because summertime temperatures may exceed 110 degrees, this trade skill would be a valuable asset to the department.

Each of the district's six maintenance workers has different work hours. This arrangement is inefficient, hinders accountability and prevents the team from meeting and working as a team. Maintenance departments of this size typically work a 7 a.m. to 3:30 p.m. shift, which provides sufficient time for the director to meet with the maintenance staff at 7 a.m. every day to issue work orders and provide directions. These meetings are not occurring at present, which contributes to the department's lack of productivity.

One maintenance worker works from 12:30–9 p.m. Tuesday through Friday and from 6 a.m. to 2:30 p.m. on Saturday. This schedule is unnecessary and this employee has little supervision or accountability.

It is also inefficient for the district to have three 3.75-hour per day maintenance worker positions. Because of the time spent reporting to work, checking in, traveling to school sites, cleaning up after the job and returning to the operation center, very little actual work can be accomplished by these employees. A single full time position would be more efficient.

A review of the California Association of Chief Business Officials' (CASBO) staffing formula, which depicts industry standards, and of practices at school districts of similar size and type, indicates that a district the size of Keppel Union requires one full time equivalent (FTE) maintenance employee for each school site.

Table 2 provides a comparison of the district's current staffing with CASBO formula requirements.

Table 2: Current Staffing Compared with Formula Requirements

Position	Current Staffing	Formula Requirements
Director	1	1
Supervisor	1	1
Maintenance Worker	1	1
Maintenance Worker	1	1
Maintenance Worker	1	1
Maintenance Worker	.468	1
Maintenance Worker	.468	
Maintenance Worker	.468	
Building Safety Maintenance Worker	1	
TOTAL	7.4 FTE	6 FTE

An analysis of this data indicates that the district has 7.4 FTEs, but needs only 6 FTEs.

The district should consider assigning the maintenance staff to specific school sites. For example, with three full time maintenance workers and six schools, one maintenance worker could be assigned to two sites.

Building Safety Maintenance Worker

The Building Safety Maintenance Worker position is responsible for a wide variety of clerical functions, including accounting, warehousing related to maintenance and school site safety. This position requires no trade skills. A comparison of California school districts of similar size indicates that this position does not exist in any of them. Clerical duties are the responsibility of the department secretary; all other duties assigned to the Building Safety Maintenance Worker position are ordinarily the duties of the director or supervisor.

Recommendations

The district should:

1. Fill both the director and supervisor positions, and ensure that the best qualified candidates are selected.
2. Consider assigning the maintenance and operations supervisor to directly supervise all custodial staff members. The district should assign the supervisor to work 2–10:30 p.m. Monday through Friday.
3. Consider increasing the secretary position from 3.75 to eight hours per day and making this position responsible for all secretarial duties in the department.
4. Eliminate the flex time schedule for maintenance workers and place all maintenance employees on the same schedule. A 7 a.m. to 3:30 p.m. Monday through Friday schedule is recommended.
5. Consider replacing the three 3.75-hour per day maintenance worker positions with one full time position. Ensure that provisions of collective bargaining agreements are followed when making changes to positions.
6. Consider hiring a maintenance employee with basic HVAC experience when filling a maintenance opening in the future.
7. Consider dividing responsibility for school site maintenance among existing staff members and giving each full time maintenance worker responsibility for two school sites.
8. Consider eliminating the Building Safety Maintenance Worker position. Ensure that provisions of collective bargaining agreements are followed when making changes to positions.

Grounds Division Staffing

The grounds division is composed of a Groundskeeper II position that operates from the maintenance and operations offices. In addition, each school sites has a 3.75-hour per day position that provides direct grounds support services. The district's grounds staffing is composed of 26.25 hours per day (3.28 FTEs) as follows:

Table 3: Grounds Division Staffing

Site	Hours	Days	Hours
Districtwide	3.75	Monday-Friday	5:45am-9:30am
Almondale Middle	3.75	Monday-Friday	5:30am-9:15am
Antelope Elementary	3.75	Monday-Friday	7am-10:45am
Alpine Elementary	3.75	Tuesday-Saturday	7:30am-11:15am
Gibson Elementary	3.75	Monday-Friday	6am-9:45am
Lake Los Angeles Elementary	3.75	Monday-Friday	7am-10:45am
Pearblossom Elementary	3.75	Monday-Friday	8am-11:45am

The districtwide groundskeeper is classified as a Groundskeeper II. The Groundskeeper II operates the heavy equipment that includes commercial mowers, tractors, backhoes and a dump truck. This position is responsible for mowing large areas, fertilizing, aerating, seeding, trimming trees, planting and repairing major sprinkler systems. In addition, this position is assigned special projects. At the time of FCMAT's fieldwork, the Groundskeeper II was installing a field irrigation system and had reportedly been assigned to assist with plumbing projects, painting and roof repairs. This is a 3.75-hour per day position, but has reportedly worked eight hours per day.

The groundskeepers at the school sites are responsible for mowing the lawns, watering the grounds, weeding, edging and pruning. In addition, they are responsible for trash pick up, washing exterior windows and minor irrigation repairs. Each of the six school site groundskeepers has a different hourly schedule. Six of the district's seven groundskeepers work Monday through Friday and one works Tuesday through Saturday.

Visual inspection of the district indicates that improvement is needed. The grass needs to be mowed and edged and weeds need to be removed. The grounds staff members have been directed to provide curb appeal by working from the front to the rear of each school site; however, this is not taking place. Grounds standards and supervision appear to be lacking, and there does not appear to be a unified effort on the part of grounds staff to accomplish their mission. A mowing schedule is reportedly published; however, site administrators are unaware of its existence.

The California Association of School Business Officials' (CASBO) formula for grounds staffing is 1 FTE position for every 40 acres. District acreage per site and recommended staffing are provided in Table 4.

Table 4: CASBO Grounds Staffing Formula Compared with Current Staffing

Site	Acreage	Current Staffing	Formula Requirements	Recommended Staffing
District Office	1.31			
Almondale Middle	19.11			
Antelope Elementary	17.71			
Alpine Elementary	13.87			
Gibson Elementary	9.53			
Lake Los Angeles Elementary	9.39			
Pearblossom Elementary	19.12			
Total	90.04	3.28 FTE	2.25 FTE	3.0 FTE

Although each grounds employee is assigned to work 3.75 hours per day, it is reported that they are permitted to work whatever extra time or overtime they feel is needed to complete the work. For example, the Groundskeeper II is assigned to work 3.75 hours per day but it is reported that he works eight hours per day.

Under the existing organizational structure, acceptable standards are not being met. A separate grounds division providing centralized support to school sites under the direct supervision of the Director of Construction, Maintenance and Operations would have the most utility. Traditionally, the grounds division is divided into a lawn mowing element and a groundskeeping element that is responsible for all other landscaping requirements such as pruning, tree trimming and similar tasks. This arrangement would require removing the six 3.75-hour per day positions from each school site and organizing their efforts directly from the maintenance and operations office. It would also be beneficial to eliminate the seven 3.75-hour per day positions and replace them with three full time positions with the same standard Monday-Friday work schedule. This would help ensure proper supervision and provide for a better system of checks and balances within the department.

Based on quantitative data from the CASBO formula, a comparison with other school districts of similar size, FCMAT believes that three full time personnel would be adequate to provide groundskeeping services. It appears that the groundskeeping staff are assigned duties beyond traditional groundskeeping tasks, such as washing windows and maintenance tasks. The recommended staffing level of 3.0 FTEs for the grounds division does not provide for the assignment of duties beyond groundskeeping.

Table 5 on the following page provides one example of a mowing and grounds schedule:

Table 5: Sample Mowing and Grounds Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Almondale Middle	Antelope Elementary	Alpine Elementary	Pearblossom Elementary	Make-up Schedule and Equipment Maintenance and Repair
	Lake Los Angeles Elementary	Gibson Elementary	District Office	

A sample facility rating form is included in Appendix A.

Recommendations

The district should:

1. Consider eliminating the seven 3.75-hour Groundskeeper II/Groundskeeper positions and replacing them with one 8-hour Groundskeeper II and two 8-hour Groundskeeper positions. Ensure that provisions of collective bargaining agreements are followed when making changes to positions
2. Implement a standard work schedule for all grounds staff.
3. Consider consolidating all of the grounds positions within the maintenance and operations department and having them report to the Director of Construction, Maintenance and Operations.
4. Consider dividing the grounds division into two elements, with one element responsible for lawn mowing and the other responsible for landscape services.
5. Establish a formal weekly site schedule and formal weekly, monthly and annual schedules of duties for mowing and landscaping services.

Custodial Division Staffing

The district's custodial coverage is as follows:

Table 6: District Custodial Coverage

Almondale Middle	Total Hours	Days	Schedule
Custodian	8	Monday-Friday	7am-3:30pm
Custodian	3.75	Monday-Friday	3:30pm-7:15pm
Custodian	3.75	Monday-Friday	4pm-7:45pm
Custodian	3.75	Monday-Friday	3pm-6:45am
			Total = 19.25
Antelope Elementary	Total Hours	Days	Schedule
Custodian	3.75	Monday-Friday	6:45am-10:30am
Custodian	3.75	Monday-Friday	2:30pm-6:15pm
Custodian	3.75	Monday-Friday	11am-2:45pm
			Total = 11.25
Alpine Elementary/ CMO/ SSO	Total Hours	Days	Schedule
Custodian	8	Monday-Friday	7am-3:30pm
Custodian	3.75	Monday-Friday	5:15pm-9pm
Custodian	3.75	Monday-Friday	4pm-7:45pm
Custodian	3.75	Monday-Friday	3pm-6:45pm
			Total = 19.25
Gibson Elementary	Total Hours	Days	Schedule
Custodian	8	Monday-Friday	7am-3:30pm
Custodian	3.75	Monday-Friday	3:30pm-7:15pm
Custodian	3.75	Monday-Friday	5:15pm-9pm
Custodian	3.75	Monday-Friday	3pm-6:45pm
			Total = 19.25
Lake Los Angeles/ District Office	Total Hours	Days	Schedule
Custodian	8	Monday-Friday	7am-3:30pm
Custodian	3.75	Monday-Friday	5:15pm-9pm
Custodian	3.75	Monday-Friday	2:30pm-6:15pm
Custodian	3.75	Monday-Friday	4:30pm-8:15pm
			Total = 19.25

Pearblossom Elementary	Total Hours	Days	Schedule
Custodian	8	Monday-Friday	7am-3:30pm
Custodian	3.75	Monday-Friday	5:15pm-9pm
Custodian	3.75	Monday-Friday	3pm-6:45pm
			Total = 15.50

Districtwide	Total Hours	Days	Schedule
Custodian	3.75	Monday-Friday	3pm-6:45pm
Custodian	3.75	Monday-Friday	3pm-6:45pm
Custodian	3.75	Monday-Friday	3pm-6:45pm
Custodian	3.75	Monday-Friday	3pm-6:45pm
			Total = 15.00

FCMAT analyzed the district's custodial division to determine the adequacy of staffing. The CASBO staffing formula is one custodian for every 13 teachers (teacher factor); plus one custodian for every 325 pupils (pupil factor); plus one custodian for every 15 rooms to be cleaned (room factor); plus one custodian for every 18,000 square feet of building area (square foot factor); divided by four.

The principal factors for each site were determined using the following parameters:

Teacher Factor: One custodian for every 13 teachers. The number of full-time teachers divided by 13 equals the teacher factor. Counselors, aides, and other staff were not included in this number. A teacher was not counted if she or he used a classroom that was used by another teacher who had already been counted.

Pupil Factor: One custodian for every 325 pupils. The number of pupils divided by 325 equals the pupil factor. The number of pupils was the number enrolled in day school.

Room Factor: One custodian for every 15 rooms to be cleaned. The number of rooms divided by 15 equals the room factor. The amount of floor space used for an average room was 1,000 square feet. Large areas and large rooms (such as multipurpose rooms) were divided by 1,000 square feet to determine the average-sized room equivalent. Rooms with a floor area of less than 800 square feet were combined and the total square footage divided by 1,000 to determine the equivalent number of average sized rooms.

Rooms with between 800 and 1,200 square feet were counted as one room. All rooms (classrooms, storage, custodial rooms, and others) were counted only if they were cleaned each day. Closets, storerooms, and other rooms that are cleaned only periodically were not included.

Square Footage Factor: One custodian for every 18,000 square feet. The total square feet of building area divided by 18,000 equals the square foot factor. The square footage of all areas that are cleaned each day was counted, including outside corridors and walks if they are swept or blown clean daily by the custodian. One third of the total corridor space for each facility was used as a benchmark.

After each factor was determined (teacher, pupil, rooms and square feet) an average was calculated. The CASBO custodial formula requirements for the district were then compared to the district's actual staffing level.

After-hours use of the school site facilities was taken into consideration because all sites reported similarly high after hours use. The district's custodial staffing level is 14.87 FTEs. When applied to the district, the CASBO custodial staffing formula yields the following results:

Table 7: CASBO Custodial Staffing Formula Results

Site	Sq. Ft. Factor	Room Factor	Pupil Factor	Teacher Factor	Total	Formula FTE Requirements
Almondale Middle	2.07	2.33	1.73	1.69	7.82	1.96
Antelope Elementary	.91	1.40	1.01	1.23	4.55	1.14
Alpine Elementary CMO/SSO	1.81	1.80	1.87	2.23	7.71	1.93
Gibson Elementary	4.32	3.66	1.86	2.23	12.07	3.02
Lake Los Angeles Elem. District Office	2.89	2.53	1.67	2.00	9.09	2.27
Pearblossom Elementary	1.17	1.40	1.24	1.54	5.35	1.34
Total = 11.66						

As shown above, the CASBO formula indicates that a total of 11.66 FTE custodial positions are required to properly clean the district's facilities.

A site-by-site comparison of the staffing formula, current staffing and recommended staffing is as follows:

Table 8: Site-by-Site Staffing Comparison

Site	Current Staffing	Formula Requirements	Recommended Staffing
Almondale Middle	2.41	1.96	2.0
Antelope Elementary	1.41	1.14	1.47
Alpine Elementary CMO/SSO	2.41	1.93	2.0
Gibson Elementary	2.41	3.02	3.0
Lake Los Angeles Elem. District Office	2.41	2.27	2.47
Pearblossom Elementary	1.94	1.34	1.47
District (Special Projects)	1.88	0.0	0.0
Total	14.87 FTE	11.66 FTE	12.41 FTE

A comparison of the district's custodial staffing with school districts of similar square footage and number of rooms indicates a need for 12.41 FTEs, which would decrease staff by 2.46 FTEs.

Supervision of the custodial division is not centralized. Operationally, it would be more effective to centralize the custodial division, with all custodians reporting directly to the maintenance and operations supervisor. The day custodians should also have time built into their work day so that they may complete custodial tasks as directed by the site principal. Clear and open communication between the site principal and the maintenance and operations supervisor can help ensure that the day custodians meet site needs and complete their assigned tasks.

Cleaning routes were provided for each site. However, the routes provided are not formal cleaning routes because they lack a written assignment indicating time of day for each site zone (for example: 2-4 p.m.) and listing of specific work to be accomplished during this time (for example: clean classrooms 104-114). The district does not have site cleaning standards. Formal cleaning standards indicating what is to be cleaned in each room and how much time is allotted for each task should be developed. Sample cleaning standards are included in Appendix B.

Custodial employees appear to be working on schedules which fit their personal needs rather than those of the district. Standard schedules would help ensure proper supervision and provide for a better system of checks and balances.

Recommendations

The district should:

1. Consider reducing total custodial staffing to 12.41 FTEs by eliminating all but three of the 3.75-hour per day positions and having eleven full time positions. Ensure that provisions of collective bargaining agreements are followed when making changes to positions
2. Consider restructuring the custodial division to a centralized model under the maintenance and operations supervisor.
3. Implement a standard work schedule for custodial staff.
4. Develop and implement formal cleaning routes for custodians at each school site.
5. Adopt custodial cleaning standards to ensure that district facilities are cleaned and maintained properly.

Warehouse Division Staffing

The district has a 3.75-hour per day warehouse coordinator position, a 3.75-hour warehouse worker/delivery driver position and a 3.75-hour mail delivery position. It was reported that the warehouse coordinator works a significant amount of extra time. A comparison with other school districts of similar size indicates that these three positions could be combined into one full time position. To accommodate the change in staffing, the district could implement a “just in time” delivery system for office and classroom supplies at each site. Orders could be placed online for most or all of the basic office and classroom supplies, and merchandise could be delivered directly to the sites. For example, many school districts currently order directly from Office Depot via their “U.S. Communities” contract.

Recommendations

The district should:

1. Consider consolidating the warehouse coordinator, warehouse worker and mail delivery positions into one eight-hour position. Ensure that provisions of collective bargaining agreements are followed when making changes to positions.
2. Consider implementing a “just in time” delivery system for office and classroom supplies at each site.

Operations and Structure

Vehicle Fleet and Equipment Replacement

Most of the district's maintenance and operations fleet vehicles are in need of replacement, based on industry standards for vehicles of similar year and mileage. With the exception of two 2004 model year vans and one 2006 model year service truck, the fleet consists of vehicles that are aged; some have extremely high mileage and a few are in very poor condition. A table containing the district's vehicle fleet inventory information is provided in Appendix D.

The district conducts annual vehicle evaluations but lacks a comprehensive vehicle replacement program. A formal replacement program would include vehicle replacement criteria such as mileage, age, and condition. Vehicles that meet the identified criteria during the annual evaluation would qualify for replacement. For example, a vehicle replacement schedule may use 10 years and/or 100,000 miles as the criterion for replacement.

The district's equipment schedule indicated that the district has been proactive with equipment purchases and replacement during the past several years. In the grounds division, it appears that the district has an excess inventory of mowers, weed trimmers, blowers and other equipment, probably because the site-specific 3.75-hour per day positions have their own equipment at each site. Centralizing the grounds personnel and equipment and implementing a traditional groundskeeping operation would reduce the amount of equipment needed and reduce operational costs.

Recommendations

The district should:

1. Continue conducting annual evaluations of each vehicle; repair or replace vehicles as needed.
2. Establish and fully implement a vehicle replacement program.
3. Review the equipment inventory for each division within the maintenance and operations department.
4. Continue to monitor and replace outdated, inefficient equipment used by the maintenance and operations department to ensure that staff members have the proper equipment and tools to complete each task. Staff should be trained as needed to use the equipment and required to use it.

Preventive Maintenance

The district lacks a formal plan for scheduled preventive maintenance. A preventive maintenance plan should include a database of district buildings and equipment that may require ongoing preventive maintenance and repair. A preventive maintenance plan would also typically include purchase prices, anticipated life expectancies, replacement schedules and budget information needed to implement the program. A scheduled preventive maintenance program includes performing regular inspection and maintenance efforts before facilities deteriorate or equipment breaks down, as opposed to a remedial maintenance program in which efforts to restore facilities and equipment occur after a breakdown has occurred.

Without a scheduled preventive maintenance program, the district's maintenance and operations department has found itself in an emergency response role with no time for scheduled preventive maintenance.

Scheduled preventive maintenance should be viewed at as an investment, not a cost. Desired outcomes and methods of implementing a scheduled preventive maintenance program are as follows:

Probable and Desired Outcomes of a Scheduled Preventive Maintenance Program

- Increased life of school buildings and district equipment.
- Improved operating efficiency of equipment.
- Reduced breakdowns.
- Lower operating costs.
- Increased profits, and thus less burden on district's general fund.
- Improved safety.
- Improved customer satisfaction; less school disruption and downtime due to remedial maintenance activities.

Methods of Implementation

- Create a department policy regarding preventive maintenance and include funding sources.
- Create a database of all facilities and equipment that require regular preventive care and maintenance.
- Develop an organizational chart showing the scheduled preventive maintenance program.
- Establish a computer database of priorities for preventive maintenance items.
- Establish a computer database, site by site, that contains records of all equipment and buildings including name, location, description, age, part number or date of purchase, I.D. number, and other information.
- Create a computer database that lists in chronological order when service or replacement of equipment should occur.

- Establish a financial plan, including funding sources and any budget codes needed to track preventive maintenance expenditures.
- Develop a calendar for projects that may need to be contracted out. (This may be tied to the Five Year Deferred Maintenance Plan.)
- Create or develop a program to update the district's facilities and equipment inventory each year and to record changes that have occurred during the current year as a result of maintenance performed, addition of new equipment or facilities, demolition of facilities, sale of equipment and any other changes to facilities or equipment.
- Using the data from above, establish a long-range (five year) financial plan reflecting the possible impact of the scheduled preventive maintenance program.
- Develop a budget code for the scheduled preventive maintenance program that is separate from that of the routine maintenance program.

The district needs to implement a comprehensive scheduled preventive maintenance program to keep facilities and equipment in acceptable operating condition.

Mobile Maintenance Teams

The maintenance and operations department operates in a manner similar to many California school districts of like size: one or two maintenance workers are assigned to a district vehicle and respond to work requests throughout the district as needed. This method has proven to be inefficient because time is wasted in transit to and from school sites.

The district may find it beneficial to research mobile team maintenance, which is commonly found in larger school districts. Teams typically consist of three to five maintenance technicians who travel from site to site, usually spending one week at each facility. During the scheduled team visit, all preventive and corrective work orders are completed. A letter informs the site administrator when the team is arriving, asks that a prioritized suggested work list be submitted by an established deadline and requests a meeting to discuss site maintenance needs. The prioritized work order list is provided so that each site can submit their wish list on the same form. The scope of scheduled preventive maintenance work is provided to inform the principal of the tasks that will be taken care of on every visit. A current list of outstanding work orders is also provided to help the administrator develop the prioritized suggested work list.

Mobile team maintenance is a proven, effective and efficient approach to meeting the needs of a school district with limited resources and numerous facilities.

Electronic Work Order System

The district uses an electronic work order system called School Dude, which provides the district and school sites with the ability to easily check the status of work orders. However, the district is not using the program's ability to track preventive maintenance scheduling, safety meetings and asbestos inspections.

Maintenance Purchasing Practices

Maintenance workers spend much of their time traveling to obtain parts and materials for their work projects. They typically travel to a site to determine the problem, obtain approval, purchase materials or parts, then travel back to the site to complete the work. This is not an effective use of employee time. It does not appear that the department keeps an inventory of stock materials. Steps need be taken to make the purchase and procurement of supplies more efficient.

Many school districts have begun using procurement cards for purchases of less than \$1,000. These cards can have purchase limits and can be limited to certain vendors and/or certain types of supplies and materials, which helps streamline procurement procedures and eliminate paper work and approval time. Each purchase can be tied to a specific job or project and would be listed on the work order. The purchases would be reviewed by the maintenance and operations department secretary and the supervisor or director.

Deferred Maintenance Program and Five Year Plan

The Deferred Maintenance Program (DMP) provides state matching funds to assist school districts with expenditures for major repair or replacement of school building components to help ensure safety. This includes roofing, plumbing, heating, air-conditioning, electrical systems, wall systems and floor systems. An annual Basic Grant is provided to districts for the major repair or replacement work listed on the Five Year Plan (Form SAB 40-20), which projects the deferred maintenance work to be performed throughout a school district over the next five years. An Extreme Hardship Grant may be provided in addition to the Basic Grant if a district has a project on its Five Year Plan that must be completed within one year for health and safety or structural reasons.

The Five Year Plan is intended to forecast a district's deferred maintenance projects for the stated period. It is not intended as an expenditure report, so the reported project costs should be estimates. The district is not required to perform all the work listed on the plan. New or revised plans for the current fiscal year must be submitted to the Office of Public School Construction (OPSC) by the last working day in June for that fiscal year. The Five Year Plan allows a district to designate an individual approved by the district's governing board to act on the district's behalf and to serve as a contact for the OPSC regarding the DMP. If part one of the Five Year Plan is not completed, the district superintendent must sign the form and serve as the district's point of contact for the OPSC.

Beginning with the 2005-2006 fiscal year, school districts and county offices of education were required to establish a facilities inspection system (FIS) as a condition of participation in the DMP. This requirement is pursuant to Senate Bill 550, which modified Education Code Section 17070.75(e). The requirements of the FIS are not defined in law other than to state that the system should ensure that each school is maintained in good repair; the design of the FIS is determined at the local level. The only exception is for school sites that the California Department of Education (CDE) has ranked in deciles 1-3

based on the 2003 Academic Performance Index (API) and that were built before January 1, 2000.

Before submitting a new or revised version of the Five Year Plan, the proposals and plans for spending funds for the deferred maintenance of school district facilities must be discussed in a public hearing at a regularly scheduled school board meeting. The date that this occurred must be entered in the certification section of the form. This requirement must be met each time a revised plan is submitted to the OPSC.

A district may amend its approved Five Year Plan as needed for the current and future fiscal years. Plan revisions are not required for estimated cost changes or for moving a project already listed on the plan into a different fiscal year. A revised plan should be submitted to the OPSC if any of the following occur:

- The plan has expired.
- Deferred maintenance work will be performed that is currently not listed on the plan or at a school that is not on the plan.
- To remove the project(s) if the exact same work was entirely paid for under the School Facility Program modernization or the Federal Renovation Program.

The fiscal year in which a district revises the plan will become the starting year for the plan. The OPSC will not accept revisions to the Five Year Plan for prior fiscal years.

A project on the Five Year Plan must involve repair and replacement of one of the school facility components stated in law or approved by the State Allocation Board. The components must also have approached or exceeded their normal life expectancy, and they must be located in a district-owned facility that is used for school purposes.

Facility components with a history of continued repairs that indicate a shortened life expectancy may be included as eligible items.

The district has not followed through with the management of a Five Year Plan. Once the new Director of Construction, Maintenance and Operations has been hired, arrangements will need to be made for assessment of all systems in the Five Year Plan, including roofing, paving needs, painting requirements, asbestos removal, HVAC replacement and other items.

The director should prioritize projects and create a Five Year Plan to correct system deficiencies. This plan can be modified each year as requirements change. The director should be trained in how to submit the plan to the governing board and then to the state. The OPSC has a handbook to assist with this, which is available at http://www.documents.dgs.ca.gov/opsd/Publications/Handbooks/DMP_hdbk.pdf.

Recommendations

The district should:

1. Implement a comprehensive scheduled preventive maintenance program to keep facilities and equipment in acceptable operating condition.
2. Research the concept of mobile team maintenance for possible future implementation.
3. Ensure that staff are trained and are fully using the School Dude electronic work order system.
4. Keep a small inventory of routine maintenance supplies in the maintenance and operations facility.
5. Consider using procurement cards for purchases under \$1,000 and developing an equipment/materials procurement manual that outlines the district's policies and procedures for equipment and supply purchases.
6. Ensure that the Director of Construction, Maintenance and Operations completes assessments on all components included in the Five Year Deferred Maintenance Plan, prioritizes projects and creates a Five Year Plan to correct system deficiencies.

Shared Cleaning

All cleaning tasks in the district are primarily the custodians' responsibility. Progressive school districts throughout California have come to realize that everyone is responsible for helping create a positive, clean, safe and comfortable environment for students and staff. As a result, the responsibility for classroom cleanliness is shared among the students, teachers and custodians. For example, each student is responsible for his or her own personal space; the teacher is responsible for securing the room; and the custodian is responsible for basic cleaning. Adopting shared cleaning responsibilities can improve cleaning standards and foster positive relationships. A sample school team cleaning program is included in Appendix C.

Deep Cleaning and Carpet Cleaning

In many school districts it is standard procedure for custodial staff to perform deep cleaning of the school facilities during school breaks, including cleaning carpets and tile floors. Staff indicated that no formal plan has been established and that deep cleaning is not taking place; this was attributed to a lack of leadership, supervision and training.

The district lacks a formal carpet cleaning program. A few carpets are cleaned each evening but there is no schedule to ensure that all carpets are cleaned annually during school breaks. Several staff indicated that the lack of consistent, scheduled carpet cleaning was an area of great concern district wide. The district uses a trailer-mounted carpet cleaning machine operated by a crew of two to three employees referred to as the special projects crew. The trailer is large and difficult to maneuver in and around the school grounds. The machine was demonstrated for FCMAT at the district office. Although it worked well, set up and breakdown was very time consuming. Installing the carpet cleaning machine in a van or minibus would save the crew time and be more maneuverable, enabling the crew to access difficult to reach areas. It would be beneficial to provide each school site with a portable carpet cleaning machine so that incidental spills and isolated areas could be cleaned as needed throughout the school year. FCMAT did not obtain a copy of the district's custodial equipment inventory. However, it appears from discussions with staff that sites may lack equipment such as vacuum cleaners, machines for spot cleaning carpets and bathroom cleaning stations.

Recommendations

The district should:

1. Consider adopting a clean schools policy and implementing shared cleaning responsibilities at each school to help foster school pride.
2. Establish written schedules for, and carry out, annual deep cleaning and carpet cleaning during school breaks.
3. Investigate the option of installing the carpet cleaning machine in a van or mini-bus.
4. Provides sites with portable carpet cleaning machines to clean spills and isolated areas.

Policy and Procedures Manual

The maintenance and operations department lacks a manual of policies and procedures. As a result, employees do not have clear and consistent policies and procedures to follow. Legal and procedural mandates need to be outlined for the department to remain in compliance and function optimally.

The Director of Construction, Maintenance and Operations needs to develop a manual that includes, but is not be limited to, the following topics:

- Use of district vehicles
- Use of district tools and equipment
- Safety training
- Key control
- New employee orientation
- Employee conduct
- Employee discipline
- Employee evaluation
- Dress code/uniforms

The maintenance and operations department staff need to be held accountable for following established policies and procedures. The assistant superintendent of business services would need to review and approve the manual before it is implemented.

Recommendation

The district should:

1. Develop a policy and procedures manual, and hold the staff accountable for following established policies and procedures.

Training and Safety

The district lacks a districtwide training program for maintenance and operations staff and is currently out of compliance in a number of areas related to health and safety. FCMAT was not provided with written policies or procedures regarding training, safety issues or departmental protocols.

Training and safety currently fall under the direction of the Building Safety Maintenance Worker position. However, in districts the size of Keppel USD this position is uncommon and these duties would typically be performed by the Director of Maintenance and Operations.

A thorough, standardized training program with consistent initial and ongoing training for all maintenance and operations staff would help bring district procedures, departments and sites into compliance with federal, state and local regulations and would include the following topics:

- Hazard communication plan
- Asbestos
- Lead
- Antimicrobials
- Blood-borne pathogens
- Material safety data sheets (MSDS)
- Injury and Illness Prevention Programs (IIPPs)
- Fire extinguishers
- Integrated pest management (IPM)
- Forklift training/scissor lift training (if applicable)
- Respiratory protection
- Hand and power tool safety
- Ladder safety
- Back safety
- Electrical safety
- Driver safety

It does not appear that the maintenance and operations department has regular safety meetings. There is no designated employee in charge of maintaining employee records related to mandated health and safety training, and no software is used to maintain these records.

Custodial Training

The district lacks a formal training program for custodial staff. A formal program would include training for new and substitute custodians in how to clean to the district's standards. CASBO provides a semiannual one-day class for custodians on how to clean a classroom and restroom. Attendance at this class would be useful for the custodial staff. The ongoing training program for custodial staff also needs to include annual certification

and training in safety, the use of chemicals, back injury prevention, use of fire extinguishers and other relevant topics.

Morale

It appears that employee morale is low. Employees indicated that they feel overworked and underappreciated. Many employees feel that they are micromanaged and that they could not approach the former Director of Construction, Maintenance and Operations with concerns or suggestions. Employees indicated that they are consistently responding to emergencies and lack consistent schedules or direction.

Open communication with staff, including regular staff meetings and staff appreciation activities can help improve morale and resolve issues as they arise

Overtime, Extra Time and Substitutes

Several staff members indicated that employees are consistently working extra hours. The district reported spending \$166,951 for extra time and \$72,126 for overtime for the maintenance and operations department in the 2006-07 fiscal year. There does not appear to be a formal process for the approval of extra time and overtime. Some reports indicate that staff members are allowed to determine when they need to work additional hours. Some district substitutes are reportedly working on a daily basis and have sometimes worked when no employees are absent or no position is vacant.

The district needs a process for prior approval of extra time and overtime. The district should ensure that all applicable Education Code sections are followed, including sections 45103, 45136 and 45137.

Recommendations

The district should:

1. Immediately develop a thorough, standard training program to bring all district procedures, departments and sites into compliance with federal, state and local regulations.
2. Implement a monthly safety meeting for all maintenance and operations staff.
3. Designate one employee to be responsible for maintaining all employee records related to mandated safety and health training, and use a computer software program to maintain these records.
4. Create a formal training program for custodians that includes cleaning standards, annual certifications, use of chemicals, safety and other relevant topics.
5. Ensure that the new director establishes open communication with the staff, including monthly staff meetings. The director should also consider establishing staff appreciation activities.

6. Establish a process that requires all extra time and overtime to be approved in advance and that ensures that substitutes do not work every day. Review and follow all sections of the Education Code applicable to these issues.

Appendices

Appendix A

Sample Facility Rating Form

Appendix B

Sample Standards and Frequencies for Routine Cleaning

Sample Classroom Inspection Form

CASBO Custodial Cleaning Time Standards

Appendix C

Sample School Team Cleaning Program

Checklist for Good Classroom Housekeeping

Appendix D

District Fleet Vehicle Inventory

Appendix E

Study Agreement

Appendix A

Sample Facility Rating Form

SAMPLE

DEPARTMENT OF MAINTENANCE & OPERATIONS

Grounds & Landscaping

FACILITY RATING

SCHOOL FACILITY _____ DATE _____

Rating System: A - Exceptional B - Satisfactory C - Below Standards

ITEMS	A	B	C	COMMENTS
Backstops				
Bike Rack Area				
Covered Walks				
Drainage				
Fence Lines				
Irrigation equipment				
Lawn				
Leaves				
Litter / Debris				
Parking Lots & Driveways				
Pest Control (gophers)				
Planters				
Playgrounds & Courts				
Sidewalks				
Stadiums & Playing Fields				
Shrubs				
Tree Trimming				

Appendix B

CUSTODIAL SERVICES

Standards & Frequencies for Routine Cleaning Team

Classrooms & Multi-purpose Rooms: (Daily)

- Empty all trash cans.
- Wipe or replace plastic liners as necessary.
- Vacuum and spot clean carpeted floors.
- Dust mop and damp mop hard surface floors.
- Spot dust all furniture. Clean doorknobs, lever handles, push plates, push bars, and pull handles. Clean chalkboards, marker boards if necessary.

Classrooms & Multi-purpose Rooms: (Weekly)

- Spot clean and spray buff/burnish all hard surface floors. Spot clean walls and wall switches. High dusting (that can be safely reached) of all horizontal building surfaces. Damp wipe and vacuum all furniture.

Classrooms & Multi-purpose Rooms: (Yearly)

- Scrub and polish hard surface floors.
- Clean and shampoo carpet.
- Wipe down and disinfect all desks and other surrounding hard surfaces.

Student & Staff Restrooms: (Daily)

- Empty trashes, damp wipe, and replace liners in trash cans.
- Thoroughly clean and disinfect surface of all floors, lavatory fixtures, toilets, and urinals, including outside and underneath fixture.
- Spot clean all walls and tile partitions.
- Refill soap, paper towel and toilet tissue dispensers.
- Clean all metal fixtures and surfaces.

Student & Staff Restrooms: (Weekly)

- Wash walls and toilet partitions from top to bottom.
- Perform high and low dusting.

Student & Staff Restrooms: (Twice Monthly)

- Service the sanitary napkin machines in women's' restrooms.

Student and Staff Restrooms: (Monthly)

- Clean air conditioning supply and return registers.
- Scrub and sanitize floors.

Staff Offices and Conference Rooms: (Daily)

- Empty trash cans.
- Damp wipe and change liner if necessary.
- Remove materials labeled as "trash".
- Remove materials labeled as recycling".
- Vacuum and spot clean carpeted floors.
- Dust mop and spot mop hard surface floors.
- Spot clean entry doors and glass storefronts.
- Dust all furniture, which is not covered by paperwork.

Staff Offices and Conference Rooms: (Weekly)

- Spot clean walls and glass partitions.
- Spot clean wall switches.
- Damp wipe telephones.
- Low and high dusting.
- Replace trashcan liners.
- Spot clean and spray buff/burnish all hard surfaces.

Staff Offices and Conference Rooms: (Monthly)

- Brush down and clean all wall and ceiling air conditioning registers.
- Dust window coverings.
- Vacuum or brush cloth upholstered chairs and damp wipe leather or vinyl furniture.

Kitchens, Pantries, Teacher Lounges: (Daily)

- Empty trash, damp wipe, and replace liners in trash cans.
- Thoroughly clean and disinfect all surfaces of all floors, and sinks, and counters if cleared.
- Refill soap and paper towel dispensers.

- Vacuum and spot clean carpet.
- Wet mop tile floors.

Kitchens, Pantries & Teacher Lounges: (Weekly)

- Perform high and low dusting.
- Spot clean all walls and other hard surfaces.

Kitchens, Pantries & Teacher Lounges: (Monthly)

- Brush down air conditioning supply and return registers.
- Scrub and polish floors.
- Spot clean carpets.

Department of Maintenance & Operations

CUSTODIAL SERVICES
Sample Classroom Inspection Form

School _____ Inspected by: _____

Room Number _____ Inspection Date: _____

Level 4 – Unacceptable
 Level 3 – Needs Improvement

Level 2 – Meets Standards
 Level 1 – Exceeds Standards

CONDITION	4	3	2	1	COMMENTS
SWEEPING & DUST MOPPING					
VACUUMING					
MOPPING & DAMP SPOTTING					
CARPET SPOTTING					
SINKS					
LOW DUSTING					
CHALKBOARDS					
COUNTERS					
FURNITURE					
DOORS & ENTRYWAYS					
TRASH CANS					
WALLS					
OVERALL IMPRESSION					

Casbo Custodial Cleaning Time Standards

In determining time standards you must incorporate what level of cleaning you as the client would be willing to pay for, which services you could not live without, and which services you would give up to create time for more cleaning services.

In evaluating the time line for a day custodian, defined as a person who works at a school site while students are present, you must determine time available for performing assigned duties.

▶ 8 hours	480 minutes
▶ 2 breaks (15 min. Each)	30 minutes
▶ Security check. Replace tools and equipment	20 minutes
▶ Time available to provide services.	430 minutes

☐ NON CLEANING DUTIES:

▶ Open the school. Check for vandalism, safety concerns, and maintenance items.	40 minutes
▶ Playground - field inspection	25 minutes
▶ Miscellaneous duties including teacher/site manager requests, activity set-ups, repairing furniture/equipment, ordering and delivering supplies	60 minutes
▶ Put up flag and p.e. equipment.	20 minutes

☐ Cleaning Duties

▶ Clean front of school daily	30 minutes
▶ Clean drinking fountains daily	2 min. each
▶ Clean child care facilities	30 min. Each
▶ Set up for lunch	30 min. daily
▶ Clean hallway	6 min. per 1000 sq. ft.
▶ Clean multi-use room	9 min. per 1000 sq. ft.
▶ Clean kitchen	20 min. per 1000 sq. ft.
▶ Rest room care	2 min. Per fixture
▶ Clean patio areas	15 min. per 1000 sq. ft.

The first step in determining cleaning time for night custodial cleaning is to calculate how much cleaning time is available in a given time frame.(example)

8 hours	480 minutes
less 2 breaks	30 minutes
less 2 security checks	35 minutes
time available to clean	<u>415 minutes</u>

If you have a paid lunch, deduct 30 minutes from available time for cleaning.

The cleaning of classrooms is based on the following:

Regular classroom:

☛ Sweep or vacuum the floor	9. minutes
☛ Clean sinks, dump trash, check pencil sharpener	3. minutes
☛ For each sink in science rooms	add 45 sec.

Weekly duties one each day 5 minutes

➔ Monday	Dust horizontal surfaces
➔ Tuesday	Clean chalk trays and spot clean doors and walls
➔ Wednesday	Clean table tops
➔ Thursday	Clean sink counters and spot clean carpets
➔ Friday	Clean chalk boards and trays

📖 Note: In cleaning sinks do not forget to clean fixtures, dispensers, and edges.

Time Line For Other Cleaning.

☛ Multipurpose room	9 min. per 1000 sq. ft.
☛ Home EC. Including wet mop	30 minutes per. rm.
☛ Kitchen and rest rooms if applicable (includes damp mopping)	20 min. Per 1000 sq. ft.
☛ Gymnasium	6 min. per 1000 sq. ft.
☛ Shops	10 min. per 1000 sq. ft.
☛ Clay and art rooms (including damp mopping)	17 min. per 900 sq.ft.
☛ Office	20 min. per 1000 sq. ft.

Rest Room Care, Kindergartens, and Kitchens are The Most Important Functions That We Perform And Carry The Highest Priority Of Our Time!!

In cleaning rest rooms the following will hold true:

Check all dispensers for paper and soap; Sweep floors; dump trash; clean sinks; toilets, and urinals (**paying close attention to cleaning under the rim & lip of toilet and urinals**); clean mirrors; damp mop floors daily (**paying close attention to borders and behind the doors**); and dust weekly including the vent.

In the cleaning of rest rooms with less than 10 fixtures, it will take 2 minutes per fixture. In rest rooms with 11 or more fixtures, it will take 1.5 minutes per fixture.

Appendix C

SCHOOL TEAM CLEANING PROGRAM

“What the schools can do to help”

WHAT NEEDS ATTENTION	HOW TO HELP
Entrances	Use walk off mats to help keep soil outside the building.
Work Areas	Keep your work area free of litter and clutter. Students should police their work areas the last two minutes of each day and place all paper and debris in trash can.
Spills	Wipe or blot up small spills on the floor to avoid slipping hazards. Immediately notify custodial services of serious spills or clean-up tasks that cannot wait for regularly scheduled maintenance.
Staples	Even the most powerful vacuum cleaner will not pick up staples. When you drop them please, pick them up and dispose of them.
Restrooms & Sink Basins	Water left on a lavatory sink can result in an embarrassing situation for the next person who leans against it. Please wipe the sink dry after use.
Classroom Trash & Paper	Classroom trash and paper should be emptied into trash barrels located at the end of each wing every day.
Chairs	All student chairs should either be placed on top of tables at end of school day or they should be stacked at front of room so that the custodians can clean floors. This only takes one or two minutes for the students to do whereas if the custodian has to do it, it takes him or her 10 minutes.
Walls and doors	Do not tape papers to painted surfaces. This practice makes it impossible to remove gum residue.

Good housekeeping practices will need to be implemented by teaching staff as well as students in order to have clean, well-kept schools. Budget cuts and staff reductions necessitate the assistance of all staff in order to keep schools clean and safe.

**SAMPLE
Department of Maintenance & Operations**

Custodial Services

CHECKLIST FOR GOOD CLASSROOM HOUSEKEEPING

SCHOOL _____ DATE _____

ROOM # _____ INSPECTED BY _____

ITEM/TASK	EXCELLENT	GOOD	POOR
Trash emptied.			
Books picked up off of floor.			
Items removed from sink.			
Tables cleared for cleaning (on Wednesdays only)			
Back Packs picked up off of floor.			
Large pieces of paper picked up off of floor.			
Paper clips picked up off of floor.			
Chairs stacked.			
Window sills clear of items.			

Comments: _____

** All of these tasks can be completed by students in a matter of 2 or 3 minutes before the dismissal bell rings each day and will save hours of extra custodial time.*

Appendix D

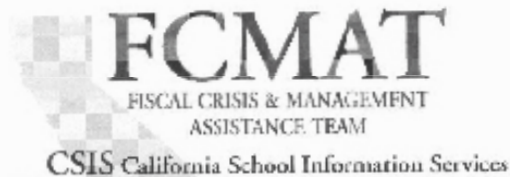
District Fleet Vehicle Inventory

KEPPEL UNION SCHOOL DISTRICT
 VEHICLE FLEET INVENTORY
 October 11, 2007

Year	Description	Serial	License	Purchase Price	Blue Book	Location	Mileage	Re-Built	Condition
1965	Massey Ferguson	9A - 206120	135	unknown	\$2,200.00	Maintenance	14,134		Fair
1980	Nissan Forklift	D11K25743	N/A	unknown	\$250.00	Maintenance	N/A		Poor
1991	Chevy S-10	1GCCS14A3M8228307	E345203	\$5,025.00	\$2,000.00	Maintenance	112,670		Sell 05/07
1991	Cube High Van	1FDKE37G4MHA05932	E266525	\$14,500.00	\$6,260.00	Maintenance	180,800		Good
1993	Ford Van	1FTGE24HOPHA82299	E026283	\$14,500.00	\$4,900.00	Maintenance	147,576	Nov. 2004	Fair
1993	Ford Ranger	1FTCR11X2PPA10986	E295056	\$14,800.00	\$3,462.00	Maintenance	175,043		Good
1994	Isuzu Refrig.	JALE5B1U7R3001192	1121388	\$19,425.00	none available	Food Service	232,484		Good
1997	Ford Club Van	1FBHE31L2VHA34422	E045378	\$25,500.00	\$12,035.00	Maintenance	57,596		Good
1997	Ford Van	1FTHS24L2VHB43442	E996566	\$20,000.00	\$11,035.00	Maintenance	102,209		Good
1997	Freightliner	1FV3HFACOV1.838122	1132603	\$30,899.96	none available	Maintenance	90,210		Good
1998	Hyster Forklift	C010H02268S	None		\$7,600.00	Food Service	N/A		Good
1999	Ford Ranger	1FTZR15X8XTA11300	E1005196	\$24,000.00	\$16,455.00	Maintenance	69,937		Good
1999	Ford Cube Van	1FDWE37L1XHB04159	E955431	\$21,000.00	none available	Maintenance	23,455		Good
1999	Ford Wind. Van	2FTZA5445XBA94738	5Y58503	\$8,900.00	\$8,805.00	Mail Van	62,988		Good
2004	Ford Van	1FTNS24L74HA28448	183740R	\$18,657	\$18,000	Food Service	2,622		Excellent
2004	Ford Club Van	FBNE31L94HA85160	1124938	\$21,138.50	\$25,500	District	21,366		Excellent
2006	Ford F-350	FDWF36P26EA16674	1267145			Maintenance	5,626		Excellent

Appendix E

Study Agreement



FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
August 20, 2007

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Keppel Union 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 Keppel Union 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.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

- 1) Evaluate the efficiency and effectiveness of the District's Maintenance and Operations Department.
- 2) Review the existing staffing levels for maintenance, operations and grounds, and provide staffing comparisons from similar districts to assist the district in determining if staff levels are appropriate.
- 3) Review the district's current management structure of the Maintenance and Operations Department to assist the district in determining if the Supervisor position should be filled.
- 4) Provide comments for needed changes or improvements as necessary.

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 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) Progress Reports - 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 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 costs. 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:

- A. FCMAT Team Leader
- B. Two FCMAT Maintenance and Operations Consultants

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. Based on the elements noted in section 2 A, the total cost of the study is estimated at \$10,000. 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.
- 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 planned completion dates for key study milestones:

Orientation:	To be confirmed following board approval
Staff Interviews:	To be confirmed following board approval
Exit Interviews:	To be confirmed following board approval
Preliminary Report Submitted:	Six weeks following conclusion of on-site review
Final Report Submitted:	To be determined
Board Presentation:	To be determined
Follow-Up Support:	If requested

CONTACT PERSON

Please print name of contact person: _____
Steve Doyle, Asst. Superintendent of Business Services _____

Telephone (661) 944-2155 FAX 661/944-2933

Internet Address sdoyle@keppel.k12.ca.us

 _____ 8/23/07
Dr. Linda Wagner, Superintendent Date
Keppel Union School District

 _____ August 20, 2007
Barbara Dean, Deputy Administrative Officer Date
Fiscal Crisis and Management Assistance Team

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