



45th Annual Conference
on School Facilities

February 28 - March 1, 2024
Sacramento SAFE Credit Union Convention Center



Maintenance Dollars

In the Era of Local Control Funding



Handouts QR

February 2024

Today's Presenters

David A. Van Westerhuyzen
Director of Maintenance



Douglas Mefford
Director of Maintenance,
Operations & Transportation



Joanne Branch, DBIA
Director of Procurement Services
(*PERS retired 28 yrs. K-12 Facilities*)



Let's talk...

- **Our Challenges**
- **What Happened to the \$?**
- **How do we get \$?**



Our Challenges
You are not alone!



School site blight is building up...

- We tend to live in a state of **run-to failure** or breakdown maintenance
- “Deferred” maintenance often **never gets done** until a major modernization
- We **lack funding & training** to move to a preventative (scheduled) maintenance program, let alone a planned (predictive) one

Therefore,

- We **pay more** to urgently replace something instead of paying a little constantly to keep it repaired and functional
- We are forced to allow the infrastructure to **disintegrate** until patching doesn't work and we face **begging for hardship funds** to replace things
- We recover from lack of maintenance using **long-term local and State debt**
- Replacing things all at once makes major systems due again all at once (**spikes**)

More Challenges? Oh, Yeah!

State Modernization Grants

- Under-funded per Grant
- Only when building is aged enough (20 yrs. –Portable, 25 yrs. Permanent)
- Match in actual costs is more than 40%

State New Construction Grants

- Based on growth & most are in decline
- Doesn't provide 50/50 true match
- Doesn't cover replacement

Deferred Maintenance (DM)

- Was funded by ADA, not square footage of buildings and we are still suffering the impacts
- Specific carve-out eliminated and pushed into the LCAP process (*more on this later...*)

Routine Restricted Maint. Acct. (RRMA)

- Based on General Fund allocation, not square footage of buildings owned, & not on the age or condition of buildings
- Often eaten up by salaries

FIT/Good Repair Standard

- A point in time w/only targeted aspects
- Doesn't go deep and wide enough for true maintenance planning and execution

Pre/TK Early Childhood Education

- Initiative codified
- Funding pulled back

What about one-time earmarked funds (like ESSER and others special grants)?

- Often forced on us with deadlines, restrictions and **little direction**
- **Hurried decisions** are made, often without data as the basis
- **Hurried procurements** lead to issues and legal costs
- Unknown **rules & audits** with potential payback of funds looming
- **Long term cost impacts** are unplanned & remain unfunded, pressuring existing needs to the side, i.e.:
 - Shade fabric replacement @ every 7 years (**unfunded recurring costs**)
 - Replacing all HVAC at the same time sets them all to fail together in about 12-15 years (**cost spikes**)
 - The public perceives us getting big money, but we can't use it to address the true needs of the facilities in the right way and then it's **hard to ask for more \$**



More pressure, no more \$

- CA Housing Needs
vs.
Our Need for Developer Fees
(3rd leg of that funding “stool”)
- Zero Net Energy Initiative
vs.
Solar – NEM 3.0
- Greenhouse Gas Reduction Initiative
- Gender Neutral Restrooms
- Clean Water/Lead issues
- Stormwater Compliance
- Trash & Composting Mandates
- Safety/Security Improvements

...What do you say?



What Happened to the \$?

Deferred
Maintenance
as a \$
Set- Aside is
Dead

Maintenance
Funding
Isn't!

From A Funded Program to a Competitive Conversation

The amount of the previous entitlement is now part of the
Local Control Funding Formula (LCFF)



Deferred Maintenance Program

Entitlement set aside In the budget
allocation from the State
Required a 5-Year Plan submission
Required the District to match the
State's allotment

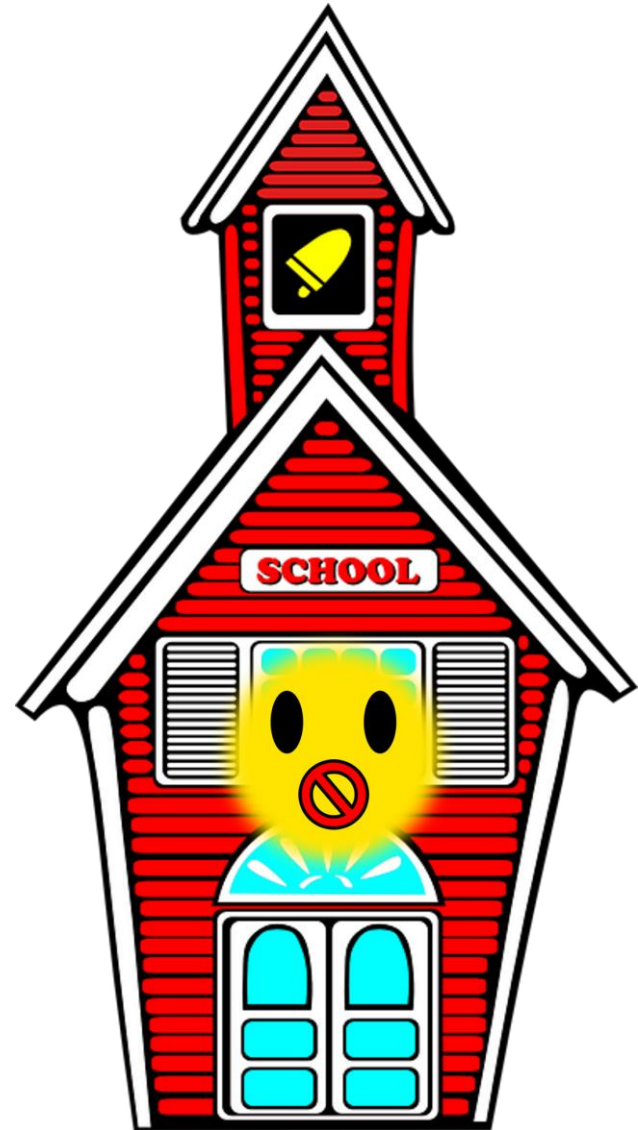
2013



LCFF Passed

- Funds put into the calculation
done to determine the
District's allocation
- Based on the District's Local
Control & Accountability Plan
(LCAP)

How Do We
Get \$?





The weight of speaking for the buildings has landed on us at the local level!

We need to do things differently than in the past...

Speaking at the LCAP table

Staff, Students & Parents

- Have mouths!
- Can speak for themselves & do



Buildings, Grounds & Equipment

- Don't have mouths... they need yours!



Let's talk...

- **Partner up – 2 people:**
 - Share the “temperature” of the LCAP at your district. Is it functional?
 - Do the needs of the buildings and grounds get discussed & funded?
 - How? (or why not?)



A Role of the LCAP – Fund Facility Needs!

- LCFF includes maintenance funds
- LCAP spending is to support student success in targeted ways
- Our new job: **Connect student success** and the targets **to good building condition!**
- Speak with:
 - A connection to student outcomes
 - Data & facts
 - Pictures & physical evidence
 - A plan that you can clearly & easily talk about with real \$'s
 - The right people with strong voice(s) at the LCAP table (Maintenance, Facilities, you?)



**A GOAL
WITHOUT A PLAN
IS JUST A
WISH**

**Have a
Multi-Year Plan**
and be able to
defend it with data

1. Data: Be ready to speak for your buildings

- How many sites?
- How many classrooms?
- How much square footage?
- How many acres?
- What is the low/high and median or mode age of the buildings?
- What is the **condition** of your owned capital assets and at the **current funding level what will happen** over the next 5-10 years?

Roof failures? Excessive repair costs, unhealthy conditions, lack of HVAC for students, and more?

(Primary component condition assessment and anticipated replacement – see example)

2. Have A Plan: & Be ready to explain it

- **Condition** assessment of key components
- Updated **cost** estimates and use escalation in projections
- 5-Year real maintenance **plan**
- A plan for saving for large expenditures (Fund 40) –
Work to **reduce reliance on bonds** (debt) & 1-time funds
- **Know and explain** the short & long-term negative impacts on student outcomes if enough funding is not set aside

Detailed Data - Example

Trade	2017	2018	2019	2020	2021	Total
Electrical	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fencing	\$ 73,325	\$ -	\$ -	\$ 142,596	\$ -	\$ 215,921
Finishes	\$ 433,274	\$ 87,624	\$ -	\$ 837,854	\$ 468,670	\$ 1,827,422
HVAC	\$ 796,400	\$ 410,970	\$ 4,452	\$ 50,140	\$ 397,152	\$ 1,659,114
LowVoltage	\$ 20,000	\$ 56,650	\$ -	\$ 81,750	\$ -	\$ 158,400
Paving	\$ 265,355	\$ 7,361	\$ 71,161	\$ 139,987	\$ -	\$ 483,864
Playground	\$ -	\$ -	\$ 41,003	\$ 18,129	\$ -	\$ 59,132
Plumbing	\$ 5,250	\$ -	\$ -	\$ 80,551	\$ -	\$ 85,801
Roofing	\$ 1,706,026	\$ 225,624	\$ 31,522	\$ 1,337,932	\$ 123,090	\$ 3,424,194
Total	\$ 3,299,630	\$ 788,229	\$ 148,138	\$ 2,688,939	\$ 988,912	\$ 7,913,848

School	System	Building	Description	Identification	QTY (uni)	Cost Per Ur	Life Cyc	Portabl e	Installatio n Date	ditio n	Cost to Replace*	Replacem Date
VistaLaMesaES	Paving	BackPlayground	Seal Coat and Stripe		16800	\$ 0.34	5	No	2015	2	\$ 5,712.00	2019
VistaLaMesaES	Paving	reschoolPlaygrou	Asphalt Playground		5150	\$ 4.00	30	No	2005	2	\$ 20,600.00	2029
VistaLaMesaES	Paving	reschoolPlaygrou	Seal Coat and Stripe		5150	\$ 0.34	5	No	2015	2	\$ 1,751.00	2019
VistaLaMesaES	Paving	KinderPlayground	PC Sidewalk (Reinforced)		2500	\$ 8.50	50	No	2010	3	\$ 21,250.00	2060
VistaLaMesaES	Playground	FieldPlayground	Wood Fiber		6000	\$ 3.15	5	No	2015	2	\$ 18,900.00	2019
VistaLaMesaES	Playground	KinderPlayground	Wood Fiber		3780	\$ 3.15	5	No	2015	2	\$ 11,907.00	2019
VistaLaMesaES	Playground	reschoolPlaygrou	Wood Fiber		2500	\$ 3.15	5	No	2015	2	\$ 7,875.00	2019
VistaLaMesaES	Paving	FireLane	Asphalt Parking Lot		10325	\$ 7.05	30	No	2005	3	\$ 72,791.25	2035
VistaLaMesaES	Paving	Sidewalks	PC Sidewalk (Reinforced)		8865	\$ 8.50	50	No	2000	3	\$ 75,352.50	2050
VistaLaMesaES	Roofing	BldgH	SP - TPO		10350	\$ 9.57	20	No	2015	3	\$ 99,049.50	2035
VistaLaMesaES	Finishes	BldgH	Paint Exterior		5800	\$ 1.60	10	No	2015	3	\$ 9,280.00	2025
VistaLaMesaES	Finishes	BldgH - Admin	50/50 Carpet/VCT		1200	\$ 7.79	20	No	2010	3	\$ 9,348.00	2030
VistaLaMesaES	Finishes	BldgH - Admin	Paint Interior		1800	\$ 1.50	10	No	2015	3	\$ 2,700.00	2025
VistaLaMesaES	Electrical	BldgH - Admin	Fluorescent CR Lighting		1200	\$ 4.95	20	No	2017	3	\$ 5,940.00	2037

Bring the conditions home to the site level

Sciences and Humanities Elementary School Campus - (PK-6)

7885 Golden Lane - Home of the Tigers - Expectations for Excellence!



Priority-1

Low-Voltage/ Wireless	Safety-/Security	Roofs	Asphalt
Exterior-Paint	Heat/Air		

Priority-2

Flooring	Plumbing	Walkways	Storm-Water-Issues
Window-Systems			

Priority-3

Sewer-System	Electrical	Doors/Hardware	Fire/Intrusion-System
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Priority 1 = Health/Life Safety or Failure Within 3 Years (Poor 1 – 1.6)

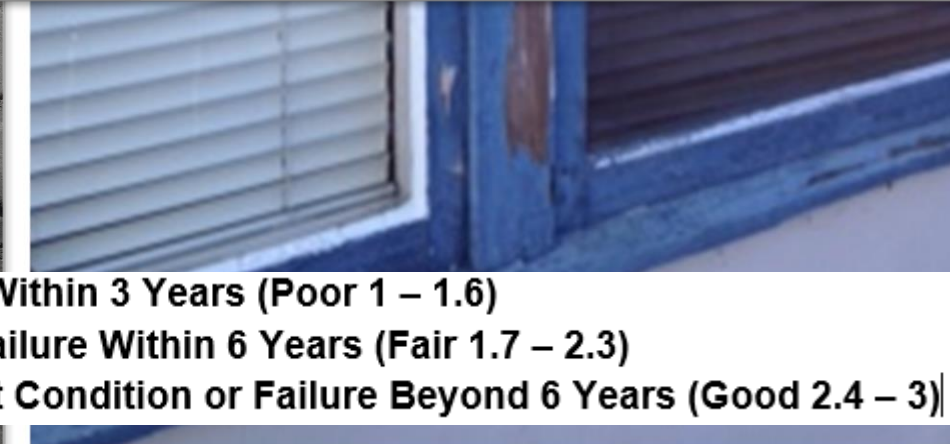
Priority 2 = Deterioration Protection or Failure Within 6 Years (Fair 1.7 – 2.3)

Priority 3 = Generally Acceptable Current Condition or Failure Beyond 6 Years (Good 2.4 – 3)

Brin...

Science
Element

7885 Golden



Asphalt

Storm Water Issues

Fire/Intrusion System

- Priority 1 = Health/Life Safety or Failure Within 3 Years (Poor 1 – 1.6)
- Priority 2 = Deterioration Protection or Failure Within 6 Years (Fair 1.7 – 2.3)
- Priority 3 = Generally Acceptable Current Condition or Failure Beyond 6 Years (Good 2.4 – 3)

Let's talk...

- **Double up – 4 people:**
- Turn to an adjacent 2-person team and the 4 of you discuss:
- What do you think is needed to gain traction for facilities and maintenance funding at the LCAP table?
- Pick a spokesperson



3. Connect Building Needs to Student Success

Maintained Facilities = Successful Student Outcomes!

Know the studies & refer to them

Keep this connection
in front of EVERYONE!



“HOW TO” for your LCAP discussions...

1. **Pick** one of your LCAP Goals
2. **Prove** that reaching the goal can be supported by addressing school facility needs in your plan - provide a study or 2 as proof.
{Pick study results that support specific concerns for that one goal.}

then

3. **Provide** specific data of your district’s facility condition, your plan to assist with this specific goal, and the **cost/budget** needed to do it!
- Do this for each goal in the LCAP, carving out a facility funding component for as many as possible –
in ADDITION to the RRMA% allocation!

Let's try one...

Behavior

Absenteeism

Attendance

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents.

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

For 2023-24, there are 4 schools:

Reid (Grad Rate), EPHS (Grad Rate), Lindbergh (Low Perf), Stephens (Low Perf)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.



CSFRI

California School Facilities
Research Institute

THE IMPACT OF
SCHOOL FACILITIES
ON STUDENT LEARNING
AND ENGAGEMENT



EXACT MATCHES	15
attendance	15

EXACT MATCHES	23
absenteeism	23

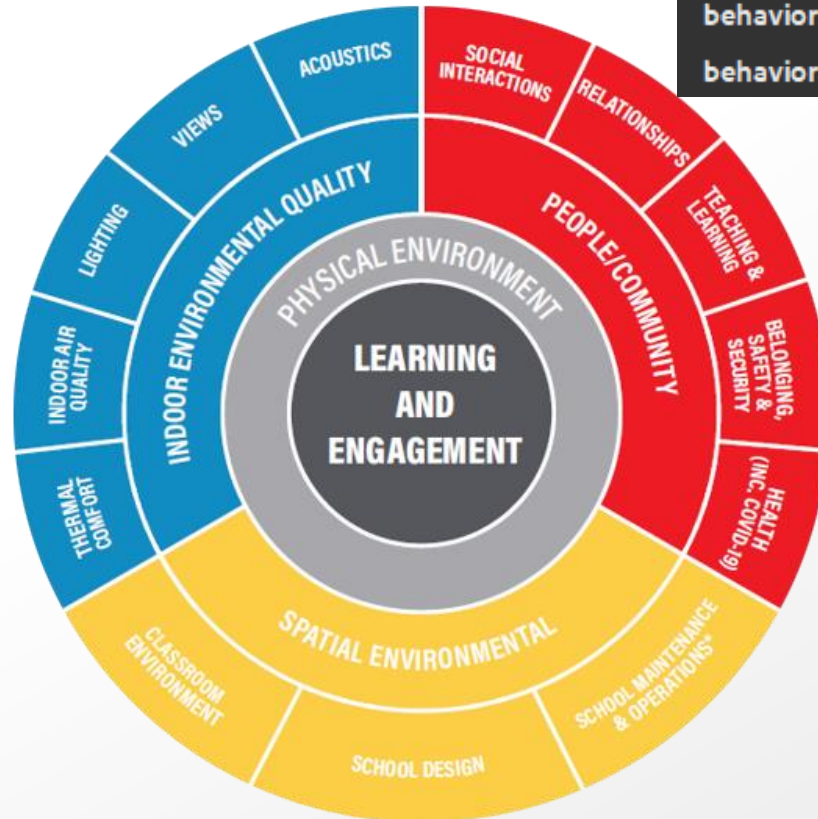
EXACT MATCHES	85
behavior	43
behaviors	32
behavioral	8




2021

Improve:

- Lighting
- Acoustics
- Air Quality
- Cleanliness
- Attractiveness
- {see studies}



Established in 2016 – CSFRI conducts and publishes validated research to raise Californians’ awareness of the positive impact quality school facilities have on student academic achievement and community success.



**Sample slides to
grab info from
for your LCAP
talks...**

Example: Goal 4(f): We need to increase test scores in the area of XYZ...

Source: School Environment Impact Research Study - *A compilation of research papers examining the relationship between school cleanliness & maintenance and student performance – 2014* - Compiled by: Ontario Secondary School Teachers' Federation (OSSTF/FEESO)

- the majority of studies **strongly** support a positive **correlation between school building condition and student achievement**
- not only in differences in student achievement levels, but **also in the attitudes of both students and staff** in a school
- Hines found positive differences of **between 9 and 17 points** in his study (Hines 1996, p. 86)
- Earthman, Cash, and Van Berkum (1995) found cosmetic building condition alone accounted for **between 1 and 9 percentile ranks** on the Comprehensive Test of Basic Skills subtests
- Cash (1993) also equated cosmetic condition with score improvements of up to **5 percentile ranks**
- Crook (2006) found, after controlling for socio-economic status, that: *“The percentages of students passing the Standards of Learning examinations between the standard and substandard building conditions differed by up to 17.2 percentage points.”*
- Bullock (2009) found that cosmetic building condition accounted for **pass rate increases of between 4.77% and 6.47%** for middle school students

The big picture – Facilities Matter:

The result of this must be to recognize the importance of cleanliness and maintenance on student achievement as well as on the overall wellness of the school and the people which occupy it.

As Campbell indicates,

“Building **conditions including custodial service** should be considered an **important factor** in student academic achievement.” (p. 34)

This is echoed by Dr. Berry who states,

“Making **cuts** in routine cleaning and maintenance, repairs, and restoration is commonly considered less devastating than cutting academic programs.

This limited thinking is very short-sighted, and, in the long run, **ends up adding to the cost of education.**”

(Healthy School Environment and Enhanced Educational Performance—The Case of Charles Young Elementary School, Washington, DC, p. 5)

Connecting Facilities to Student Outcomes

Helpful Sources for later:

- **Public Policy Institute of CA** – Independent, objective, nonpartisan research - Publication download - ***Bonds for K-12 School Facilities in CA Fact Sheet 2017:*** <https://www.ppic.org/publication/bonds-for-k-12-school-facilities-in-california/>
- **University of Oregon - NetZED Case Study Lab Report** – Publication download - ***The Impacts of School Facilities on Student Engagement and Learning:*** <https://netzedlab.uoregon.edu/impact-of-school-facilities-on-student-engagement-and-learning/>
- **California School Facilities Research Institute (CSFRI) (501(c)3)** – Connecting facility condition to student outcomes – includes link to ***The Impact of School Facilities on Student Learning & Engagement 2021*** publication download: <https://cashnet.org/page/CSFRI501c3>
- **21st Century School Fund – Improving Urban Public School Facilities** – Citizens working to build public will and capacity for public school facilities that support high-quality education and community vitality: <http://www.21csf.org/csf-home/>
- **UC Berkeley – Center for Cities + Schools** – linking the fields of city planning & K-12 education: <https://vcresearch.berkeley.edu/research-unit/center-cities-and-schools> {Note: Link being repaired by UC Berkeley as of 3/15/23}
- **Climate Ready Schools Coalition formed in 2022:** <https://www.climatereadyschoolscoalition.org/about-us>
Publication Download - ***Climate-Resilient CA Schools: A Call to Action:*** <https://www.climatereadyschoolscoalition.org/ourwork/climate-resilient-schools-report>

Connecting Facilities to Student Outcomes

More Helpful Sources for later:

- **National Council on School Facilities** – States Advancing Effective K-12 Policy, Planning, and Practice: <https://www.facilitiescouncil.org/>
- **21st Century School Fund, International Well Building Institute & the National Council on School Facilities** - Co-authored report download - 2021 State of Our Schools – America’s PK-12 Public School Facilities: https://www.facilitiescouncil.org/s/SOOS-IWBI2021-2_21CSF-print_final.pdf
- **21st Century School Fund, Center for Cities + Schools, National Council on School Facilities & The Center for Green Schools** – Co-authored report 2017 download - Adequate & Equitable U.S. PK-12 Infrastructure: Priority Actions for Systemic Reform: <http://www.centerforgreenschools.org/sites/default/files/resource-files/infrastructure-priority-actions-report.pdf>
- **International Well Building Institute: Education Sector:** <https://www.well.support/education~4b6cfd74-82c1-4e52-957c-2050f3a07dd7#mdl-6203>
Online reference book: <https://a.storyblok.com/f/52232/x/928eb58817/well-for-education.pdf>



Do all we can...

- **Speak** for the Buildings!
- Have the right **people** with strong voices **at the LCAP table**
- Have a solid local **plan backed by data and facts** with realistic \$ estimates
- **Connect** facility needs to improved **student outcomes**
- Work to **lean more on local LCFF allocations**, less on unstable State sources and local long-term debt
- **Help advocate** – local and State levels!

Contacts



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