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CALIFORNIA STATE ALLOCATION BOARD
STAKE HOLDER MEETING
(TELECONFERENCE)

ZIGGURAT BUILDING
707 3RD STREET
BOARD ROOM 6-300
WEST SACRAMENTO, CALIFORNIA 95065

DATE: TUESDAY, NOVEMBER 30, 2021

TIME: 4:00 P.M.

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APPEARANCES:

REPRESENTATIVES OF THE OFFICE OF PUBLIC SCHOOL
CONSTRUCTION (OPSC) PRESENT:

MICHAEL WATANABE
LISA SILVERMAN
BARBARA KAMPMEINERT
BRIAN LAPASK

Transcribed by: Aubrey A. Haslow,
eScribers, LLC
Phoenix, Arizona

--o0o--

1 here. We're going to walk you through the agenda item.
2 It was posted last week on our website. For those who
3 haven't had an opportunity to read through it, we'll give
4 you a little background on the Facility Inspection Tool,
5 kind of walk through how we got to here, we -- how we got
6 here today, how the current tool works. OPSC will walk
7 through some of the changes we have so far, and then
8 we'll also talk about some early stakeholder feedback.

9 At any time, if you would like to ask questions, use
10 the "Raise Hand" feature in the participant box. We do
11 have the chat turned off. Brian will be monitoring it
12 and will allow you to unmute when you raise your hand to
13 kind of control the meeting. But feel free to stop me at
14 any time if we need to go back or you want to ask
15 questions or provide feedback as we go through them.

16 If you are watching the live webcast, you'll be
17 unable to provide feedback and -- and comments to us. If
18 you would like to do so, below that live webcast link on
19 our website is the Zoom meeting link. You can rejoin
20 through that link so you can participate that way in the
21 meeting as well.

22 Again, as you raise your hand, we'll call on you.
23 We'll hit the unmute button so that you can unmute
24 yourself. You will need to accept that before your mic
25 will allow you to unmute, and then feel free to ask your

1 questions away.

2 We are seeking all feedback: positive, negative,
3 what do you like about the existing tool, what don't you
4 like. Some of the proposed changes both ways, too: what
5 do you like, what don't you like about the proposed
6 changes. And then we're here to solicit all the feedback
7 that you have to offer on anything related to the
8 Facility Inspection Tool.

9 For your convenience, we did include in our
10 Attachment A on the item, on page 10, with all the
11 authority related to the Facility Inspection Tool. There
12 are limitations to the considerations we can take and
13 what's allowed in statute. So we can't go too far, but
14 if it's allowable in statute, it's something we can
15 consider.

16 So with that, are there any questions? Let's see.
17 Joanne.

18 MS. BRANCH: Is this how we raise our hand? Because
19 I see no button that I usually would have to say "Raise
20 my hand".

21 MR. WATANABE: Let's see. It should be under your
22 "Reactions" button on the Zoom control panel.

23 MS. BRANCH: Thank you.

24 MR. WATANABE: No problem. If your video's on,
25 though, we'll -- we'll keep an eye out for you too, as

1 well.

2 All right. I'm going to share screen, and then
3 we'll get started. All right. Just a minute to get set
4 up. Bear with me. Too many windows open at once. All
5 right.

6 So a little background before we get started. The
7 Facility Inspection Tool has gone back quite a ways. I
8 mean, all the way back to 2004, when Senate Bill 550
9 established the good repair standard for facilities. It
10 was part of a settlement agreement in Williams v.
11 California back in 2004, which kind of enshrined the
12 right of students to have clean, safe, and functional
13 school facilities.

14 Good repair was defined in statute back then as
15 being clean, safe, and functional. And that was
16 determined by what we did at the time, called the interim
17 evaluation instrument, or the IEI. That was used for a
18 couple years as we started the process of defining and
19 evaluating school facilities.

20 Back then, the statute required the county
21 superintendent to inspect their schools annually for
22 those ranked in deciles 1 through 3 based on the 2003
23 API. Legislation over time updated that every three
24 years with 2006, 2009, and -- and subsequent triannual
25 updates to report on the condition of facilities. The

1 condition of facilities is also required to be reported
2 as part of your school accountability report card. So
3 the intent of this instrument is to help facilitate that
4 reporting for school districts locally.

5 Subsequent to that, we held state quarter meetings
6 in 2005 after the IEI was used for a couple of years and
7 got feedback from the field and people who used the IEI
8 and what they thought about it, and it was a fairly
9 comprehensive report that was published back in 2005 and
10 sent over to legislature. And with that, they took that
11 forward, and it was followed by Assembly Bill 607 in
12 2006.

13 For the large part, the definition of good repair
14 stayed the same. It was still referring to -- good
15 repair as maintained in a manner that's clean, safe, and
16 functional. So that hasn't -- definition has not
17 changed. But what it did require is OPSC to establish a
18 permanent instrument, and as part of that permanent
19 instrument, the statute spelled out main criteria that
20 should be evaluated in these facilities.

21 So we worked on that, and in June 2007, the State
22 Allocation Board adopted the Facility Inspection Tool,
23 which was used for a couple years. And then in 2009, we
24 did some updates. We refactored the calculations a
25 little bit, put a little more weighting in there. We

1 made it so that if a facility had extreme deficiency, you
2 didn't qualify for good or fair; it automatically lowered
3 your score. So there was a heavier criteria and emphasis
4 placed on extreme deficiencies. What it also did is
5 weighted other categories more than others by grouping
6 them into sections, which I'll go through with you as
7 well.

8 So the Facility Inspection Tool is a visual
9 inspection tool. It's meant to, as a result of
10 stakeholder feedback, be used by inspectors in the field
11 where they can just walk around campus. The expectation
12 was not that you'd climb on ladders to look on roofs, dig
13 into trenching, look at plumbing. You could turn on a
14 faucet and see if it worked. It didn't require a lot of
15 training or skill. Anyone should have been able to use
16 it. So that's how it was designed.

17 So we did form a core group of experts, and we
18 wanted to create a usable, functional evaluation tool, a
19 tool that was easy to use, but would still allow
20 flexibility, allowed for comments, allowed for feedback.
21 So there's blanks on the form for when deficiencies are
22 identified, what exactly was found and what was the cause
23 of that or what's going on there, provide some
24 perspective for anyone that's reading it.

25 So looking at the current view of the Facility

1 Inspection Tool, it is on page 3 of our item. So we'll
2 kind of walk through that. You can see in this top row
3 the -- we have eight scoring sections: Systems,
4 Interior, Cleanliness, Electrical, Restrooms and
5 Fountains, Safety, Structural, and External. And they
6 are grouped with a weighting system in mind. So some are
7 grouped -- the smaller the grouping, the more weighting
8 emphasis that was placed on it.

9 So Interior Surfaces having only one category, that
10 carries one eighth the weight by itself. Systems has
11 three characteristics tied to it: gas leaks,
12 mechanical/HVAC, and sewer. When the scores roll out,
13 each of those scores essentially is weighted one third
14 towards the total Systems scores, and that becomes
15 important as the final ranking wears out -- rolls out.
16 So that's how the weighting works on those kind of
17 system -- in this particular version.

18 Below those eight systems, you can see the fifteen
19 categories, and these categories are based on the minimum
20 that needs to be reviewed in statute. So we have gas
21 leaks, mechanical/HVAC, sewer, interior surfaces, overall
22 cleanliness, pest/vermin infestation, electrical,
23 restrooms, sink/fountains, fire safety, hazardous
24 materials, structural damage, roofs, playgrounds,
25 schools' doors and fences. The statute, in addition to

1 identifying those fifteen categories, does give some
2 criteria, and that's on page 10 of the authority, of what
3 specifically a user is looking for in those. We kind of
4 give a little bit of background in the item of what each
5 of those ideas are, and that kind of rolls out your
6 score.

7 So what a user is supposed to do is they walk
8 through the campus, and they grade each of these areas on
9 if it's okay, is there deficiency, or an extreme
10 deficiency, and they'll evaluate each system for each
11 classroom or building, depending on how the -- the school
12 district has chosen to break down their categories for
13 their school. Instructions for the FIT will describe how
14 to determine is it okay or deficiency and extreme
15 deficiency. The instructions also go into very specific
16 items that if it has this occurring, it's automatic
17 extreme deficiency. So you'll see that in the
18 instructions as we go through this.

19 So we thought what we'd do is kind of show you what
20 it looks like when it's filled out. This would be a form
21 that's completed -- it's classroom-based and also has
22 some other facilities in there, like multipurpose room,
23 kitchen, and staff lounges. If you're using our online
24 PDF, these are dropdown menus to choose between okay,
25 deficiency. If it's not applicable, that means it

1 doesn't exist in that building. It doesn't there wasn't
2 an issue found; it means the system doesn't exist. So in
3 the case of Classroom 1, there is no bathroom, so it's
4 not graded, and that way it's not a factor in your score.

5 Once you complete this entire form per campus, the
6 totals are ranked up and added up onto the -- the
7 Category Totals and Ranking sheet. Let me make that a
8 little bigger for you. And there's a lot of math
9 involved on here, but they try to keep it simple when we
10 created the weighting system.

11 So in this first example, for gas leaks, across all
12 the buildings listed, there were six okays for glass --
13 for gas leaks. What that does is add the total possible
14 in this column, six out of six. They get a hundred
15 percent. So your good repair for each system is a
16 percentage based on the number of okays in the category.
17 So mechanical and HVAC, you see in this category they had
18 four okays but two deficiencies. Four out of six is
19 sixty-six percent. And we go across the -- the
20 horizontal.

21 One of the things you'll note on this particular
22 example, under "Roofs", it was marked an extreme
23 deficiency for their roof. Any extreme deficiency
24 automatically triggers a zero percent rating for that
25 particular facility. All right.

1 What happens next with these scores is these scores
2 across this horizontal, this eighty-seven percent,
3 hundred, hundred -- we add all those together, and we
4 divide by eight, and that's how we get to this eighty-
5 four percent score. And then that eighty-four percent,
6 based on the four categories, exemplary, good, and fair
7 and poor, rolls out a fair rating for the entire
8 facility.

9 So there's two sets of ratings. One is fair, good,
10 and poor for the individual systems, and then one for the
11 building -- or the whole facility as a whole. There's
12 two sets. Not a lot of flexibility. Statute does
13 require those two different grading systems. So these
14 three categories, good, fair, poor for the systems, and
15 good, fair, poor, and exemplary for the -- the facility
16 as a whole.

17 All right. So that's how the FIT currently works.
18 Going on to -- I'll pause there, if there's any questions
19 on that.

20 All right. We'll go on to -- on page 6 of the item,
21 we've -- I'll start to walk you through what -- some of
22 OPSC's proposed changes. So right now, currently, based
23 on the APPA operational guidelines, we pulled two books.
24 One is based on maintenance, and the other is based on
25 custodial. And one of the things we note in both the

1 guidelines is that -- is that clean is highly subjective,
2 and it's difficult to define what is clean. But the
3 basic premise behind both of these guidelines is -- is
4 that the frequency of cleaning correlates directly to a
5 level of clean. And in these books, they give us a 1
6 through 5 rating, criteria for how clean a facility is.

7 We didn't copy it exactly, but the current version
8 of the FIT rates clean on these categories. Oops. So
9 school -- oh, I don't want to do that. I might not be
10 able to have it. "School grounds, buildings, common
11 areas, individual rooms, appear to have been cleaned
12 regularly". Regularly is not defined in this particular
13 case. It also asks you to look at A, B, C, and D, do
14 they appear free of accumulated refuse, dirt, and grime,
15 unabated graffiti? Restrooms, drinking fountains, food
16 preparations appear to be cleaned each day.

17 What we're proposing on page 24 is to go into a
18 little more detail, to be a little more consistent with
19 what APPA is doing, and going into a little more
20 prescriptive approach for what cleans looks like.
21 Appearance levels is what APPA uses for all the major
22 items, just floors, restroom fixtures, and horizontal
23 surfaces. So we added surfaces to the -- to the -- one
24 of the areas you're looking at in overall cleanliness.
25 And we broke them down into B, C, and D to be more

1 prescriptive in what means okay, what means deficient,
2 and what means extreme deficiency.

3 So in the case of okay, it should appear to be clean
4 with minimal dirt, dust, or buildup. Floors and carpets
5 appear to have been swept or cleaned within the last
6 week. Light fixtures and all bulbs are working properly.
7 Facility areas are adequately stocked and odor-free.
8 We -- in our minds, as we look at swept or cleaned in the
9 last week, we think that's something you should be able
10 to tell visually, a more obvious approach, versus being
11 able to tell if something got cleaned daily. And that
12 kind of aligns with what -- what APPA is doing.

13 From a deficiency standpoint, we go with -- with two
14 weeks. You would obviously see a little bit more stuff
15 on the ground. You might be able to tell more --
16 obviously, it depends on the grade of the kids you're
17 serving. But deficiency will look at -- it looks at
18 being cleaned in the last two weeks; how your carpet
19 looks: dull, matted, or stained. Corners of room appear
20 to be -- having recognizable amounts of dirt or grime
21 buildup. Floors do not appear to have been swept or
22 vacuumed in two weeks. Trash does not appear to have
23 been taken out daily. Something on the more obvious
24 side.

25 And then extreme deficiency would appear to be

1 dirty, dingy, scuffed, evidence of buildup and dust,
2 dirt, stained, or trash. Floors have been swept or
3 vacuumed over two -- have not been swept or vacuumed in
4 over two weeks. The light fixtures are dirty. For this
5 one, we also went a more prescriptive approach. If more
6 than five percent of your bulbs have been burnt out, we
7 would call that an extreme deficiency. So we've gone a
8 little more prescriptive in this particular case.

9 Another proposal OPSC is putting out there is on
10 page 26, and that's adding a square footage column to the
11 evaluation detail. It's reasonable in our minds to
12 assume that the larger the facility, the greater the
13 level of effort to clean something. So what this does is
14 by adding square footage, it gives someone perspective.
15 There could be classrooms that are 900 square foot, 1,200
16 square foot. You could have a multipurpose room that may
17 be 2,000 square feet. You could have a gym that's 15,000
18 square feet. So by adding square footage, this kind of
19 gives the -- the reader, you know, the parents, the
20 people that are reading your -- your report, some
21 perspective on how big a facility we're talking about
22 here when they see a clean rating.

23 Some other categories we proposed adding is just
24 total square footage of the site, which would just sum
25 from the previous pages; the number of maintenance staff

1 on site; site enrollment. Presumably, the more people
2 that are on the site, the harder it would be to maintain
3 the facilities in -- in a clean manner for -- for certain
4 categories. And additionally, the number of maintenance
5 staff on site, assigned to the site and there. The more
6 maintenance staff, in theory, you can keep up better,
7 right?

8 So those are OPSC's proposed changes. Any questions
9 so far? All right. Oh, let's see. Mike Schroeder, let
10 me unmute you. Go ahead, Mike.

11 MR. SCHROEDER: The question I would come up with is
12 why -- why are light fixtures included in the cleanliness
13 category and not in electrical? I mean, because a lot of
14 schools -- I mean, if they go over nine feet, that would
15 be a maintenance issue and not a custodial issue.

16 MR. WATANABE: Oh, we could look at that one. I
17 think in APPA, light fixtures were identified in that
18 category. So we might have done that in consistent with
19 that.

20 MR. SCHROEDER: I could understand the one down at
21 the bottom where it says dust and dirt or whatever built
22 up in the light fixtures. But I mean, the lamps burnt
23 out is generally a maintenance thing. Or it can be.
24 It's -- it's a combination, I should say.

25 MR. WATANABE: We can double-check that and come

1 back in a future meeting on what -- what our findings
2 were on that one.

3 MR. SCHROEDER: Okay. And then the other question I
4 would ask is then on the other sheet, when you said
5 maintenance staff assigned to a site, would that be
6 better worded as custodians assigned to a specific site?
7 Because maintenance generally isn't assigned by site as
8 much as they are to several different sites.

9 MR. WATANABE: That's a good comment. And we
10 actually had some early stakeholder feedback as we were
11 working through this that -- one request -- and I'll --
12 and I'll get to that one in a little bit. They actually
13 added -- they wanted -- requested two categories, one for
14 number of maintenance staff on site and one for number of
15 custodial on site, for both --

16 MR. SCHROEDER: Okay.

17 MR. WATANABE: -- categories. Yeah, good comment.
18 Let's see. Just going down the list. Debbie.

19 DEBBIE: Hello?

20 MR. WATANABE: There you go.

21 DEBBIE: Hi. First, for OPSC, can -- what does that
22 stand for?

23 MR. WATANABE: Oh, my apologies. Office of Public
24 School Construction.

25 DEBBIE: Okay.

1 MR. WATANABE: And we are an office under the
2 Department of General Services.

3 DEBBIE: So Office of -- Office of Public?

4 MR. WATANABE: School Construction, correct.

5 DEBBIE: Okay. And then my next question is -- so
6 are you familiar with the -- are you familiar with the
7 California Association of School Business Officials?

8 MR. WATANABE: Yes.

9 DEBBIE: Okay. I know that's what our -- our -- we
10 have been going by. But I guess they also are
11 implementing the APPA handbook.

12 My second question is -- is originally, square
13 footage, they're only doing length times width, and
14 they're not including the height. And we have to climb a
15 ladder, clean the light fixtures, we have to do cobwebs
16 and you know, high windows and whatnot. So I don't know
17 why they don't include length times width times height
18 when you're doing measurements to get the square footage.

19 MR. WATANABE: So possibly we may need to consider
20 two categories: square footage and cubic footage, both,
21 then, possibly.

22 DEBBIE: Did you -- did you say it's -- that you
23 didn't include it because what?

24 MR. WATANABE: Oh. Well, we proposed square footage
25 from ground -- ground space. In our existing school

1 facility program, square footage is actually already a
2 defined -- defined. So we are proposing using the same
3 definition for the purposes of this form. And that'd be
4 the enclosed area. So outside face of an exterior
5 structural wall of a building, length times the height on
6 a square building. But -- but you know, we can take any
7 shapes and sizes, obviously.

8 For interior portion of buildings, we usually go
9 interior center line of the walls, if we're measuring
10 interior space. So if we have to break out hallways
11 versus classroom space on a large building, we can do
12 that too, and we go center wall to center wall when we do
13 that. So we try to capture the -- all of the building.

14 DEBBIE: Are you going to be --

15 MR. WATANABE: Go ahead.

16 DEBBIE: I just didn't know if you had a formula
17 already that you're going to present, or am I just --
18 sorry. Sorry, I don't mean to be jumping the gun here,
19 but --

20 MR. WATANABE: Not for square footage. I mean, it
21 would be standard building calculation of square footage.
22 For the most part, we use CAD programs to measure
23 precisely. But at the school district level, obviously,
24 that may not be possible if the floor -- if the plans
25 aren't available. So the -- the general guidelines here

1 are I think an estimation, though. It's to give
2 perspective on the size of the building or the classroom
3 that's being evaluated.

4 DEBBIE: Okay, thank you.

5 MS. KAMPMEINERT: I'm just going to jump in real
6 quick. But that's -- and that's why we're here today, is
7 to get feedback from folks. So if other people have
8 thoughts on that, we'd like to hear that as well. So
9 this is just our -- you know, it's the first item. But
10 if that's something that would be helpful or is important
11 on the FIT, then we definitely would like to hear how --
12 hear how that would work for school districts and for all
13 the other groups we have joining this meeting today.

14 So thank you for the comment, and if anyone else has
15 thoughts on that, please feel free to jump in too.

16 MR. WATANABE: We'll go on to Lettie.

17 MS. BOGGS: Hello. I have a couple questions. One
18 has to do with square footage calculations. So I know
19 that you measure site square footage on the outside of
20 buildings and building area, square footage on the
21 inside. It might be easier for purposes of this if in
22 fact that total is the total interior building area
23 because, like, just quickly, you said in this box would
24 be -- you add up all -- all of those. Well, it isn't.
25 It's actually a different calculation that includes the

1 widths of the walls.

2 So you might consider just making it the total of
3 the interior square footage areas. It's just a thought.
4 It will -- it will be simpler than having to do two
5 different calc methodologies.

6 MR. WATANABE: That's --

7 MS. BOGGS: But my other question, when you're
8 marking an area and you've defined okay, deficiency, and
9 extreme, it reads like you would have all of those
10 problems for it to be an extreme deficiency. And -- and
11 I'm thinking that's not really where we're going, right?

12 MR. WATANABE: Correct.

13 MS. BOGGS: It would be the preponderance of them or
14 if any of those are present, or how -- how do you see
15 that definitions on page 7 being used?

16 MR. WATANABE: Yeah. Right now, it's by category.
17 So under the Gas category, if you have an odor, it's
18 automatically a deficiency in that particular category.
19 So that would hurt you right away. In other areas, it
20 may not. In Mechanical Systems/HVAC for example, if it's
21 just not working, it's automatically an X, an extreme
22 deficiency. But if there is -- if it's working, it just
23 may not be cold enough, it may not be blowing hard
24 enough, it may not be keeping up with whatever the
25 environment is at, then maybe that doesn't hit quite

1 extreme deficiency. So in certain categories, and
2 specifically the ones where these Xs are marked already
3 on the instructions --

4 MS. BOGGS: I see. Okay.

5 MR. WATANABE: Yeah. Those are automatically
6 extreme deficiencies.

7 MS. BOGGS: But if -- if it really is -- say on the
8 cleanliness, where it says it's dingy, dirty, scuffed,
9 trash on the floors, hasn't been vacuumed, it would -- it
10 would be a general -- it's not quite as specific as the
11 X. But if you had a whole bunch of a problems in an
12 area, you could give it a deficiency, even though
13 individually, all those things don't exist. Right?

14 MR. WATANABE: Yeah, if I think I understand what
15 you're saying. We -- we have one proposal for -- on
16 that, and that's OPSC's, and if the --

17 MS. BOGGS: Oh, and that's -- I -- I read the other.
18 The other --

19 MR. WATANABE: Yeah.

20 MS. BOGGS: -- is much more detailed. And maybe
21 that's why the other is coming up. Okay, I get it.
22 Thank you.

23 MR. WATANABE: And we'll -- and we'll walk through
24 those ones too, as well.

25 MS. BOGGS: Okay.

1 MR. WATANABE: Yeah. This is -- this is just a
2 start, if we wanted to keep it simple. But if we want to
3 add attachments, we certainly can consider that as well.
4 So we'll -- we'll go over the cleanliness and the
5 other -- some other proposals for that as well, too,
6 shortly.

7 MS. BOGGS: Okay, thank you.

8 MR. WATANABE: Yeah, no problem. I've got Lance.

9 MR. BIDNICK: Yeah, thank you. I just wanted to
10 comment on having the square footage calculation and the
11 number of maintenance or custodial staff and tying this
12 into the APPA standards for cleanliness. APPA --

13 MR. WATANABE: Oh, we lost you.

14 MR. BIDNICK: So if anyone goes back to check and
15 see, well, how many custodians do you have on your site
16 and how many square feet are they cleaning, you might be
17 in -- in APPA's level 5 of cleanliness where you -- you
18 can't meet those -- those cleanliness standards, and some
19 districts might not be able to add the custodial staff
20 sufficient. So I think it -- it highlights a problem for
21 some school districts where, you know, they can't add the
22 number of custodial staff sufficient to -- to meet that
23 level of cleanliness.

24 MR. WATANABE: So saying it's problematic -- are you
25 saying it -- it -- it shouldn't be included, or just kind

1 of more pointing that out?

2 MR. BIDNICK: Well, if -- if -- if we're -- if we're
3 looking at APPA standards for how to define cleanliness,
4 there's -- they also have staffing ratios for each level
5 of cleanliness, 1 through 5, 1 being the best, 5 being
6 the worst. And there's -- there's generally square
7 footage calculations, say, you know, one full-time
8 employee for 20,000 square feet of building space is
9 level 1, whereas anything over -- over 35,000 square feet
10 per custodian would be level 5.

11 And I know several school districts that either --
12 they -- they've had economic setbacks, and they've
13 reduced their custodial staffing to the 40- to 50,000
14 square feet, and they've had to cope with cleaning
15 methods -- so they're -- they're cleaning rooms every
16 other day or they're doing things that wouldn't meet the
17 APPA requirements for the appropriate cleanliness level.

18 Having a document that shows the square footage of
19 the building as well as the number of full-time
20 custodians, somebody can make that calculation very
21 quickly and -- and assume you don't have the -- the
22 custodial staff. And I'd say it -- it would call into
23 question the credibility of the report.

24 MR. WATANABE: Gotcha. Bill?

25 MR. SAVIDGE: Thanks, Brian (sic). Yeah, can you go

1 back to the page that has that -- the -- the -- you were
2 just looking at with the square footage counts that you
3 have and stuff? I just want to echo that -- yeah, that's
4 the page. I think you should -- if you're going to
5 include -- add this number of maintenance staff, I think
6 more appropriately for most districts that I work with,
7 it would be number of custodial staff on site. And if
8 you're -- unless it's a high school.

9 In most of the districts I work at, high schools,
10 you know, have custodians, and they may have plant
11 managers or facility managers or full-time -- they may
12 have a full-time maintenance team and -- but for most
13 elementary schools that I work with, it's only going to
14 be custodial staff on site. So -- and -- and I guess
15 that does get to the -- the points that the previous
16 speaker was making about then you -- you -- you have some
17 comparison to the square footage of the space, and then
18 hopefully that ties back to the legislature and the
19 governor will provide more funding to allow for more
20 appropriate staffing levels at these schools to ensure
21 cleanliness.

22 But you know, not to state the obvious, but -- but
23 anyway, I do think this -- the site square footage --
24 obviously, a district would have to go through an initial
25 year of setting up every site square footage which they

1 have, and there are 1As that may or may not be in date.
2 But whatever. It's a little bit of work. But I think
3 it's a good idea to have it, but it is going to be a
4 little bit of work for the districts' facilities team to
5 get that stuff in there.

6 And one of the other issues about, you know, doing
7 these inspections is, you know, when are -- are they
8 occurring during times when students are on -- on site or
9 not? And you know -- you know, going -- being able to go
10 into every classroom and doing that while students are
11 there -- so it's just -- it's one of the issues I'm --
12 and I don't -- it's just a comment, and you -- I notice
13 you have the weather condition. You may want to have
14 the -- were students present, et cetera, because there's
15 also going to be times when -- for example, is the
16 mechanical system operable? Well, the system may be
17 turned off by the building energy management system at
18 the time when the inspection is being made. And so then,
19 does the inspector have the ability to override the --
20 the BEMS controls and turn the system on, et cetera.

21 So there's a couple of things just to throw out
22 there for consideration.

23 MR. WATANABE: Thanks, Bill. Kimberly.

24 MS. ROSENBERGER: Thank you. I wanted to comment
25 first on Lance. I think the goal is to try to make sure

1 that we have accurate reporting on staffing and square
2 footage because we know that our custodial staff in our
3 schools have been struggling economically to -- to
4 delineate dollars to cleaning, and we're hoping that --
5 that this reporting will prompt the legislature to
6 allocate dollars.

7 So we're ideally hoping that we can kind of
8 triangulate on a problem that schools have been
9 struggling, having to expand the worker -- workload to do
10 more with less. So I would urge that be included,
11 because I think it's necessary to shining a light on the
12 needs of our schools, kind of similar to what Bill said,
13 that, like, this would be helpful and the governor
14 then -- you know, kind of prompting to pay dollars.

15 And then the only other question I had, I -- I don't
16 see a problem with including a prompt that says were
17 students present. Is that a question that's currently
18 something considered for the inspection tool when you do
19 a traditional inspection that we've been doing for the
20 good repair? I'm a little new to this, so --

21 MR. WATANABE: It's not a prompt. Inspectors are
22 welcome to include that information in the comments
23 section of the form, though. Anything they find or
24 why -- why they weren't able to rate something or weren't
25 able to review something, they can put that in the

1 comments too.

2 MS. ROSENBERGER: Got it.

3 MR. WATANABE: But you're right. If we do draw a
4 box specifically to that, a checkbox or something like
5 that, it would make it more obvious to -- don't forget to
6 include that kind of information.

7 The statute governing this does point to the county
8 superintendents of schools. They are supposed to
9 minimize disruption to the operation of the school when
10 they do the visit. It doesn't specify when they have to
11 go, just that they have to minimize disruption when
12 they -- when they do it.

13 All right. Let's go to Lester.

14 MR. GARCIA: Hi. Good -- good afternoon. It looks
15 like evening. But good afternoon, everyone. Lester
16 Garcia down in Los Angeles. I'm a parent of three, and I
17 work with SEIU Local 99, which represents custodial
18 employees at -- at LA Unified School District as well as
19 other surrounding school districts in LA and -- and
20 Ventura County.

21 I just want to sort of reiterate the points that --
22 that Kim made as well as -- I think it was Bill that made
23 it earlier. I think one of the challenges with these
24 measures is always balancing the objective with the
25 subjective. I think the visual, the -- you know, the --

1 the visual condition of -- of a campus, of a classroom
2 is, you know, to a certain degree, very, very subjective.

3 And I feel like including the square footage along
4 with -- in comparison to the staffing ratios and number
5 of -- of custodians on -- on -- on a campus can help
6 balance out and help create a more comprehensive picture
7 of where these campuses are by including some objective
8 data, right? If you don't have the staff and the
9 personnel to cover the amount of square footage, and --
10 and I'm not sure if the square footage on -- on here also
11 includes the different types of surfaces. So you know,
12 carpet versus linoleum and -- and different things like
13 that.

14 But -- but when we look at square footage versus --
15 versus staffing, if you don't have the staff to cover the
16 square footage, then -- then I think as -- as Mr. Bidnick
17 pointed out, you're not going to be able to get to it,
18 and that's something that needs to be said, and it's
19 something that needs to be recorded. Because if we can't
20 provide our students and our families with a clean, safe,
21 and sanitary environment that's conducive to learning,
22 then we're -- we're never going to get there, right? So
23 it doesn't matter how we assess it or what we assess; we
24 won't be able to get there.

25 And so giving us a clear picture of where we need to

1 be I think is critical. And so making sure that we
2 continue to include that in this tool and -- and you
3 know, I thank folks for putting thought into this. This
4 is definitely a step in the -- in the right direction.
5 Thank you.

6 MR. WATANABE: Thank you. We've got A. Perez next.

7 MR. PEREZ: Yeah, how you doing. Andy Perez with
8 the office of Fresno County Superintendent of Schools.
9 Just a question on -- on this form right -- right now
10 with the number of maintenance and the site enrollment
11 and square footage.

12 So because we're a county office, we have several
13 portables on school sites that we inspect that are just
14 standalone portables. How would we in turn fill out this
15 information with the site enrollment and the maintenance
16 on staff or custodial on staff? Are we basing that
17 information on the school district itself, on the site
18 that the portable's located at, or -- or are we going --
19 or should we include just the information based on the
20 classroom that is on that site?

21 For the -- for the sites that we own, that we fully
22 own, that wouldn't be a problem, filling in this
23 information. But it's more the -- the portable
24 classrooms that are on school districts.

25 MR. WATANABE: I don't know on that one. I think

1 that might be determined at the local level. That might
2 be a good thing for comments too, that if Fresno COE has
3 a site on -- on -- on a Fresno Unified campus, they could
4 add to their comments that, you know, Fresno COE does not
5 have any maintenance staff assigned to site, but per
6 their agreement, it's handled by Fresno Unified. Or you
7 know, that might be a comment type question that you want
8 to add on there. I think that's more of a local control
9 thing. We don't prescribe that on the form, though,
10 currently. But we could look at that.

11 Do you want to follow up, Andy? Oh, I need to
12 unmute you. Try that.

13 MR. PEREZ: Ah, there we go. Okay. So the problem
14 I think would be is when we in turn -- because we -- we
15 take a count of all our standalone portables, and we --
16 we combine them into one to create for the SARC. So in
17 that -- in that instance, again, I'm not sure how that
18 maintenance and the enrollment is going to get affected
19 if I combine thirty portable -- standalone portables
20 together into one report. You know, it -- it's kind of a
21 local issue, but -- but also, you know, it's information
22 that's being reported to put onto the SARC.

23 MR. WATANABE: Yeah. We could take a look at that.
24 My -- my inkling is that it's -- it's -- it's a local
25 decision. The form isn't mandatory to use in our format.

1 I would think Fresno COE would want to comment on that,
2 just for clarification, for perspective, for anyone that
3 views it, that that's what they're doing and that a group
4 of portables is being reported on the one SARC. I think
5 that's kind of important.

6 Yeah. I don't know what -- if there's other COEs on
7 this meeting and what they do, perhaps. I see -- I'm
8 going to skip -- Jema, I know you're a San Diego COE, I
9 believe, right? San Diego or LA?

10 MS. ESTRELLA: Hi, Michael, and hi, everybody. I'm
11 Jema Estrella, and I'm with the LA County Office of
12 Education. So thank you for giving me the opportunity to
13 provide some thoughts and some feedback.

14 So maybe I'll start with the item that Andy was just
15 asking about and that we handled over the years in a
16 particular way. So normally in the past, when we had
17 facilities, specifically COE programs, within a larger
18 campus, typically what we would do is to complete the
19 school Facilities Inspection Tool and then separately
20 complete a document, a separate FIT, specifically for the
21 county office program. And that allowed for both to be
22 documented with the appropriate enrollment, with the
23 appropriate support, because in many cases, it had
24 been -- maybe inconsistent is not the right term. But
25 it's been handled differently from one district to

1 another where maybe some things are done differently,
2 either by the county office or by the -- by the district.

3 So I think your comment, Michael, in terms of it's a
4 local decision, that would be perfectly appropriate in
5 this case. And in LA, we handle it by creating two
6 separate reports.

7 And are you okay, Michael, if I go into a couple of
8 the items that I wanted to make comment about?

9 MR. WATANABE: Yeah, go ahead, Jema.

10 MS. ESTRELLA: All right, that sounds good. So one
11 of the items that came up earlier on had to do with when
12 the visits are done. And in LA County, we do 526 visits
13 each year. That was the quantity that we did this past
14 year and what we've done over the past fifteen years.
15 I've been involved with the program for every single
16 year, and my understanding of the legislation is that the
17 visits must be done when students are in class. And
18 because of that, in the past, the Facilities Inspection
19 Tool did not necessarily have that question on whether or
20 not the students were present.

21 In the past two years, because of the pandemic, we
22 were given that leeway through CDE to be able to visit
23 and not necessarily make unannounced visits. And then
24 secondly, the students for the most part were working
25 remotely, so students were not necessarily on campus.

1 But that is as of the last year and a half since the
2 pandemic.

3 In the past, the visits were generally done during
4 school hours. And for LA County, because of the quantity
5 of schools that we had to do, we did not necessarily
6 perform the visit together with the instructional
7 materials or together with the teacher assignment team.
8 It was very -- very much a facilities visit separate from
9 everything else.

10 The other item that I wanted to mention about is in
11 terms of maintenance, the number of maintenance staff,
12 you know, I agree with earlier speakers. In terms of
13 maintenance personnel, I don't think that I've ever seen
14 maintenance people assigned to elementary or middle
15 schools. High schools, absolutely agree that sometimes
16 there would be a plant manager or a facilities person
17 assigned, but it's not consistent based on the forty-
18 three districts that we visit every year.

19 Custodial, however, is definitely the area where I
20 understand SEIU suffered and -- and perspective, because
21 that is definitely the area that if only one person is
22 available and the school is a large school, then it
23 definitely has an impact on the level and the quality of
24 service.

25 So the staffing ratio, I absolutely agree and I

1 absolutely support that it would give visibility to
2 issues that all of us in this room who have been
3 practitioners -- we know that there are challenges out
4 there. And the question that I think is -- it makes all
5 of us a bit nervous is the visibility would be there, and
6 then who's responsible for providing it. You know, is
7 that going to be a responsibility, an additional pressure
8 on the districts and be representative of the custodial
9 teams, or is it really the state that will help us out
10 with that?

11 It is a gap. It is an issue, and I -- I think the
12 visibility could give us really good results, especially
13 if we as practitioners advocate for it together in the
14 same path, meaning to be able to receive and support
15 those districts that do not have the appropriate support
16 and the appropriate personnel.

17 And then last but not least, I -- I know that you're
18 just at the -- you know, kind of in the middle of the
19 presentation, Michael. But my understanding is that the
20 effort is to get to an electronic document, and I'm just
21 looking forward to either, you know, help, support -- we
22 do have an electronic document that is actually in the
23 database. We've had it for years. And I just want to
24 make it, you know -- I'll make you aware of it in case
25 that you wanted to see what it looks like, how it

1 operates, and if the intent is to turn this into an
2 electronic document, that you have at least one sample
3 that you could view. And thank you for your time.

4 MR. WATANABE: Thank you for that. Let's see.
5 Let's go on to Joanne.

6 MS. BRANCH: Thank you. I've seen over the years as
7 a retired facilities person that as we go from version to
8 version to version, either in law or in forms, more is
9 added and nothing is taken away, and they get heavier and
10 heavier and heavier. And that's what I've seen with the
11 FIT.

12 So I would respectfully ask that now that you've
13 moved, or if you're deciding to move to square footage,
14 that you look at the fact that site enrollment is not
15 material. Number of classrooms is not material. What is
16 material, then, is square footage. So be careful how you
17 ask it. Make it easy to do, because districts do not all
18 participate in the state facilities program. They do not
19 all have their square footage, as I will very much
20 support that fact and that midwall to midwall is just
21 crazy because I can't walk that off. So total site
22 square footage, for instance, do you mean total building
23 square footage? If so, say that.

24 So site enrollment has no bearing, because you have
25 to maintain all that you own on that site, no matter how

1 many kids you have there. Just because you have thirty
2 less kids this year -- and we're going into declining
3 enrollment. Please don't kill our custodial staff needs
4 by the fact that the site is not fully enrolled. It just
5 doesn't have bearing if you're going to go to a square
6 footage basis.

7 And I concur that the word "maintenance" is
8 misstated here and it's custodial. But thank you for
9 your time.

10 MR. WATANABE: Thank you, Joanne. All right.
11 Lance.

12 MR. BIDNICK: All right. Thanks, again. I -- I
13 just wanted to kind of echo some of that sentiment. I
14 think having -- one, realize custodial and maintenance
15 are two separate funding sources. So most of the schools
16 that have -- they've participated in the state program,
17 they're -- they have a three percent routine restrictive
18 maintenance requirement that's -- that's built into the
19 budget. Custodial typically comes from unrestricted
20 general funds. And with the LCFF-funded districts, the
21 custodial cleanliness and staffing will be part of their
22 LCAP. So that's decided at the local level.

23 Trying to place any kind of a mandate or restriction
24 on how schools are going to divvy out their own budgets
25 to address custodial issues, one, that might be a little

1 bit challenging or taxing. And then the other is tying
2 the -- again with the staffing ratios. It might be
3 counterproductive to say your -- your school is clean,
4 but you -- you have half the custodial staff that you
5 should have based on an even standard calculation for
6 staffing ratios. And that would give other stakeholders
7 in the LCAP the leverage to say, look, our cleanliness is
8 exemplary in all these categories, as -- as represented
9 on this FIT inspection; therefore, we don't need the
10 custodial staff. I -- I just think it -- it might have
11 the -- a counter to the desired effect.

12 So I -- I would kind of caution placing the number
13 of custodial staff with the square footage.

14 MR. WATANABE: Thank you. And Debbie. One more.

15 DEBBIE: Yes. I had a question on -- because we're
16 in COVID times right now. Hold on one second. So how is
17 it going to play into that aspect of our cleaning
18 standards now? Because everything is due to COVID on the
19 square footage.

20 MR. WATANABE: I don't think I understand the
21 question. Can you --

22 DEBBIE: So because we have new guidelines due to
23 COVID, how is that going to play into the factor of -- of
24 square footage?

25 MR. WATANABE: I don't know it -- that it does.

1 From a square footage standpoint, our -- our
2 recommendation was to include it just to give the reader,
3 the -- the parent, the person walking the campus that
4 sees these hanging on the wall, some kind of perspective.
5 If they -- if they see a good, fair, poor rating, well,
6 why is that particular classroom a good, fair, poor,
7 versus the other classroom? And square footage might
8 help with that perspective. That would -- that was
9 the -- I would say the extent of our reasoning for
10 including it.

11 DEBBIE: Okay, thank you.

12 MR. WATANABE: Yeah. All right. Lester.

13 MR. GARCIA: Hi. Just a quick question, going back
14 to the -- the -- the question of -- of enrollment.
15 When -- when schools put down here sort of the
16 enrollment, are they looking at before- and afterschool
17 programs as well, or is it just sort of regular --
18 quote/unquote regular instructional day?

19 MR. WATANABE: We didn't specify, but I think we
20 should.

21 MR. GARCIA: Yeah.

22 MR. WATANABE: If we keep it, we would -- we would
23 probably want that clarification.

24 MR. GARCIA: Yeah. And I would venture to say that
25 you would want to include all of it because it's -- it's

1 the amount of use that that's getting. And you know,
2 maybe there's some sort of balance there between the
3 square footage. Definitely want to make sure that
4 there's a floor set tied to the square footage but that
5 there's also room for -- or -- or at least additional --
6 that we have safety nets in place in case you have the
7 sort of population compounded on any -- in any particular
8 facility.

9 So maybe the -- the floor is tied to the square
10 footage and there's something there around if the
11 population goes up a certain --

12 MR. WATANABE: Yeah.

13 MR. GARCIA: -- amount, percentage, or something
14 along those lines to balance those two.

15 MR. WATANABE: Yeah, and that's -- that's a good
16 segue. Let me walk through the Attachments D, D-1, D-2,
17 and E-1, E-2. These are some of the early stakeholder
18 feedback we've received. And some of those might
19 actually address some of the -- the questions that we've
20 had so far. Let me pull those up. One second.

21 What -- what we have here -- so D-1 is basically
22 the -- the stakeholder feedback provided as-is,
23 piggybacking off of OPSC's proposal. What we've done is
24 highlight in yellow what they've added to what we've
25 already proposed. So we'll kind of walk you through

1 that. Hold on one second here. All right.

2 So this first one -- so they added additional areas
3 to take a look at for cleanliness: high-touch areas and
4 exterior ground as well in terms of cleanliness, taking a
5 look at those exterior areas. A few other things that
6 were noted, updating the definition -- or the review for
7 restrooms, are they cleaned daily is one of their
8 suggestions, can you tell that they've done that as a
9 determining factor in -- or in the restroom category
10 specifically.

11 They've also recommended square footage and a few
12 other categories, which these are kind of hard to see
13 unless you pull it up. But in site, they wanted to
14 include ground square footage. Presumably also you could
15 include acreage as -- as that relates to that. Total
16 building square footage, adding average number of
17 custodial staff on the site daily and the number of
18 restroom sites also on the daily. Kind of -- obviously,
19 the more you have, the more it takes to clean, right?
20 Actually, I think D-2 is where I did the highlights. The
21 other thing they've also proposed is breaking out
22 cleanliness into more detail.

23 We took what was on D-1 on their -- actually, let me
24 show you that one really quick before I show you this
25 one. So on D-1, they propose these various categories to

1 break up cleanliness into more detail. So you take --
2 on -- on the original form, cleanliness is just one box
3 for the building and no information whatsoever. It
4 doesn't speak to floors versus counters versus windows.
5 Thus, it's just one category. So what this essentially
6 does is break up each classroom into a whole bunch of
7 components for -- before you get to the cleanliness
8 category.

9 What we've done with their D-1 attachment is kind of
10 mocked up what it could look like if we were to go that
11 route, which is on D-2, on page 40, 40 of the item. And
12 essentially, you look at -- we -- we flopped the order of
13 the X and Y axis here. But basically, if you're looking
14 at, say, Wing A, you'll look at the floors. Vacuumed,
15 are they mopped? Yes. Are they free of spots? Yes.
16 And you go down the entire category. And then you do
17 that for each building.

18 And then have a more prescriptive approach for
19 giving the okay versus deficiency and extreme deficiency
20 by basically summing up the number of nos in a category.
21 So a low number of nos, not clean, would indicate an
22 okay. If you get a high number of nos, then you start to
23 move to the deficiency or extreme deficiency category.
24 So that's one proposal out there to get more level of
25 detail for the cleanliness category.

1 In E-1, similar. And what we've done on E-2 is also
2 highlight some of the changes that have been added. A
3 little more descriptions for each of the comments and
4 ratings so that when you have a deficiency or an extreme
5 deficiency, you have a comment box to explain it.

6 Speaking to Lester's comments on the form, adding a
7 column about the area characteristics, is it a high-
8 traffic area, does it run an afterschool program in
9 addition to the kids that are there during the day, is it
10 used by the community? If you have a performing arts
11 center, is it just used by the school, or is it used by
12 the community at night? Same with your field, your
13 football fields. You know, is it just used by the
14 school, or does the community use it as well? Because
15 that certainly would have an impact on your ability to --
16 to keep it clean. So they proposed another column to add
17 comments like that for more perspective on -- on the
18 categories.

19 This one also proposes to -- this one, again, has
20 the custodial staff added on -- on another -- on the form
21 as well in addition to the maintenance staff. So they
22 give both. And we could certainly draw those into
23 separate boxes so it's clear what that number is
24 custodial versus maintenance in that column.

25 Another unique thing on this one is a grading

1 system. So statute requires these buildings -- these
2 systems to be on good, fair, and poor. What they've
3 proposed is to provide letter grades for the individual
4 systems. I don't think we can get there, because I think
5 statute prohibits that perspective, but the idea being
6 that parents, kids, everyone's familiar with letter
7 grades in systems coming up to your school, so it makes
8 it easier to understand from that perspective.

9 They do propose the ability, though, because also on
10 a full building -- full campus standpoint, you have to
11 rate it fair, good, poor, or exemplary. So they created
12 a mechanism to determine -- in their recommendation, A,
13 B, C, D, E, and F, that would translate to a fair,
14 exemplary, good, or poor score. So that's another one
15 that we definitely want feedback on the thought process
16 and the use of letter grades versus the good, fair, poor
17 rating.

18 It's an extra step in the calculation because you're
19 converting it from a percentage to a letter grade and
20 then back to a good, fair, poor, versus just taking that
21 percentage, going straight to a good, fair, poor
22 calculation. So it's an extra step from a calculation
23 standpoint. But we want everybody's feedback on that
24 part as well.

25 And then you'll see as you flip through the item --

1 I won't go through every one of them, but take a look at
2 those. They added extra categories in each of the
3 instructions. Workspaces, in addition to being clean,
4 they also talk about sanitize. So we'd like feedback on
5 those ones as well.

6 So -- so those are some of the changes. We welcome
7 your feedback now, and if you want more time to digest,
8 obviously you can send it after the meeting too, as well.
9 Okay. So we'll start with Lance.

10 MR. BIDNICK: Thanks. I just want to comment, if
11 you are dealing with the number of staff, differentiate
12 full-time versus part-time employees.

13 MR. WATANABE: Okay. Thank you.

14 MR. BIDNICK: Or full-time equivalents.

15 MR. WATANABE: Right. Yeah. Joanne.

16 MS. BRANCH: I can clearly see that where some
17 constituents are attempting to take the FIT is a half-
18 baked -- my apologies in advance -- approach to trying to
19 make a custodial analysis tool. Now, we have another
20 thing called an LCAP, and that tool is from a different
21 department, not OPSC, and it also needs some enhancement
22 as far as whether or not we are dividing our monies, our
23 general fund monies, appropriately to manage our schools.
24 And it is woefully lacking on any separation for
25 custodial and maintenance monies.

1 I would hesitate to take a lawsuit-resulting good
2 condition at the moment of inspection that people can do
3 that are not experts and being able to do in a reasonable
4 amount of time -- for instance, I notice that electrical
5 outlets are put on there. That would mean -- I have to
6 flush every toilet when I go on these inspections. That
7 would mean I'd have to plug something into every outlet
8 to add that. So I can see lights are on, I can feel the
9 air-conditioning, but you know, I -- I -- if you haven't
10 done these inspections, what I'm seeing on here is
11 unsustainable and not doable. It's something that the
12 district should be doing, and it's only part of the tool.

13 For instance, you say, I want to know the number of
14 toilets. Well, in actuality, if you look at this, you
15 need actually every sink, okay, every toilet, every
16 urinal, and there's -- there's a custodial guide for how
17 much time that takes if those things exist.

18 So you can't just pick one thing and try to edge
19 towards it. You either do the whole thing, and this
20 becomes a totally different animal, or you back off from
21 trying to make this a custodial tool and you just get the
22 minimum information that you need to do an initial
23 analysis and start putting more pressure on the LCAP
24 people to update that form to actually make them provide
25 an analysis by square footage and do all the calculations

1 there.

2 So I think -- I think OPSC needs to be very careful
3 with this constituent input, that you're sticking to
4 the -- to the master and intent of the legislation that
5 was just passed and what you were asked to do and not
6 create something only partially or -- or strangely that
7 doesn't do it right. Because otherwise, we're creating a
8 tool that's bad in an attempt to do something more.

9 Thank you.

10 MR. WATANABE: Kimberly.

11 MS. ROSENBERGER: I hear you. The legislature was
12 the one that wanted to use this tool and this method, in
13 part because cleanliness was a huge component of the
14 lawsuit, but wasn't included in the final outcome. So it
15 was the legislature that directed this as the appropriate
16 tool and DGS and OPSC as the appropriate arbiters of --
17 of figuring out a method. I think they are doing, you
18 know, the best they can with the tools we have, and I --
19 I -- I just want to say I appreciate it. I think this is
20 an early phase of looking at it.

21 And again, this is a voluntary tool that is trying
22 to get an assessment of where the cleaning standards are,
23 in large part because there are dollars there that could
24 be drawn down if we're able to establish that there is a
25 need. The LCAP doesn't guarantee dollars. It is a local

1 tool that also means that their local control funding
2 formula flows a certain way. So there's no statewide
3 floor, and I think that is -- that is the consideration
4 that the legislature had when they -- when they chose to
5 use this tool, is to look at this as a statewide issue
6 rather than a local one.

7 MR. WATANABE: Cassie.

8 MS. MANCINI: Hi, thank you. I'm Cassie Mancini,
9 representing the California School Employees Association.
10 I would just echo Kimberly's comments and say that --
11 that we -- we need these changes and we need further
12 context, because our members' working conditions are our
13 students' learning conditions, and it's worthwhile to
14 invest the time to make sure that this -- this form is
15 completed right.

16 And just to briefly go over some of our
17 justification for the changes we proposed in -- in E-2
18 and E-1, we think that -- just as we kind of said before,
19 that because their square footage provides additional
20 perspective and it's reasonable to assume that a larger
21 facility needs a greater amount of effort to maintain
22 that -- that facility, it's also reasonable to assume
23 that -- that areas that serve younger students might need
24 more care to them, areas with higher foot traffic as
25 opposed to areas of -- of a school facility that are --

1 that are barely occupied. So that's why we think those
2 area characteristics are incredibly important in addition
3 to the square footage, and that's something that somebody
4 should be able to -- to view and not need additional
5 expertise in order to describe.

6 We also think that the completion of the FIT should
7 be a more collaborative process, which is why we
8 recommended allowing or having a custodial or maintenance
9 representative to accompany the inspector, especially
10 because the folks that work on a school site might have
11 additional perspective, might be able to point out
12 additional things that an inspector who is coming to a
13 site just a few times a year might not see immediately.

14 And we also, again, as the comments have -- have
15 said before, think that there should be different boxes
16 for -- for full-time equivalent maintenance and custodial
17 staff. And completely understand the statutory limits
18 around -- around the changes to an A, B, C, D grading
19 scale, but think that might be more understandable and
20 possible -- a possible avenue for future legislative
21 change.

22 So thank you, and happy to answer any questions
23 about our changes -- proposed changes.

24 MR. WATANABE: Thank you, Cassie. Lance.

25 MR. BIDNICK: Okay. Not to sound argumentative, but

1 I've heard a few times that this is referred to as an
2 optional document. I've been in several school districts
3 in southern California, and at every single district I've
4 been in, this is the document. So I'd say there's
5 definitely a larger proportion of districts using this as
6 the default rather than creating their own. So any
7 changes that are made to this document, I would -- I
8 would strongly argue that these are going to be the -- by
9 default, what most school districts are going to be
10 using.

11 MR. WATANABE: And I think we saw that in 2005 when
12 we had the IEI. Roughly between forty-seven and fifty-
13 three percent of all school districts were using the IEI
14 versus their own instrument. So you -- I think you are
15 correct. Obviously, that was 2005, and times have
16 changed since then. But that's what we found back then,
17 was there was quite a bit of usage of the form, even
18 given the option of all the other.

19 All right. Now, OPSC, we focused on cleanliness for
20 our first proposals out there because the statute was
21 specific in using APPA as one of the references we should
22 consider. So that was our first look at this.
23 Certainly, all the categories can be looked at. We don't
24 need to focus on cleanliness necessarily, but that's
25 where we started, based on those books.

1 Going forward, if there are other questions or
2 comments or anything that want to people (sic) add, we do
3 plan to have another stakeholder meeting in January.
4 Tentatively -- and if you subscribe to our email list,
5 we'll send an email blast out for that. Tentatively,
6 we've got that going for January 20th at 4 to 6 p.m.
7 also, as well.

8 We do welcome any feedback following this meeting.
9 If you send it via email, you can send it to
10 OPSCCommunications@DGS.CA.gov. That link is -- is on our
11 website. You're welcome to send back feedback as a
12 follow-up to this meeting as you've had time to adjust --
13 digest the agenda items some more. Send us your
14 feedback.

15 We're hoping to have feedback ideally by end of day
16 December 12th. That'll give us time to incorporate any
17 recommendations, comments, concerns, questions, in time
18 for that January meeting so that we can get that out to
19 everybody. We'll go back -- we go back to our office
20 typically after these stakeholder meetings. We digest
21 all the comments. We talk about what we -- we think
22 about them and what we can and can't do. And then we --
23 we -- we come up with an updated recommendation at the
24 next stakeholder meeting of what our recommendations
25 going forward be.

1 Anything we choose to accept or not accept, we
2 generally will explain why we've chosen to go that route,
3 and then we seek everybody's feedback again based on
4 those comments. That's kind of how these stakeholders
5 work.

6 But because we chose to spend some time on the focus
7 on cleaning, how do people feel in general just about
8 having a separate page for cleaning be -- the extra
9 detail? It doesn't have to be these exact categories
10 necessarily, but you know, are there -- is there a
11 general consensus of a like or dislike of having a page
12 to break down cleaning in more detail? We'll start with
13 Conrado.

14 MR. GUERRERO: Yeah. Yes, good afternoon. So
15 I'm -- I'm a building engineer with LAUSD here in
16 southern California, and I've been doing this for twenty-
17 three years. And I know we talked a little bit about
18 HVAC. That's what I -- that's what I work at, out of
19 HVAC. And you know, we used to have a crew of about
20 seventy building engineers pre-2008. Now we're down to
21 about sixteen. Yet the -- the equipment has increased,
22 you know -- you know, much more. Every space is now air-
23 conditioned, and we're not keeping up with -- with the
24 personnel needed to maintain this equipment.

25 Along with cleanliness, I think now with this

1 pandemic, we've been -- you know, my -- my crew in my
2 area, which is central and south Los Angeles, we've
3 changed over a million filters and changed, you know, in
4 120 school sites to try to upgrade everything with the
5 new filtration requirements that are -- that are needed.

6 And I think we need to create some sort of a balance
7 where personnel needs to be matching with the equipment
8 that we have here and stuff, and -- and not just if
9 it's -- you know, because if it's deteriorated, I mean,
10 it requires maintenance like everything else, right? And
11 I think we just need to make sure that -- that there's a
12 space created there maybe -- I don't know how -- how it
13 would look like, but you know, certain amount of --
14 certain amount of HVAC equipment requires X amount of
15 people to maintain it also and stuff, right?

16 As opposed to just have -- because the department
17 that -- how it exists now is there might be a crew of
18 twenty, twenty-five people, but you know, they -- we do
19 everything, not just maintenance. And we need to focus
20 more on -- on making sure that the equipment is -- is
21 suitable for -- for it to work properly, for -- for the
22 students and staff to have a learning environment here.
23 Thank you.

24 MR. WATANABE: Thank you. Let's go to Frank.

25 MR. CAMARDA: Mike, did you say Frank?

1 MR. WATANABE: Yes.

2 MR. CAMARDA: Oh, okay. So I -- I would echo Joanne
3 Branch's comments. You know, we really have to
4 understand what the -- you know, what's the purpose of
5 the FIT. Is the FIT an inspection tool to maintain good
6 repair, or is it going to be used as a tool potentially
7 to lobby legislature to, you know, fund routine
8 restrictive maintenance at a higher percentage, or is
9 it -- or hold at three percent, or is it going to be
10 something that's going to be used to, you know, obtain
11 additional funding for custodial?

12 So I think we need to put in perspective, like, what
13 is the purpose of the FIT. Is it both? Is it -- is it a
14 tool for parents to go ahead and determine, you know, the
15 good repair standards at their particular district and
16 standards of their upkeep and cleanliness and their --
17 their -- their maintenance systems? Or again, is it
18 for -- is it for lobbying for dollars? So really, what's
19 the intended purpose of this tool? And I think we could
20 probably -- if we define that a little bit better, I
21 think that we can bring this thing into perspective.

22 Now, I've been doing this for many years too, and
23 the FIT tool, in -- in my perspective, has been a very
24 cursory look, not as deeply, Mike, as you, you know,
25 mentioned earlier. It's a cursory look. Joanne

1 mentioned as well, you know, these are visual
2 inspections. We're not going so deep into it that it
3 becomes extremely cumbersome, and we don't even -- we
4 don't have the talent to go into very great detail of
5 that.

6 So the -- the original FIT tool, it's a good tool.
7 It should be online. It should be digital. But I think
8 we really need to understand its intended purpose and --
9 and try to guide ourselves towards that. So I -- I
10 appreciate the opportunity to speak, Mike. Thanks.

11 MR. WATANABE: Thank you. And I -- and I think from
12 our perspective, just as the developers of the form, it
13 is for that purpose that's spelled out in the statute.
14 It's to report out the conditions of the facilities.
15 What people and what school districts do with that report
16 after that is up to them, right? We -- we essentially
17 just created the form.

18 Let's go to Andrea. Andrea, are you there?
19 Quiroga? Let me try to unmute you.

20 MS. QUIROGA: Yeah. Hi. Sorry, I couldn't unmute
21 myself. My name is Andrea Quiroga, and I wanted to take
22 this opportunity to share with you all that I have been a
23 building and grounds worker for six years now with Los
24 Angeles Unified School District. I currently work at
25 Santee Education Complex. It is a 13.4-acre campus in

1 south Los Angeles. And now more than ever, we need to
2 make sure that our schools are thoroughly cleaned and
3 disinfected throughout the day.

4 Right now, we have been working a lot of overtime at
5 Santee Education Complex. You know, we get there at 6 in
6 the morning, and I get off at 2:30 p.m. I have had to
7 stay a couple of times two hours after work because we're
8 so understaffed. And we have had to, you know, disinfect
9 classrooms, help them -- the night custodians with their
10 assignments so they can catch up because they haven't had
11 time to dust, they haven't had time to even mop some of
12 these classrooms. You know, I and our colleagues right
13 now are currently and repeatedly asked to do more with
14 less, and these added tasks take time and energy.

15 I mentioned I work at a 13.4-acre campus in south
16 Los Angeles. So not only are we in charge of cleaning,
17 like, the inside of the school, you know, making sure
18 that it's maintained for our students; we also have to
19 deal with the -- what's going on outside of our school.
20 Outside of our school, we have -- throughout the
21 pandemic, I have been cleaning up after homeless people
22 who live down the street from the school. They make
23 holes in the fences in the PE field, in the football
24 field. They get -- they've been coming in. They, you
25 know -- they leave graffiti over the weekend. They come

1 into our pool, and they completely, you know -- just,
2 like, piled-up glass I pick up in the mornings. At 6 in
3 the morning, here I am, you know, scared sometimes
4 because it's dark now. You know, it gets dark out there
5 when it's early.

6 And you know, I do my best because I'm from south
7 Los Angeles as well. You know, this is my community, and
8 I take a lot of pride in my job. You know, this job is
9 very, very important. And with this pandemic, you know,
10 in the new age of COVID-19, it -- like, it just shows how
11 important my work is and how much my work matters when it
12 comes to our students' safety and health and -- you know,
13 I just wanted to share that with you all today.

14 Thank you very much for giving us this opportunity
15 to speak out on what's going on in our schools, and you
16 know, thank you for -- for sharing your information as
17 well. You know, it's nice to do this and to talk about,
18 like, the real issues of what's happening in our schools
19 right now. You know, it's, like, very serious, and this
20 is -- you know, I really, really hope that, you know, we
21 can count on you all to support us, and thank you for
22 hearing me out. Yeah.

23 MR. WATANABE: Thank you. Joanne.

24 MS. BRANCH: Just one last quick comment while
25 everyone is in the meeting, because I have high respect

1 for my union folks. I'm a union daughter, and I -- I
2 just don't want anyone to think that my comments were in
3 any way denigrating the fine work that our union
4 personnel do for us.

5 But this is a visual inspection by laypeople. And
6 so don't be surprised as we finalize this form if some of
7 this stuff has to be modified. For instance, I, as a
8 previous inspector, would not be able to look at
9 something and tell you if it was disinfected, nor are we
10 allowed to take self-proclaimed comments from the
11 custodian or anyone else to say the item is disinfected.
12 It has to be viewed as disinfected. I can't view
13 disinfection; I can view cleanliness.

14 So although I appreciate very much the impact of
15 COVID, it is an LCAP issue, not a FIT issue, and it is a
16 huge issue, and it will remain with us. The COVID and
17 this stuff is not going away, and I think it existed well
18 before, because folks need to be healthy in order to go
19 to school. And it's an ADA thing, and it has always been
20 a facilities and a custodial issue. It's just come to a
21 head under COVID, thank goodness. And maybe we will have
22 a voice. The FIT may not be -- it will be a beginning
23 voice, but it may not be the voice that you intend right
24 now. Thank you.

25 MR. WATANABE: Thank you. Kimberly.

1 MS. ROSENBERGER: And I just wanted to say that I
2 think it makes sense to have it on a separate page
3 because to many people's points, those that are assessing
4 the traditional good repair have a different background
5 and a different skillset and knowledge. I think
6 ultimately, we would like to continue to advocate for
7 either training or a certain skillset, like those that
8 have a custodial background, doing the assessments
9 because we know there are limitations, and there's also
10 different -- different skill sets needed to do these
11 visual inspections on a -- like, a custodial basis versus
12 on the tech and the repair basis.

13 So I think having them be housed in the same place
14 per legislature's request, but having them broken out
15 does allow for a little bit of variation, and -- and I'm
16 hoping -- I think the feedback today was really helpful,
17 that we can potentially make some changes and -- and you
18 know, argue for training or argue for certain folks with
19 a certain skill set to be the ones to do the assessment
20 on -- on that tab a little differently, because we are
21 trying to assess different things.

22 So I -- I appreciate the thought behind -- that you
23 guys did and keeping it kind of housed separately.

24 MR. WATANABE: Jeremy.

25 MR. COGAN: I -- I also want to -- to thank everyone

1 for the questions asked this evening and for the hosts of
2 the meeting. It was a pleasure listening in.

3 I -- I really wanted to speak more broadly. I -- I
4 represent -- I'm the director of facilities planning for
5 Santa Ana Unified School District with approximately 4.6
6 million square feet of -- of building space in the heart
7 of Orange County, and it was a pleasure listening to --
8 to all the commenters and -- and the specific comments
9 about the form tonight. But at -- at a large level, what
10 we see is -- is the need for good data about our
11 facilities. And -- and the best decisions, I believe,
12 are made when the best and cleanest data is available for
13 those facilities.

14 And so I would hope that in the process of
15 modernizing the FIT, there's arguments and comments
16 about -- about putting it online and -- and what that
17 looks like. I hope that it would be something cloud-
18 based, that data would be exportable in an open format
19 that the industry could utilize. I think there's a lot
20 of opportunity here for industry partners, private sector
21 partners, to innovate based on working with districts
22 and -- and utilizing that data.

23 A lot of the comments that -- that revolved around
24 expanding or adding or -- or -- or other aspects to the
25 FIT, I could envision an opportunity where the basic FIT

1 form is there, but then districts may choose to export
2 that data or -- or use another module of software in
3 tandem with that data that want to do a better overall
4 inventory of their facilities, not only conditions, but
5 maybe other factors. And I've seen that done also very
6 effectively in other states. I'm sure there's some
7 models out there you've -- you've all looked at.

8 So overall, just want to express my appreciation for
9 all the commenters this evening and for -- for the hosts
10 of the meeting. But I would hope that there's -- there's
11 a great effort made in making sure that the data becomes
12 something that districts can expand on at their -- at
13 their choosing and potentially use that digital dataset
14 more effectively in a broader -- broader collection of
15 cloud-based applications. Thank you very much.

16 MR. WATANABE: Thank you, Jeremy. Ian.

17 IAN: Thank you very much. I also just wanted to do
18 a quick kind of -- you know, pull the camera back a
19 little bit and be -- be more general. Obviously, I want
20 to thank OPSC for engaging in this task. I think
21 we're -- we're -- we're seeing it's, you know, a
22 significant undertaking. So appreciate that. And of
23 course, with Coalition for Adequate School Housing, CASH,
24 Maintenance Network, we, you know, offer our resources
25 and our expertise and -- and so on.

1 A couple of comments. One, I think the history that
2 you did, Michael, was -- was an important one. It goes
3 to the purpose, the intent, and so on. Not making a
4 comment about those specifics, just this is an important
5 one. This is the Williams lawsuit legacy. It's --
6 it's -- it's important in our world, and our school
7 facilities folks, M&O folks have been engaged in it
8 for -- for quite a while. So you see the ownership of --
9 that they've taken in it.

10 With regard to your -- your -- your initial --
11 OPSC's initial proposals, you know, I'll just say I think
12 that's an excellent place to start, you know, with the
13 cleanliness piece, with the square footage. You know --
14 you know that we have a group discussing this along --
15 you know, and that's one of the first things a lot of
16 folks in our group talked about, and I think it came up
17 in -- in the discussion and -- and in the -- the staffing
18 issue. We know that's -- that that's a significant piece
19 here.

20 I know for the school facilities folks, the details
21 matter on that one. You can see them -- okay, well,
22 there -- there's a difference between maintenance and
23 custodial, and those are -- those are things that it's
24 good we have some time and some meetings to work through
25 going forward. So happy to participate in that.

1 Kind of my wrap-up is I'm -- I'm -- I'm going to
2 take an attempt at -- you know, I think there's --
3 there's -- there's universal agreement that some
4 specificity and recognition of -- of -- of staff time
5 and -- and all of those pieces are necessary to highlight
6 what M&O departments are doing with these -- to keep --
7 you know, to use Williams' clean, safe, and functional,
8 right? To do that. And I think that we really do, all
9 of us, have -- have -- have a common motivation for this.
10 I think we're seeing different -- different sides of it.

11 So with SEIU, I would like to engage with you on it
12 because I hear you, frankly, on the -- the need for
13 advocacy for funding, to just cut it all the way down for
14 these things. That's not OPSC's job. I understand that.
15 They're trying to perfect a document. So in some ways,
16 we're doing two things here. When someone asks a really
17 good question, is this about, you know, narrowly the FIT,
18 or is this about funding -- well, I think OPSC's effort
19 is more narrowly the FIT, and there -- there's a lot of
20 support for that, but it is also connected to other
21 efforts, I think, of -- of funding. And so CASH is
22 wanting to engage in that as well.

23 But I would end with -- you know, I represent the
24 practitioners on this. And of course, they know very
25 well the -- the -- the labor impacts of -- of -- of COVID

1 and so on. We talk about it on a daily basis, and that's
2 not an exaggeration. But of course, their job in
3 management is to make sure that they can do their jobs
4 and -- and you know, things don't change in a way that we
5 have significant unintended consequences.

6 So that's why I'll say -- end on a positive note,
7 that that's why I think it's good that we're having this
8 discussion. I think the right folks are at the table
9 here to do this, because we know that M&O departments are
10 the -- have been the last funded, right? And the first
11 cut and the last restored. I think we all understand
12 that. As long as we don't make this document something
13 that it just cannot be and that we can coordinate
14 these -- these more formal acts with other lobbying or --
15 or -- or advocacy purposes in favor of funding. I heard
16 Jema Estrella refer to that, and I heard Kimberly refer
17 to that as well.

18 And I -- so it's not an easy thing, right? To
19 square the circle here. But I think in a complex world,
20 it's both of these things. But again, my job is to make
21 sure that the practitioners are represented going through
22 this. I think they're well-represented, and we'll
23 continue to do that and be a resource for OPSC and for
24 other, you know, partners in the coalition. So thank
25 you.

1 MR. WATANABE: Thank you, Ian. One more. Edward.

2 MR. SANCHEZ: Hello. Eddie -- it's Eddie Sanchez,
3 Los Angeles Unified School District. If this is the
4 direction we're going, I'd like the form in a separate
5 sheet. I also think that training would be needed for
6 the inspectors, since cleaning is subjective.

7 I also heard both points from SEIU, I believe Joanne
8 and Lance. It might pose a problem. I'm an advocate of
9 operations. I'm over operations for LA Unified School
10 District, and I see where our staffing levels are low and
11 as these inspections come in as good or fair. But there
12 is something needed to identify the need. I don't know
13 if this is the right tool for it, but it's definitely a
14 great start. It's a good start as -- to start
15 documenting the conditions of the schools based on square
16 footage. And I would go more -- so not FTEs, but more of
17 allotted hours per school, which gives it a better idea
18 of how many hours are allocated to that school for
19 custodial.

20 I know this is one of many more meetings to come,
21 but I think I heard a lot of great points from everyone,
22 and I'm glad to be part of this group. That's all I
23 have.

24 MR. WATANABE: Thank you. All right. Seeing no
25 more comments, I'm going to screen share the contact

1 information for OPSC if you want to send feedback after
2 this meeting.

3 Lisa, closing remarks?

4 MS. SILVERMAN: Yeah. So thanks, everybody. I know
5 this is -- we did good (indiscernible) so far. But no,
6 it's a great opportunity to -- to kind of air things out
7 and get everyone's opinion. And I think it -- we value
8 everyone's opinion.

9 So what I would highly encourage, like Michael
10 shared earlier, is -- I know it's -- a lot of comments
11 we've had today was verbal, and perhaps we will like to
12 see written comments as well, so then that way, none of
13 it get lost as far as, you know, what your opinions are
14 or share some ideas. And I think it's really important
15 to get everyone's feedback.

16 So thank you today for the opportunity. I think it
17 went well, and good -- good to hear everyone's
18 perspective. And we'll see you soon, on January 20th.

19 Is that correct, Michael?

20 MR. WATANABE: Correct.

21 MS. SILVERMAN: Between 4 and 6, yeah. So again, we
22 look forward to more dialogue in this area and more
23 collaboration. So thank you.

24 (End of recording)

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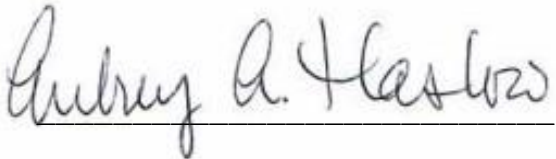
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