

STRATEGIC PLAN YEAR-1 GOALS

FACILITIES UPDATE

November 18, 2014

TUSD

Strategic Plan: Facilities Year-1 Goals

- Strategic Priority 1: Green Planning
- Strategic Priority 2: Long-Range Facilities Plan
- Strategic Priority 3: Preventative Maintenance
- Strategic Priority 4: Technology Plan
- Strategic Priority 5: Safety and Security

Strategic Plan Meeting Dates

- Energy & Green:
 - October 8th, 16th, 23rd
 - November 7th, 10th, 14th
- Long-Range Facilities Plan:
 - October 8th, 16th, 30th
 - November 10th, 14th
- Preventative Maintenance:
 - October 7th, 14th
 - November 7th, 10th, 14th
- Safety and Security:
 - November 6th, 10th, 14th

Strategic Priority 1: Energy and Green Planning

TUSD will consider and integrate green planning concepts into capital improvements, resource management and community involvement.

Strategic Priority 2: TUSD Schools of the Future Long-Range Facilities Plan

TUSD will develop and implement a long-range Master Facilities Plan that supports and enhances student learning and achievement and community partnerships.

This plan will serve as the basis for a bond to improve schools.

Strategic Priority 3: Preventative Maintenance

TUSD will provide facilities that are clean, safe and energy efficient for students and employees through routine and preventative maintenance and repair.

Strategic Priority 4: Technology Plan

TUSD will create a purposeful, technology plan that provides instructional support, curriculum alignment, and baseline resources including physical resources and professional development.

Strategic Priority 5: Safety and Security

TUSD will ensure every school in the district offers a physically inviting and nurturing environment that optimizes teaching and learning and actively protects its members from physical and emotional harm.

Strategic Priority 1:

Energy and Green Planning

Year 1 Goal:

Develop green energy audit.

Product:

Develop a green energy matrix and initiative audit. Matrix will be developed in first year under the oversight of an Advisory Committee.

The Annual Audit will be completed in Year 2.



Advisory Committee

Members committed to the Advisory Committee to date:

1. Betsy Bolding – TEP
2. Kristen Bury – Drachman Parent
3. BJ Cordova – Tucson Beautiful/TUSD parent
4. Jennifer Crosby – Community Member
5. Robert Magee – Community Member
6. Maria Marin – TUSD Elementary & K-8 Leadership
7. Michael Peel – Community Member
8. Vanessa Richter – National Conservation Community Rep
9. Larry St. Onge – Trico Electric
10. Moses Thompson – Environmental Activist/U of A

Solar Project



The Project 'Developer'

Natural Power and Energy

Responsible for:

- Overall Project & Installation Management
- System Design & Engineering
- Contractor Evaluation & Procurement



The 'Host' Customer

Tucson Unified School District

Responsible for:

- Purchasing the energy produced by the systems
- Adhering to the SSA contract
- Maximizing the solar benefit for the Schools & Community



The System 'Owner'

Constellation

Responsible for:

- Financing project construction, long-term SSA admin and billing
- Ensuring System Performance and O&M

Solar Service Agreement (SSA)

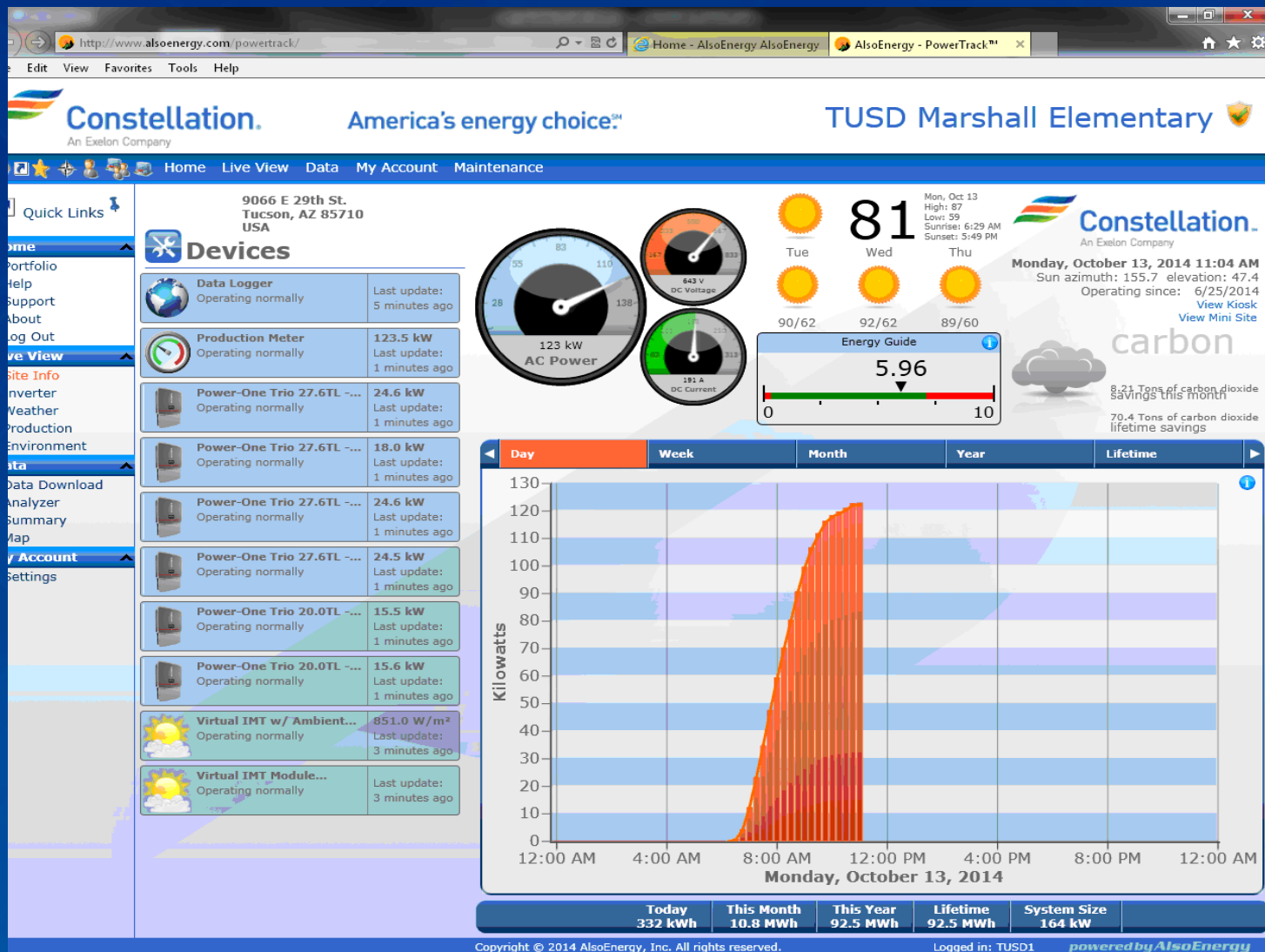
- 20-Year contract – 11 megawatts
- TUSD will pay a flat cost per kilowatt hour for the energy produced by the system

Solar Project Key Points



- Systems provided at no cost to TUSD
- Immediate and long-term savings
- An average of 80 percent TEP energy offset
- Reduce TUSD's CO₂ footprint - RECs
- Approximate 20-year savings: \$11 million

Solar Project



Solar Project



Energy Performance Contract Projects

Project Scope

Upgrade or replace equipment and make other energy savings improvements at about 33 sites in the district.

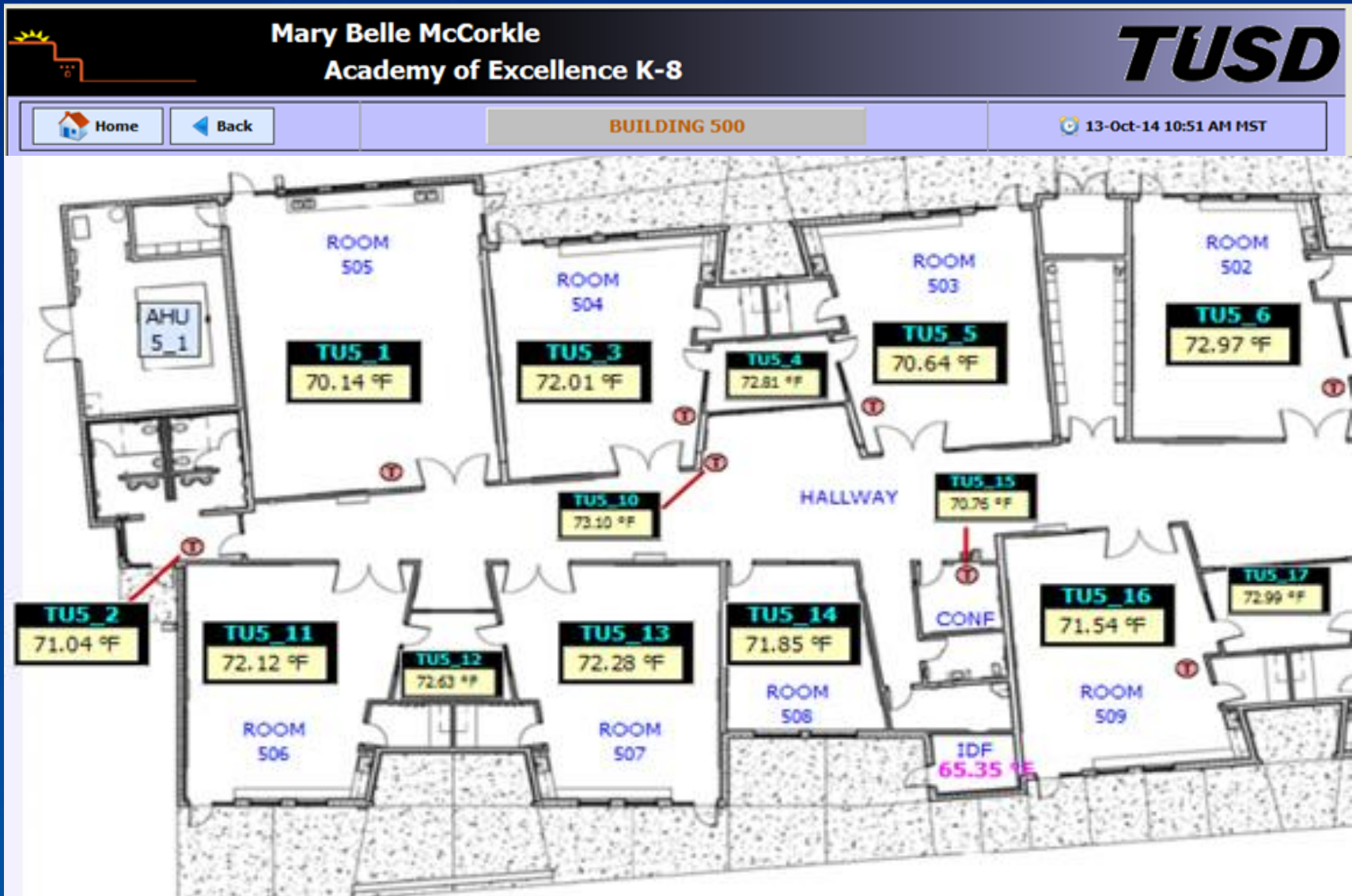
- Lighting
- Heating
- Air conditioning
- Temperature control
- Mechanical
- Energy Management and Control Systems (EMCS)

Energy Performance Contract Projects

Each Project is paid for with a 0 percent loan backed by QSCB bonds which is paid back over 15 years from the guaranteed energy savings.

- Ameresco - \$4.2 million
- Climatec Building Technologies Group - \$3.6 million
- Honeywell International - \$10.5 million
- MidState Mechanical - \$8.9 million

Energy Performance Contract Project



Green Facilities Matrix Development Recommendation




The Benefits of an Energy Audit

 Demonstrates whether district's investment is paying off by auditing cost savings.

Creates a better, healthier and safer learning environment for our students and staff.



 Creates educational benefits that students and staff will take beyond school.

Provides opportunities for student and staff involvement.



 Accountability to the community.

Strategic Priority 2:

TUSD Schools of the Future Long-Range Facilities Plan

Year 1 Goal:

Conduct a facilities audit to assess current facilities

Product:

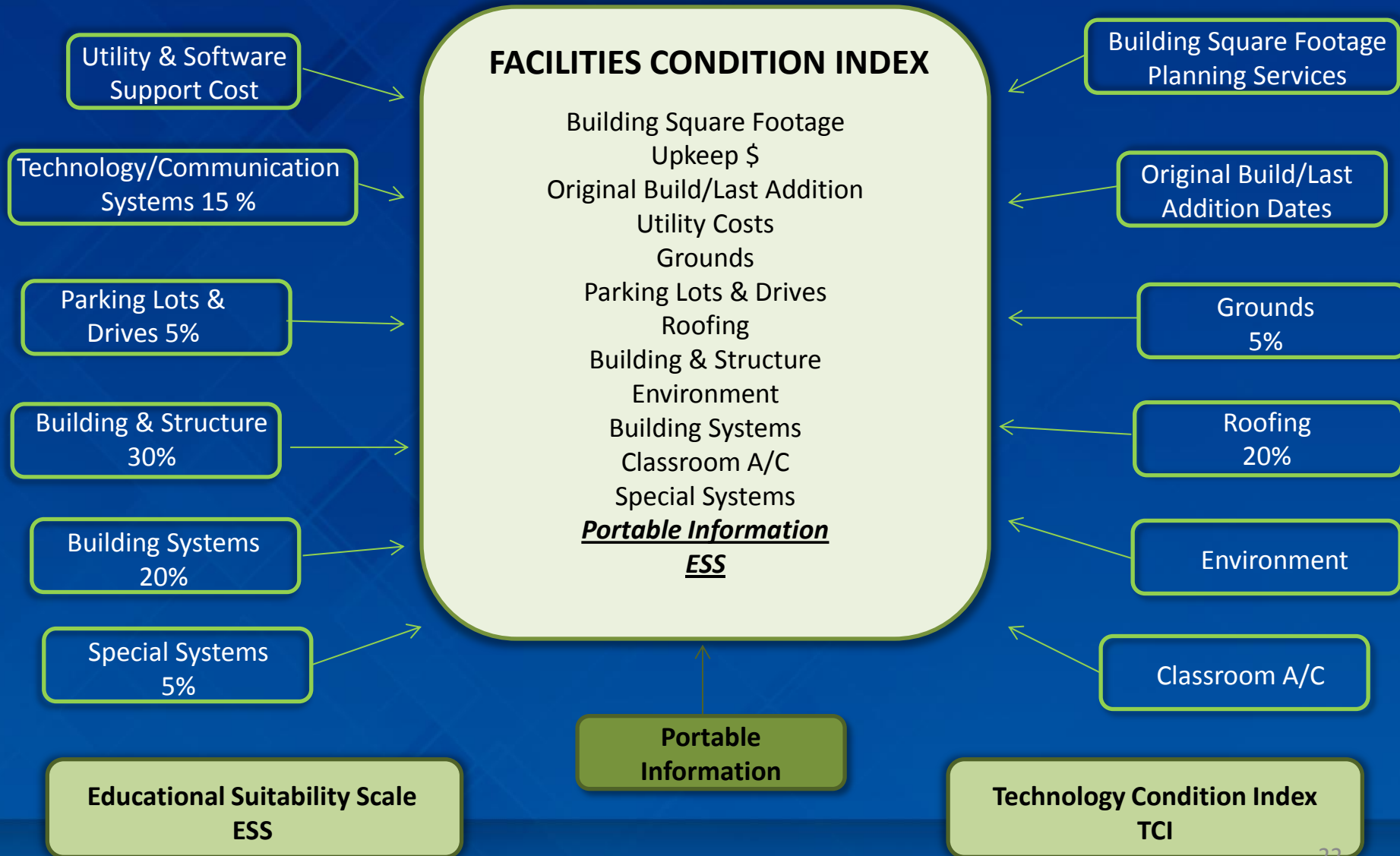
Completed audit to use as a benchmark for a needs assessment

Components of the Audit

- Facilities Condition Index (FCI)
 - Rates the condition of school buildings along multiple structural components.
- Educational Suitability Score (ESS)
 - Rates the degree to which the facility is suitable for the educational programs being offered.
- Utilization Assessment (UA)
 - Educational and Community uses of buildings.
- Technology Condition Index (TCI)
 - Rates technology and technology conditions in schools, along multiple technological dimensions.

Facilities Condition Index – FCI

June 2014



FCI Summary Sheet

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1		TUSD				Site Conditions				Building Conditions						
2	School #		Building Square Footage	Original Build/Last Addition	Utility Costs	Grounds	Parking Lots & Drives	Roofing	Building & Structure	Environment	Building Systems	Classroom A/C	Special Systems	Tech/ Comm Systems	FCI	RCS
3		ELEMENTARY SCHOOLS				5%	5%	20%	30%	☑	20%	☑	5%	15%	100%	
4	120	BANKS ES	53,968	2002/2005	142,754	3.90	3.00	3.00	4.00	☑	2.90	☑	4.00	4.00	3.52	
5	125	BLENMAN ES	64,072	1942/2008	119,605	3.70	1.00	1.00	3.00	☑	2.35	☑	3.67	2.60	2.38	
6	128	BLOOM ES	35,626	1972/2012	85,208	3.25	3.00	1.00	3.00	☑	2.30	☑	2.33	3.00	2.44	
7	131	BONILLAS MAGNET ES	50,340	1953/2004	145,610	3.00	2.00	1.00	2.00	☑	2.10	☑	1.67	3.00	2.00	*
8	140	BORMAN ES	40,473	1976/1996	103,314	2.45	4.00	4.00	3.00	☑	1.20	☑	4.67	3.80	3.07	
9	143	BORTON ES	33,988	1927/2004	94,115	4.00	3.00	3.00	3.00	☑	2.20	☑	3.33	3.00	2.91	
10	161	CARRILLO ES	53,260	1930/2004	78,776	3.60	3.00	3.00	3.00	☑	1.90	☑	3.00	3.40	2.87	*
11	167	CAVETT ES	54,919	1956/1996	109,422	3.20	3.00	3.00	3.00	☑	2.10	☑	2.67	2.80	2.78	*
12	170	COLLIER ES	34,402	1973	107,927	3.00	3.00	4.00	3.00	☑	2.10	☑	3.33	3.00	3.04	
13	179	CRAGIN ES	60,557	1950/2003	97,534	3.00	3.00	1.00	3.00	☑	1.90	☑	2.67	3.00	2.36	
14	185	DAVIDSON ES	38,235	2006	116,183	5.00	3.00	3.00	3.00	☑	2.70	☑	4.33	4.00	3.26	
15	191	DAVIS MAGNET ES	34,754	1902/1992	83,381	3.00	1.00	3.00	2.00	☑	1.90	☑	2.67	3.20	2.39	*
16	203	DRACHMAN ES	37,804	1996	80,288	3.65	3.00	2.00	3.00	☑	1.90	☑	2.67	4.60	2.84	*
17	211	DUNHAM ES	36,389	1973/1994	91,174	3.00	2.00	1.00	3.00	☑	2.10	☑	2.33	3.00	2.34	
18	215	ERICKSON ES	51,352	1967/1992	90,062	3.00	4.00	2.00	2.00	☑	2.10	☑	2.00	3.40	2.38	
19	218	FORD ES	38,477	1971/1996	80,586	3.00	2.00	1.00	3.00	☑	1.90	☑	2.67	3.20	2.34	
20	225	FRUCHTHENDLER ES	39,318	1971/1980	92,892	2.75	3.00	1.00	3.00	☑	2.10	☑	2.67	3.00	2.39	
21	228	GALE ES	33,628	1968/1992	125,590	3.00	3.00	2.00	2.00	☑	2.10	☑	2.67	3.00	2.30	
22	231	GRIJALVA ES	53,918	1988/2010	148,214	4.00	3.00	3.00	3.00	☑	2.10	☑	2.67	3.70	2.96	*
23	238	HENRY ES	34,778	1971/1993	98,444	2.75	2.00	1.00	3.00	☑	1.70	☑	2.67	3.20	2.29	
24	239	HOLLADAY ES	37,545	1951/2004	66,411	3.50	3.00	1.00	3.00	☑	1.90	☑	3.33	2.60	2.36	*
25	245	HOWELL ES	42,967	1950/2004	118,626	3.25	3.00	1.00	3.00	☑	2.10	☑	3.33	3.20	2.48	
26	251	HUDLOW ES	42,227	1959/2008	94,854	3.25	3.00	3.00	3.00	☑	2.10	☑	3.33	3.20	2.88	
27	257	HUGHES ES	26,725	1927/2006	67,134	5.00	3.00	3.00	3.00	☑	1.90	☑	3.00	3.00	2.88	
28	266	JOHNSON PRIMARY ES	52,581	1991	90,305	1.75	3.00	4.00	3.00	☑	1.90	☑	3.00	4.10	3.08	
29	275	KELLOND ES	55,306	1955/2004	108,743	3.00	3.00	1.00	3.00	☑	2.10	☑	2.00	3.10	2.38	
30	277	LAWRENCE ES	50,523	1995	107,584	3.25	3.00	1.00	3.00	☑	1.90	☑	3.33	3.70	2.51	

**ESS shall
evaluate each of
these areas:**




Educational Suitability Score (ESS): Kindergarten Classroom

Component	Description	What to Look For
Environment	<p>The room should provide an inviting/stimulating environment for learning.</p> <p>SCORE: 1 2 3 4 5</p>	<ul style="list-style-type: none">Does it support the instructional program?Appropriate natural light/lighting levels?Are acoustic materials in place to allow different activities to occur at the same time without interference?Is there proper ventilation and consistent and adequate climate control?Is it an inviting learning environment?
Size	<p>The room should meet square footage standards of 525 sq feet or more.</p> <p>SCORE: 1 2 3 4 5</p>	Allows for various areas of learning.
Location	<p>The room should be appropriately located for the program.</p> <p>SCORE: 1 2 3 4 5</p>	The room should be appropriately located, shielded from noise producing activities or functions.

1	2	3	4	5
Poor Condition	Fair Condition	Acceptable Condition	Good Condition	Excellent Condition

ESS Summary Sheet

DRAFT ESS Automated Score Sheet (2) [Read-Only] - Microsoft Excel																
J18																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Educational Suitability Score															
2		Security Supervise	Non-Instruct Space	Early Childhood Classroom	Kinder class-room	General Class-room	Technology	Instruction Resource Room	ExEd Self Contained	Library Media Center	Science Classroom	Performing Arts	Music	Visual Art	Physical Education	ESS Score
3	ELEMENTARY SCHOOLS															Comments
4	BANKS ES															#DIV/0!
5	BLENMAN ES															#DIV/0!
6	BLOOM ES															#DIV/0!
7	BONILLAS MAGNET ES															#DIV/0!
8	BORMAN ES															#DIV/0!
9	BORTON ES															#DIV/0!
10	CARRILLO ES															#DIV/0!
11	CAVETT ES															#DIV/0!
12	COLLIER ES															#DIV/0!
13	CRAGIN ES															#DIV/0!
14	DAVIDSON ES															#DIV/0!
15	DAVIS MAGNET ES															#DIV/0!
16	DRACHMAN ES															#DIV/0!
17	DUNHAM ES															#DIV/0!
18	ERICKSON ES															#DIV/0!
19	FORD ES															#DIV/0!
20	FRUCHTHENDLER ES															#DIV/0!
21	GALE ES															#DIV/0!
22	GRIJALVA ES															#DIV/0!
23	HENRY ES															#DIV/0!
24	HOLLADAY ES															#DIV/0!
25	HOWELL ES															#DIV/0!
26	HUDLOW ES															#DIV/0!
27	HUGHES ES															#DIV/0!
28	JOHNSON PRIMARY ES															#DIV/0!
29	KELLOND ES															#DIV/0!
30	LAWRENCE ES															#DIV/0!
31	LINEWEAVER ES															#DIV/0!
32	LYNN/URQUIDES ES															#DIV/0!
33	MALDONADO ES															#DIV/0!
34	MANZO ES															#DIV/0!
35	MARSHALL ES															#DIV/0!
36	MILLER ES															#DIV/0!
37	MISSION VIEW ES															#DIV/0!
38	MYERS/GANOUNG ES															#DIV/0!
39	OCHOA ES															#DIV/0!
40	OYAMA ES															#DIV/0!
41	RODRIGUEZ ES															#DIV/0!

Accomplishments/Completion

- **FCI**

A horizontal progress bar for FCI. It is 90% green and 10% yellow.

90%

1. Modified to meet USP.
2. Conditions monitored and updated on a continual basis.

- **ESS**

A horizontal progress bar for ESS. It is 60% green and 40% yellow.

60%

1. Recently developed by a committee with a wide range of expertise using existing educational specifications and research of other districts.
2. Approved by leadership and evaluation teams are being formed.

- **UA**

A horizontal progress bar for UA. It is 20% green and 80% yellow.

20%

1. Developed a system to use Master schedules to track educational utilization.

Progressing Into the Second Year



Strategic Priority 3: Preventative Maintenance (PM)

Year 1 Goal:

Improve Customer Service

Product:

A scorecard system to track maintenance for improvement.



Commitment to Sound Facilities

- Routine preventative maintenance
- Corrective building maintenance
- Facilities infrastructure repair and design
- Facilities support educational curriculum
- Provide an effective learning environment



Purpose of a Scorecard

- Widely used measurement of organizational performance.
- Identifies areas for improvement.
- Translates an organization's mission and strategy into a comprehensive set of performance measures.
- Emphasizes that customer satisfaction is as important as financial criteria in measurement systems.

Balanced Scorecard

Scorecards make it easier to evaluate Facility's major issues:

- Repair Success
- Repair Repetitiveness
- Site and Department Repair Satisfaction
- Evaluation of Outsourced Vendors doing work



Boosting Survey Participation

Communicate, Communicate, Communicate



Market the Survey

- Gain buy-in
- Safe and anonymous
- Includes all employees
- Allows employees' valued opinions to be heard

Explain the Benefit

- Improves their work experience
- Impacts the type of recognition they receive
- Allows them to influence the direction of the company

Set Expectations - And Keep Them

Scorecard Benefits

- Aligns business activities to organizational strategy
- Improves communication within the organization
- Focuses and drives the change process
- Addresses four major perspectives:
 1. The stakeholder perspective – Customer Perspective
 2. The internal perspective – Facilities
 3. The learning & growth perspective – Measures learning curve to set and meet goals
 4. The financial perspective

Strategic Priority 4: Technology Plan

TUSD will create a purposeful, technology plan that provides instructional support, curriculum alignment, and baseline resources including physical resources and professional development.

Year 1 Goal: Training for technology resources

TS Professional Development 2014-15

- **Microsoft Office**
Word, Excel, PowerPoint, Outlook (ongoing – online)
- **Promethean IWB & ActiveInspire**
TS, ExEd, Language Acquisition (December – June 2015)
- **Instructional Software**
Waterford, SuccessMaker, Achieve3000, Imagine Learning, Imagine Learning Español (November-January 2015)
- **ParentLink Messaging System (November 2014)**



TS Professional Development 2014-15

ATS/TS ~ Microsoft Office Excel 2010

- Basic functions of Excel 2010, including tabs and ribbons.
- Hands on access for formatting and basic formulas.

ATS/TS ~ Office 2010 ~ Understanding WORD

- Hands on access to WORD basics to navigate using the Office 2010 WORD ribbons.

TS Professional Development 2014-15

ATS/TS ~ Outlook 2010

- Navigate through the ribbon, customize views, set up contacts, share a calendar, set up meetings and appointments, create sub folders and create professional emails

ATS/TS ~ PowerPoint 2010

- Navigate through the ribbon, create slides and text, choose a slide layout, insert pictures and more, apply a theme, slide elements and content, create speaker notes, share presentation files for review, print a handout and prepare to present the final presentation.

TS Professional Development 2014-15

Promethean -- Interactive Whiteboard Training: Engagement and Integration Strategies

- Student engagement and curriculum integration strategies for teachers through demonstration and hands-on participation.

Promethean Boards in the ExEd Classroom

- Introduces two life-as-you-know-it changing tools: “camera” and “drag”.
- Basic navigation and how to transfer prior documents into flipcharts.
- Space is limited, so sign up early. Please bring your ActivInspire-ready laptop to the meeting.

TS Professional Development 2014-15

Language Acquisition: ELD/DL Promethean Curriculum Development

- ActiveInspire skills for ELD/DL teachers.
- Develop flipcharts that correlate with the District's English Language Development Curriculum (Avenues, Visions, Edge). Sections: Imagine Learning, Imagine Learning Español

Language Acquisition: Dual Language-The Puzzle Pieces Come Together

- Theory, current research and instructional strategies supporting instruction of first and second language acquisition of students who participate in a dual language program. Sections: Achieve 3000

TS Professional Development 2014-15

TS - SuccessMaker Admin Training

- Instructional support interventions and the need to monitor the use of the program at the District and school site level.
 - What are the expectations for using the program with fidelity?
 - What should a classroom using Success Maker look like?
 - What reports will be most valuable for central monitoring?

TS Professional Development 2014-15

TS: Introduction to SuccessMaker

- Overview of implementing a digital learning curriculum for administering SuccessMaker.
- Digitally driven reading and math learning experience singularly focused on the needs of each individual student for instruction.
- Topics: Using My Training Connection, logins, Teacher Dashboard, courseware, adjustment of student starting levels, adding students, progress monitoring, review of district targeted students, district shared file structure, process for home use, and our support structure.

TS Professional Development 2014-15

TS: SuccessMaker Reporting/File Structure

- Helps those working with SuccessMaker to provide better support to the classroom teacher.
- Topics: Reporting, review targeted students, and show the process in adjusting students starting levels. Also covers the new file structure and the purpose of this process.

Achieve3000

- Develop student literacy skills and accelerate Lexile scores, preparing students for college and career.
- Participants will complete their class setup.

TS Professional Development 2014-15

TS - ParentLink Introduction

- Basic navigation, log in information, messaging creation, group creation, attendance calling/reporting, and policy/procedures with State Requirements.

Strategic Priority 5: Safety and Security

Year 1 Goal 1: Physical Security

Establish a standard for physical security at each school. Use the developed standard to evaluate current security measures in place at each site in the district.

Product:

Standard for physical security and an evaluation for each site.

Strategic Priority 5: Safety and Security

Year 1 Goal 2: Playgrounds

Follow National Physical Security Standards to assess playground safety at each school. Use developed standards to evaluate need to repair or replace play equipment and surfacing.

Product:

Standard for physical security and an evaluation for each site.

Attaining the Goal - Physical Security

Using developed standards, evaluate conditions and potential areas of risk that increase costs associated with vandalism, theft and lawsuits.



Attaining the Goal - Playgrounds

Identify protocols and timelines for annual and routine play equipment and surfacing inspections. Using protocols, identify tasks assigned to specific individuals within the organization.



Evaluation – Physical Security

What is Included?

1. Fencing (Perimeter and Interior)
2. Area Crime Statistics
3. Window Coverings
4. Intrusion Alarms / Security Keypads
5. Card Reader Access
6. Single Point of Entry
7. Electronic Entry Control for Sites (including cameras and intercoms)
8. Roof Access

Roll out guidelines-based training developed to safeguard members and property

Evaluation Tool

Points	1	2	1	2	1	2	1	2	1	2	1	2	2	1	1	2	1	2	1	2	
	Single Entry		Locked		Identifiable		Controlled		Card System		Roof Guard		Roof Access		Cameras		All Alarmed		Screens		Total
School	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Points
BANKS																					
BLENMAN																					
BLOOM																					
BONILLAS																					
BOOTH-FICKETT (K8)																					
BORMAN																					
BORTON																					
BRICHTA																					
CARRILLO																					
CAVETT																					
COLLIER																					
CORBETT																					
CRAGIN																					
DAVIDSON																					
DAVIS																					
DIETZ																					
DRACHMAN																					
DUNHAM																					
ERICKSON																					

Evaluation – Playgrounds

What is Included?

1. Condition of Surfacing and Fall Protection
2. Hazardous Debris
3. Sharp or Broken Equipment
4. Missing or Loose Hardware
5. Condition of Paint or Safety Coating
6. Other Hazards

Roll out protocol training to conduct and track routine play bay inspections and reporting of safety or hazardous conditions.

Playground Inspection Report



3 - Concern

ITEM: Composite Play Structure
(North Playground)

HAZARD: Sharp Edge

The composite play structure has components that are missing end caps or plugs. The exposed edges of the uncapped components pose sharp edge hazards. Please refer to the ASTM standard, sections 6.2 and 6.2.2, and the CPSC guidelines, section 3.4.

Results of Evaluations – Physical Security

Use the completed inspections to identify the sites within the top 20% of critical need. Blend needs assessment with results of Trust conducted site inspections.

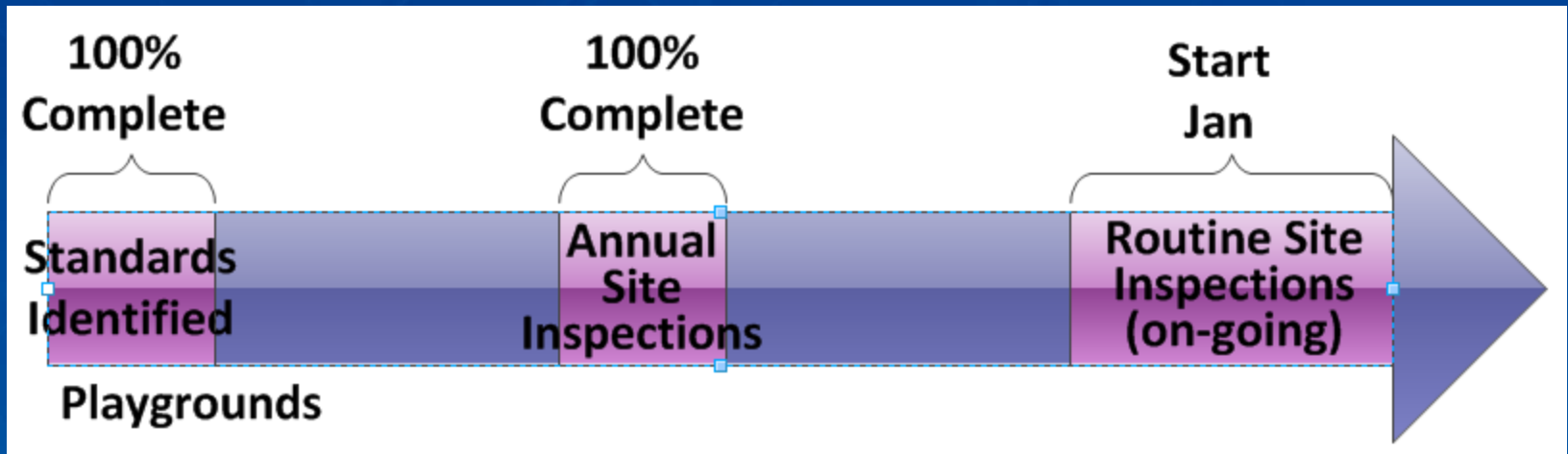
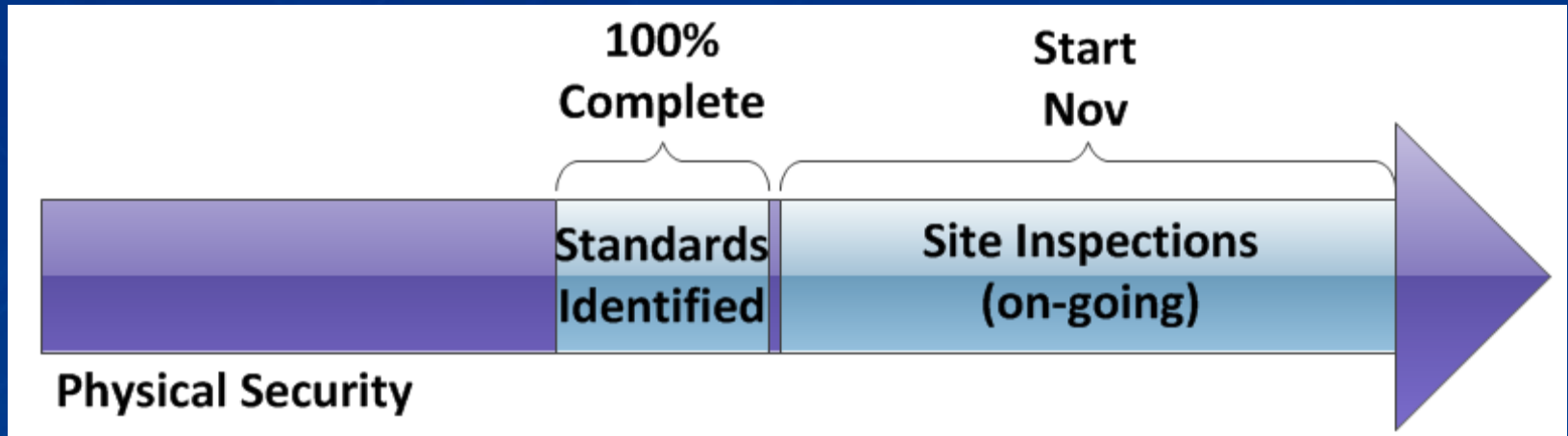


Results of Evaluations - Playgrounds

Use the completed annual inspections and results of routine inspections to identify play areas that require safety upgrades to include foam surfacing or new equipment.



Progress Complete to Date



Questions

Facilities Presentation Credits

Dannie Adams
James Baker
Aaron Canez
Pat Cisneros
Jeff Coleman
Tina Cook
Rodney Dockins
Stuart Duncan
Nicole Fisher
Sue Heathcote
Marcus Jones
Bob Kramer

Damon Jackson
Ed Lees
Nicole Lowery
Ricardo Montano
Bryant Nodine
Richard Murillo
Alex Roman
Jana Sierras
Debbie Shoemake
Mark Smith
David Vildusea
Tracy Winfield

References

Curriculum Audit

Long-Range Facilities Plan

Criterion 8, p. [296](#)

Preventative Maintenance

Criterion 14, Good Condition, p. [301](#)

Criterion 14, Poor Condition, p. [302](#)

Technology Plan

Quality for design, deployment and delivery, p. [11](#)

5.2.2. Evaluation of Districts Technology plan, p. [16](#)

Finding 1.2, the audit team found, p. [52](#)

The Technology plan met, p. [52](#)

The other plans address, p. [53](#)

Technology Plan Continued

1 Audit Report plan page 34, p. [54](#)

Exhibit 1.2.1, p. [55](#)

Integration of goals and actions, p. [59](#)

Quality of school plans, p. [60](#)

The TUSD Technology Plan, p. [62](#)

Exhibit 1.2.5, p. [63](#)

Summary, p. [64](#)

Finding 5.2, p. [289](#)

Technology Services, p. [299](#)

Finding 1.2, p. [300](#)

Criterion 7, p. [301](#)

Recommendation 2, p. [331](#)

Recommendation 8, p. [368](#)

Governance Function G.8.2., p. [369](#)

References

Curriculum Audit

Safety and Security

Site visits, p. [32](#)

Exhibit 1.1.1, p. [38](#)

Criterion 1.4, p. [42](#)

Policy Code EB, p. [50](#), [291](#)

Board Policy CF, p. [76](#)

Exhibit 1.4.2., p. [79](#)

Links to Chain of Command, p. [81](#)

Finding 5.2. p. [289](#)-290

Additional policies, p. [292](#)

Safety and Training Manager, p. [293](#)

Exhibit 5.2.3., p [295](#)

Criterion 5, p. [296](#)-297

Safety, p. [298](#)

Historic sites are a challenge, p. [299](#)

References

Unitary Status Plan

Technology Plan

Outreach and recruitment, p. [13](#)

Lack of Access, p. [52](#)

Facilities and Technology, p. [54](#)

Technology and Technology Conditions, p. [55](#)

Reporting, p. [55](#)

Safety and Security

Guidelines Student Rights
& Responsibility, p. [45](#)

Facilities Conditions, p. [54](#)