

June 2003



REGISTER

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THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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C.A.S.H. Legislative Update

Following is a brief overview of current legislation of interest to C.A.S.H. members.

ENERGY EFFICIENCY

AB 736 (Hancock) – Energy Efficiency

Summary: States that it is the intent of the Legislature to encourage new schools to be designed according to the criteria developed by the Collaborative for High Performance Schools and the Leadership in Energy and Environmental Design Green Building Rating System and require the SAB to adjust state grants accordingly.

Status: Senate Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. has a “watch” position on this bill.

SB 888 (Dunn) – Energy Efficiency

Summary: Repeals the Electricity Deregulation Act of 2003. Contains a provision that would provide a special rate structure for schools that would reduce energy costs.

Status: Assembly Utilities and

Commerce Committee scheduled to be heard on Monday July 7th.

Comment: C.A.S.H. has a “watch” position on this bill.

MAINTENANCE

SB 409 (Hollingsworth) – Maintenance

Summary: Excludes restricted accounts when calculating the required 3% reserve for Deferred Maintenance. Permits a school district or COE to meet the standards for a minimum reserve for economic uncertainties by maintaining a reserve for each state and locally funded categorical program in proportion to the percentage of the minimum reserve for that school district.

Status: C.A.S.H. has recently learned that this has become a two-year bill.

Comment: C.A.S.H. opposes this bill.

SB 588 (Johnson) – Maintenance

Summary: Reduces the required minimum maintenance deposit from 3% to 2%; allows a school district to sell or lease surplus real and personal property and deposit the proceeds into the general fund of the school district or

county office; and specifies that school district budgetary reserves will be calculated on unrestricted (non-categorical) funding.

Status: Assembly Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. opposes this bill.

MODERNIZATION

AB 1244 (Chu) – Modernization

Summary: Makes the following changes in the determination of state funding for modernization: (1) eliminates the requirement that a school building must not have been previously modernized with state funding in order to be eligible to receive an apportionment for modernization of the building; (2) restricts the approval of subsequent modernization apportionments to permanent school buildings or portable classrooms that have not received modernization funding within the 15 years immediately preceding the apportionment; (3) requires that, when determining apportionment for school buildings eligible for modernization funding, the State Allocation Board consider any state modernization funding granted within the preceding 20- to 25-year period and to adjust the per-pupil grant amount in light of those modernizations.

Status: Senate Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. strongly supports this bill.

AB 598 (Hancock) – Drinking Fountains

Summary: Requires modernization projects that include changes or modifications to existing water or plumbing systems, upon completion of the project, to have fully functional, modern, and sanitary drinking fountains in adequate numbers in accessible



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The CASH Register solicits articles on school facility-related topics from the membership. If you are interested in submitting an article, please send it or a letter of inquiry to: Editor, CASH Register editorial office, 1130 K Street - Suite 210, Sacramento, CA 95814. Sorry, we are unable to return or acknowledge unpublished manuscripts. The views expressed herein are those of the authors and not necessarily those of the Coalition for Adequate School Housing, its board, staff or general membership.

locations to properly serve the intended pupil population.

Status: Senate Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. has a “watch” position on this bill.

SB 15 (Alpert) – Modernization/Joint Use/Charter Schools

Summary: Allows an additional apportionment to be made for the modernization of permanent school facilities every 25 years following the date of the previous apportionment (20 years for portables); specifies that joint-use agreements specify the contribution to be made by the school district and joint-use partner and require the contribution of the joint-use partner to be no less than 25% of the eligible project costs; and establishes the framework for the funding mechanism to fund charter school facilities.

Status: Assembly Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. supports this bill.

RESTROOMS

AB 1124 (Nunez) – Restrooms

Summary: Requires that first priority for maintenance funding be used to ensure that restroom facilities for pupils are functional and meet state and local hygiene standards generally applicable to public restrooms.

Status: Assembly Floor Third-Reading File.

Comment: C.A.S.H. has a “watch” position on this bill.

SB 892 (Murray) – Restrooms

Summary: Requires schools to have restroom facilities that are open at all times during school hours, maintained and cleaned regularly, fully operational, and stocked at all times with soap and paper supplies as a condition of participating in the State School Facilities Program.

Status: Assembly Education Com-

mittee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. has a “watch” position on this bill.

SALE OF SURPLUS PROPERTY AB 264 (Mullin) – Sale of Surplus Property

Summary: Authorizes a school district to deposit up to 25% of the proceeds of the sale of surplus school property into the district’s general fund for use for any one-time expenditure, including temporary employees, and precludes this transfer of funds from disqualifying the district from participating in the School Facilities Program.

Status: Assembly Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. has an “oppose unless amended” position on this bill because it allows the transfer of capitol outlay funding to the general fund and does not require the funds to be replaced. C.A.S.H.’s proposed amendment would allow districts the option of paying back the funds and retaining the ability to participate in the School Facilities Program.

SOUND STANDARDS

AB 296 (Mullin) – Classroom Sound Standards

Summary: Prohibits new classrooms and portables from being placed in certain new or existing schoolsites unless they meet prescribed interior noise levels.

Status: Senate Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. has a “watch” position on this bill.

ENVIRONMENTAL

AB 1008 (Dutton) – Environmental

Summary: For proposed school sites whose previous use was agricultural only, this bill authorizes a Phase I environmental assessment to recommend no further action for the site if

the district includes a toxic sampling of the agricultural fields that demonstrate that the level of all potential contaminants is at or below DTSC requirements.

Status: Senate Environmental Quality Committee scheduled to be heard on Monday July 7th.

Comment: C.A.S.H. supports this bill.

SB 352 (Escutia) – Indoor Air Quality

Summary: Requires an applicant to certify that it plans to take reasonable steps to mitigate air quality problems that may result from being within 500 feet of the edge of the closest traffic lane of a freeway or other significant source of hazardous air pollutants.

Status: Assembly Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. has a “watch” position on this bill.

SCHOOL SITING

AB 1051 (Goldberg) – Utility Service Fees

Summary: Redefines “capitol facilities fee” as any non-discriminating charge imposed to pay for public utility facilities, including a connection fee and capacity charge.


Status: Senate Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. is strongly opposed to this bill.

AB 1309 (Goldberg) – Eminent Domain

Summary: Authorizes local governing agencies to acquire property to replace existing dwelling units displaced by school construction if certain conditions are met and would require displaced persons be given a right of first refusal to purchase or rent the replacement dwelling.

Status: Senate Education Committee scheduled to be heard on Wednesday July 9th.

Comment: C.A.S.H. has a “watch” position on this bill. 

COALITION FOR ADEQUATE SCHOOL HOUSING

ISSUES COMMITTEE

FPPC I. D. No. 980-478

Contribution Request Form

Please take a moment and contribute to the Coalition for Adequate School Housing Issues Committee.

Contributor Name: _____

Contributor Contact Name: _____

Street Address: _____

City, State Zip: _____

Phone Number: _____

Fax Number: _____

If Contributor is an individual, please include:

Occupation: _____

Employer: _____

To contribute by credit card, please provide the following information:

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Cardholder: _____

Card Number: _____

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Expiration Date: _____

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Coalition for Adequate School Housing Issues Committee
Steven S. Lucas, Treasurer
591 Redwood Highway, No. 4000
Mill Valley, CA 94941
(415) 389-6800

To expedite recognition for your contribution on the C.A.S.H. web site, in the CASH Register, at C.A.S.H. meetings and other functions, please fax a copy of this form to the C.A.S.H. office at (916) 448-7495.

Contributions to the Coalition for Adequate School Housing Issues Committee are not deductible as charitable contributions for federal income tax purposes. Moreover, contributions are for the purpose of influencing voters on ballot measures and are regarded as payments for "grassroots lobbying" which are not deductible as a business expense (IRS Regulation 1.162-20 [b], [c]). Contributions from foreign principals may not be accepted.

Thank You, March 2004 Bond Contributors

(as of June 19, 2003)

Diamond \$15,000 +

3D/International
Bernard Bros. Construction
Management
California Financial Services
CW Driver Contractors

Douglas E. Barnhart Inc.
HMC Group
KPI Architects
LPA Inc.
Murdoch, Walrath & Holmes
NTD Architects

School Facility Consultants
Stone & Youngberg LLC
Virco Mfg. Corp.
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WLC Architects

Platinum Level \$10,000 to \$14,999

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Meehleis Modular
Neff Construction

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UBS Paine Webber

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Checkpoint Communications
Citigroup Global Markets, Inc.
Dougherty & Dougherty Architects, LLP
Flewelling & Moody

Frick, Frick & Jette Architects
GKK Education
HTI Architects Inc.
LHA Architects
Lionakis Beaumont Design Group
Pinnacle One
PSWC Group

Ruhnau Ruhnau Clark Associates
Saramark
The Steinberg Group
Thomas Blurock Architects
Tilden-Coil Constructors, Inc.
VITETTA Architects

Silver Level \$1,000 to \$4,999

Adolph Ziemba, AIA & Associates
Akol & Yoshii Architects & Engineers
ATI Architects & Engineers
Best, Best & Krieger LLP
Beverly Prior Architects
Bowie, Arneson, Wiles & Giannone
Bunton Clifford & Associates
Colbi Technologies, Inc.
Colombo Construction
Corlett, Skaer & DeVoto Architects, Inc.
Couts Heating & Cooling, Inc.
CTL Environmental Services
Current Enterprises Inc.
David Taussig & Associates, Inc.
DC Architects
Deems Lewis McKinley Architects
Earth Systems Southwest
Earth Systems Southern CA
Earth Systems Pacific
Earth Systems Northern CA

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Eligibility Inc.
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HMR Architects Inc.
Imageworks Architecture
Jack Schreder & Associates
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Kleinfelder, Inc.
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LNAA-Mechanical Engineers
Loving & Campos Architects
Lozano Smith, Law Firm
Mangini Associates
Miller Brown & Dannis
MSL Engineering
MuniFinancial
Murray & Downs, AIA Architects Inc.

O'Connor Construction Management
Orbach & Huff
Ordiz-Melby Architects
Osborn Architects
Pacific Program Management
Parker & Covert, LLP
PCH Architects
Quattrocchi & Kwok Architects
Rainforth Grau Architects
School Facilities Planning &
Management
School Services of California
Shade Structures
Sundt Construction
The Facilities Consortium
The Planning Center
TurnKey Schools of America
VBN Architects
Vose Properties Inc.
Westgroup Designs Inc.

Division of the State Architect Releases Seismic Study of California Public Schools

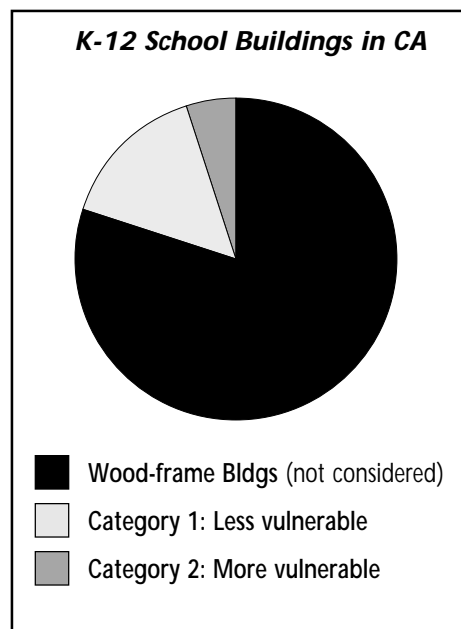
“Public school buildings in California are the safest in the nation” touts the Department of General Services (DGS) in its *Seismic Safety Inventory of California Public Schools* report to the Governor and the State Legislature. Released in November 2002, the report was the result of a study by the Division of the State Architect in consultation with the Seismic Safety Commission, mandated by AB 300 (Chapter 622, Statutes 1999).

AB 300 was authored by Assembly Member Ellen Corbett and required DSA to conduct an inventory of non-wood frame public school facilities that do not meet the requirements of the 1976 Uniform Building Code (UBC). The 1976 UBC is a benchmark of significant code changes intended to improve the seismic safety of all buildings in California. Under the AB 300 directive, DSA narrowed its field of study to school facilities built prior to July 1, 1978—the date the 1976 UBC was adopted—and are of non-wood frame construction. A total inventory of 9,659 school buildings, or 20 percent of the total public school buildings in the state, met this criteria.

DSA further distinguished its inventory by separating it into two categories: Category 1 buildings, which are six percent of the total square footage of public school buildings in the state, are considered by the agency “likely to perform well” and are expected, but not guaranteed to “achieve life-safety performance” in the event of an earthquake; Category 2 buildings comprise 14 percent of the total square footage of public school buildings in the state and are believed to be more vulnerable to a future seismic event.

Category 2 buildings are implicitly those that require the most attention, and accordingly, the *Seismic Safety Inventory of California Public Schools*


report focuses on facilities that fall into this category. Of the total inventory investigated in the report, 78 percent of the school facilities are Category 2 buildings, and, of those, just under 80 percent—or 6,061 buildings—are located in what is believed to be the most volatile seismic zone in the state, Zone 4.



After further review of Category 2 buildings, the report estimates the cost of evaluating and modernizing the most vulnerable of Category 2 facilities (those least likely to perform well during a future seismic event) at \$800 million while evaluating and modernizing all Category 2 buildings, regardless of seismic vulnerability, is estimated to

cost a total of \$4.7 billion¹. The agency qualifies the cost estimates in the report by stipulating that the buildings will require detailed evaluation for seismic safety, after which a more accurate cost estimate can be determined.

Because the potential cost to school districts and to the state on the face seems exorbitant—nearly 40 percent of the total 2002 statewide school bond for K-12 just to address Category 2 buildings—the report proposes a ranking system from most vulnerable to least vulnerable school facilities and further develops a recommended strategy to seismically retrofit those facilities in phases according to degrees of vulnerability. Ultimately, the report serves as a scoping mechanism for future policy decisions, identifying and measuring the extent of seismic safety issues for California’s public schools.

C.A.S.H., in concert with the Earthquake Engineering Research Institute, the Structural Engineers Association of Northern California, and the Division of the State Architect, has organized workshops scheduled for July 22, 2003 in Sacramento and July 25, 2003 in Ontario on Seismic Safety, during which the panel will explore in depth the *Seismic Safety Inventory of California Public Schools Report* and its implication for the school facilities community. 

¹ Cost estimate for structural strengthening only—does not include other improvements including architectural, mechanical or plumbing.

C.A.S.H. SEISMIC SAFETY WORKSHOPS

July 22, 2003: Doubletree Hotel, Sacramento • 1:00 to 3:30 p.m.

July 25, 2003 Ontario Airport Marriott • 1:00 to 3:30 p.m.

For registration and other information about these workshops, please visit the C.A.S.H. website at http://www.cashnet.org/meetings/2003_Workshops/July_Workshop_Information.html.

California's Prevailing Wage Law and Labor Compliance Programs

Contractors and subcontractors of all tiers on public works in California are charged with knowing and complying with all provisions of the Prevailing Wage Law. The Prevailing Wage Law requires contractors on public works projects to pay the prevailing rate of hourly wages and fringe benefits as specified by the State Department of Industrial Relations for the area where the project is located. The purpose of the law is to attract competent workers to public works projects and to allow union contractors to compete on an even playing field with non-union contractors for competitively bid projects.

The prevailing wages are wage rates for particular trades or crafts set forth in "prevailing wage determinations" issued by the DIR through its Division of Labor Statistics and Research. (Cal. Labor Code 1770, 8 CCR 16100.) Prevailing wage determinations are issued for different geographic regions in the State usually consisting of counties or groups of counties, although some determinations apply statewide.

School districts may follow the steps listed below in an effort to comply with the Prevailing Wage Law. Those steps include:

- A. Prevailing Wage Determination – School districts must obtain a copy of the relevant prevailing wage determinations. Copies may be obtained from the Department of Industrial Relations' website at http://www.dir.ca.gov/DLSR/statistics_research.html.
- B. Specify in Call for Bids that Prevailing Wage Must be Paid – The Prevailing Wage Law requires public agencies to either specify in their bid and contract documents the prevailing wage rate for each craft or trade that will be employed on the public



By Kevin Collins, Weston, Benshoof, Rochefort, Rubaclava, & MacCuish, LLP

works project in question or, in the alternative, to indicate in the bid and contract documents that copies of the prevailing wage determinations are on file at the agencies' principal offices.

- C. Payroll Records Must be Kept – School districts should specify in their public works contracts the requirements that the contractor and its subcontractors must copy and forward to the district in a timely manner certified payroll records for each worker.
- D. Contract Awards – Within five (5) days after being awarded a public works contract, school districts must notify the State Division of Apprenticeship Standards of the award.
- E. Withhold Wage and Penalty Assessments from Contractor – In the event the Labor Commissioner agrees with a district's finding that these prevailing wage violations exist, the district may exercise its authority to withhold the indicated wage and penalty assessments from the contractor.

- F. Respond to Requests for Certified Payroll Records – Requests for certified payroll records from prime contractors or subcontractors may be made through the district by employees or their authorized representatives, the Division of Labor Standards Enforcement, the Division of Apprenticeship Standards and members of the public.
- G. Enforce Debarment Orders – Contractors and subcontractors may be debarred from bidding on public contracts by the Labor Commissioner as a penalty for willful violations of Prevailing Wage Law. The Labor Commissioner is required to publish a list of debarred contractors at least twice a year.

Although school districts in California have always had to comply with California's Prevailing Wage Law (Labor Code § 1720 *et seq.*), school districts obtaining state funds through a recently passed bond measure (Prop. 47) now must establish labor compliance programs in order to enforce prevailing wage law.

In 2002, Assembly Bill 1506 was enacted, which requires school districts, the University of California, the California State University and Community College Districts to implement a labor compliance program for any project for which funding is obtained from either the Kindergarten-University Public Education Facilities Bond Act of 2002 or the Kindergarten-University Public Education Facilities Bond Act of 2004, if the 2004 statewide school bond is approved by the voters in March 2004.

Assembly Bill 1506 requires that school districts implement a Labor Compliance Program for all projects utilizing funds from the referenced bond programs. The labor compliance

Continued on page 11

New Poll Shows Support for March 2004 Bond

The Public Policy Institute of California (PPIC) released a new poll on state finance, including Californians' views regarding the state budget, taxes, public programs, and the state's direction. The poll had a total sample of 2,003 California adults, with a sampling error of +/- 2%. The sampling error for the 961 "likely voters" polled was +/- 3%.

When asked for their vote, 73% of all adults said they would vote "YES" for the March K-University School Bond if the election were held today, even when they were informed that the bond had a \$12.3 billion price tag.

Although the percentage support of all adults is encouraging, elections are won based on people actually voting. The "YES" percentage drops from 73%

for the total sample to 65% for those considered likely voters.


While the initial polling is positive, the numbers have to be analyzed beyond the first happy positive blush. March is a primary election, and frequently primary elections have a lower voter turnout. In fact, in primary elections, a higher percentage of Republicans vote than Democrats. According to the PPIC poll, registered-to-vote Republicans barely support the March 2004 School Bond, with only 52% in favor of it.

When these details are considered, it is clear that there is support for the statewide school bond, but winning the campaign will not be a cakewalk. We need to be able to present our message to keep our supporters and to persuade

the 48% of Republicans who would vote "NO" to vote "YES."

The C.A.S.H. Issues Committee needs your support to ensure the resources to effectively campaign for the March 2004 K-University School Bond. Please respond to the support letter sent by C.A.S.H., and please visit the campaign web site for an endorsement if your district has not yet endorsed the March 2004 School Bond.

C.A.S.H. thanks those members who have already made contributions to the Issues Committee. The list of contributors can be found on the C.A.S.H. website at: <http://www.cashnet.org/2004BondCampaignContributors.html>.

We can win in March, but it will take all of our efforts and financial support for an effective campaign. 

Vista Unified to Launch Renovations

By Michael J. Williams, Staff Writer, North County Times

Renovations at five aging schools and the construction of a new elementary school will begin this summer as a result of \$25 million in contracts awarded late Thursday [June 5] by the Vista Unified School District Board of Trustees, the district's chief planner said Friday [June 6].

The contracts allow work to proceed at Monte Vista, Grapevine and Casita elementary schools as well as Washington Middle School and Vista High School. Construction also will begin soon on a new kindergarten-through-fifth-grade school to be built at Foothill and Oak drives in northeast Vista.

"This was really an historic moment for Vista Unified," said Mike Vail – the district's assistant superintendent of facilities, planning and legislation – of

the board's action. "This may be the largest amount of construction contracts that has ever been awarded by the school board in a single meeting."

The amount would have been even higher if the board had awarded bids as scheduled for renovations at Crestview and Bobier elementary schools, the California Avenue School for the disabled, and the Vista Academy of Visual and Performing Arts.

The board rejected bids for those projects because the ones that were received were too high. Moreover, only one offer was received for Bobier, California and the academy, which were put out to bid as one project. The district will solicit new bids for those projects, Vail said.

The district, however, will still have its hands full with construction resulting from the newly awarded bids as well as projects already in progress. The flurry of activity stems from the passage of a \$140 million construction bond in March 2002.

The bond proceeds combined with state school-construction money are building nine new campuses and modernizing nine other schools. The modernization projects will cost about \$20 million, with the state kicking in 80 percent. The state provides 50 percent of the financing for the new schools.

With a bid of \$9.8 million, C.E. Wylie Construction Co. won the

Continued on page 13

Support the 2004 Statewide School Bond

March 2004 Statewide School Bond Good for Kids *and* Good for California's Economy

A Much Needed Economic Boost

There may never be a more important time to give California an economic boost to create jobs, revitalize our economy, and keep our public schools improving. The 2004 statewide school construction and repair bond will help do just that.

Prop. 47 – the first half of a two-part statewide school construction and repair package – was approved by voters in November 2002. It is projected to create more than \$26 billion in new economic activity while generating approximately 249,000 new jobs. Prop. 47 dollars are quickly being put to use. Less than six weeks after voter approval, more than 2,000 school construction and repair projects were authorized. Land is being purchased for the construction of brand new schools. On existing campuses, new classrooms are being built, repaired and modernized. Prop. 47 funds will soon be depleted.

The 2004 School Bond – Continuing the Work We Started

The second half of the statewide school bond package will appear on the March 2004 ballot. This \$12.3 billion general obligation bond is necessary to build the equivalent of 1,175 new schools still needed to relieve overcrowding, accommodate expected new enrollment and repair older school facilities. The 2004 School Bond will also provide matching funds to local school districts that have already passed (or will soon pass) school construction bonds of their own. School construction is a direct investment in our local communities. It means more local economic activity and more jobs.

"In these hard economic times, it's more important than ever that we invest in our schools to help ensure the long-term health of our state economy."

Allan Zaremborg, President
California Chamber of Commerce

"It is critical that California make this substantial new investment in educational facilities to sustain the strength of our economy."

Phil Angelides, California State Treasurer

Fiscal Experts, Business and Labor Support The 2004 School Construction Bond

The California Chamber of Commerce, State Building and Construction Trades Council of California, California Association for Local Economic Development, California Building Industry Association, Associated General Contractors of California, California Business Properties Association, California Council for Environmental & Economic Balance, Construction Management Association of America and the Consulting Engineers and Land Surveyors of California support the 2004 School Bond because it makes good economic sense.

"In addition to providing better schools, the 2004 School Bond Measure represents a golden opportunity to stimulate California's economy."

Wayne Schell, President/CEO
CA Association for Local Economic Development

Building Schools Without Raising Taxes

The 2004 School Bond is a general obligation bond – not a tax increase. In addition, the measure requires strict taxpayer accountability. Funds must be spent on school construction, not wasteful overhead or bureaucracy. Annual independent audits of bond expenditures ensure dollars go where they are most needed – building and repairing California classrooms.

PAID FOR BY CALIFORNIANS FOR ACCOUNTABILITY AND BETTER SCHOOLS

A coalition of taxpayers, parents, seniors, educators, builders, labor and business, California Teachers Association and Californians for Higher Education.

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6-18-03
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The California Air Resources Board Releases Portable Classroom Study

The California Air Resources Board (ARB) recently released a draft report to the State Legislature on its study of environmental health conditions of portable classrooms in California. The Portable Classroom Study was mandated by AB 2872 (Chapter 144, Statutes of 2000), which allocated \$1 million to evaluate the design and construction, maintenance practices, indoor air quality and potential toxic contaminants of California's portable classrooms. The study, however, is more comprehensive in that it assesses the environmental conditions of the *all* public school classrooms, including traditionally constructed facilities. AB 2872 additionally required the ARB to develop recommendations to prevent and remedy unhealthful conditions for California's K-12 population.

SUMMARY

The study concludes that, generally, public school classrooms in the state are adequately constructed and maintained as to pose no serious health risks to the public school children. The ARB suggests, though, that improvement in construction (design and product choices) and maintenance and operations practices can go a long way to improve the indoor air quality of California's classrooms. The report's findings are not necessarily surprising in that all school facilities in the state, including portable classrooms, must meet the requirements of the California Building Code (CBC), which contains some of the most rigorous building and energy standards in the nation, and must be reviewed and approved by the Division of the State Architect.

The report assesses the areas of ventilation, temperature, air pollutants, floor dust contaminants, moisture and mold, noise and lighting. In the area of

ventilation, the report finds that classrooms receive adequate outdoor air 60 percent of the time, with a small percentage of classroom hours receiving seriously deficient levels of outdoor air. The study suggests that proper maintenance and operation of HVAC units, and improvements in the design of these systems to mitigate noise, will improve classroom ventilation levels. Slightly better findings were made for temperature and humidity, and again, the proper maintenance and operation of HVAC units is cited as a cost-effective remedy to any problems.

The study of air pollutants, namely aldehydes including formaldehyde, in classrooms is not a new area of interest for school facility designers and manufacturers. Formaldehyde emissions have been addressed by the building industry at large since at least the early 1990s, when the ARB classified it as a toxic air contaminant. The industry has been producing low- or no-formaldehyde emitting building products, which are in turn specified and used by facility designers and manufacturers. The latest in technology improvements in this area is the development of low- or no-formaldehyde emitting insulation. Such progress in the building industry is affirmed by the results of the ARB's study, which indicates that a mere four percent of the classrooms studied had formaldehyde levels above OEHHA's standard for acute eye, nose and lung irritation. Portable classrooms did not perform as well as traditionally-built classrooms with a mean difference of formaldehyde concentrations of 8 ppb (parts per billion), but just 5 ppb over OEHHA's short-term health-based guideline.

Ambient noise levels in classrooms were found to exceed the newly published ANSI Classroom Sound Standard

of 35 decibels, which "appears technologically and financially unattainable at this time," states the Portable Classroom Study. There is no statewide regulation or statute pertaining to classroom sound levels. The study, however, offers as a long-term recommendation that a task force should be convened to determine whether such a statewide standard should be developed.

METHODOLOGY

The Portable Classroom Study was conducted in two phases. Phase I consisted of questionnaires regarding environmental conditions at the school and classroom levels that were mailed to facility managers and teachers. 384 schools and 1,133 classrooms were surveyed for this phase of the study with a response rate between 40 – 45 percent. Phase II was a field study of environmental conditions at 67 schools (201 classrooms) of which 14 were chosen specifically because of their Phase I responses. The sample population is representative of the target population, which includes all public schools in the state with at least one portable classroom on campus. One in three classrooms studied were of traditional construction and 50 percent of the surveyed schools were elementary schools because portable classrooms are more prevalent at the elementary level. Finally, nearly 75 percent of the schools were located in suburban areas.

RECOMMENDATIONS

The recommendations developed by the ARB and outlined in the Portable Classroom Study are divided into three tiers based on levels of priority and potential costs. Group One recommendations are what the ARB considers to be of high priority with relatively low costs associated with them, while Group

Two and Three are still priority recommendations but have substantive cost implications. Below is a summary of the ARB's recommendations:

Group One: High Priority, Low Cost Recommendations

- School buildings – traditional and portable – should comply with existing state regulations.
- School districts should conduct self-assessments on basic health and safety conditions.
- “Best Practices,” such as those developed by CHPS, should be incorporated into state policy for the design and construction of new public schools.
- Design review for school facilities should be expanded to include ventilation system design, building materials and maintenance planning.
- Portable classrooms should be properly sited away from highways potential flood areas.
- Proper vacuuming and cleaning procedures training should be given to janitorial staff.

Group Two: Priority with Potentially Substantive Costs


- School districts should develop an Indoor Environmental Quality (IEQ) Management Plan (currently only 11 percent of schools use the EPA's *Tools for Schools Kit*).
- School districts should develop and implement an Integrated Pest Management Program.
- The State should develop a full commissioning procedure for all new facilities.
- The State and districts need to assure preventative maintenance.
- The Lead-Safe Schools training should be expanded to more school districts.
- The State should develop statewide chemical exposure guidelines/standards for classrooms.

Group Three: Future Priorities

- The State should convene a task force to identify “stable, long-term

funding” for construction, modernization and maintenance of schools.

- The State should develop a Training and Certification Program for school facility managers.
- The State should develop an IEQ-in-Schools outreach group to develop and disseminate training materials and curricula.
- The State should convene a task force of audiological and medical experts to evaluate the impact of classroom noise on academic performance and health and determine whether or not the state should develop a statewide noise threshold for classrooms.
- The State should improve the school facility inventory and database.
- School Districts should solicit community support to assist with basic functions of facility maintenance or to provide financial support.
- Portable classrooms should be redesigned to incorporate new technologies to improve the learning environment.
- Older portable classrooms should be retired and replaced by newer classrooms.

While the Portable Classroom Study illuminates some problem areas in California public school classrooms, generally, classroom environments – both traditional and portable – pose no serious health risk to the K-12 population. Moreover, the proper maintenance and operations of facilities and supporting systems, such as HVAC units, will do much to improve the classroom environment. The C.A.S.H. Maintenance Network is devoted to promoting the proper maintenance and operations practices, as well as to ensuring that funding for such is adequate. 


For more information on the C.A.S.H. Maintenance Network, contact Gretchen Kocinsky at the C.A.S.H. office at (916) 448-8577 or via email at gkocinsk@m-w-h.com.

California's Prevailing Wage Law and Labor Compliance Programs

Continued from page 7

program required by AB 1506 must comply with the prior requirements appearing at Labor Code § 1771.5 and applicable provisions of the California Code of Regulations.

A labor compliance program must include the following elements:

- At the outset, the school district or other awarding body must make a written finding that it has initiated and enforced, or has contracted with a third party to initiate and enforce, the required labor compliance program.
- School districts must transmit a copy of the finding to the State Allocation Board, which may not release funds to the District until the finding is received.
- Bid invitations and contracts must include language that the project is subject to the Prevailing Wage Law.
- A pre-job conference must be held by the district to discuss federal and state labor law requirements applicable to the project with contractors or subcontractors who attend.
- Project contractors and subcontractors must maintain and furnish, at a designated time, a certified copy of each weekly payroll containing a statement of compliance with the Prevailing Wage Law signed under penalty of perjury.
- The School District or other awarding body must review and, if necessary, audit payroll records as necessary to verify compliance with the Prevailing Wage Law.
- School District or other awarding body must withhold contract payments equal to the amount of underpayment and applicable penalties when, after investigation, it is established that underpayment has occurred and concurrence by the Labor Commissioner is obtained. 

The Rodney Dangerfield of the K-12 World

By Dan Harrison,
Vice President, ISES Corporation

Many in the K-12 facility management world feel they are living the life of Rodney Dangerfield, the famous comedian who “just doesn’t get any respect.”

When pressed, most K-12 maintenance and facility professionals admit that while many in leadership roles within the school district talk about maintenance, and verbally support protecting the investment in the buildings and facilities, that support usually takes a back seat to the myriad of other things clamoring for the limited resources of the district.

It is not hard to understand this mindset for, after all, the facilities are there for one reason – to educate the children.

While the maintenance and facility professional understands this belief, he or she also believes in the old adage of “pay me now, or pay me MUCH MORE later.” Eventually someone is going to have to pay for the care of the facilities.

One of the best tools professionals and districts alike can use to get an accurate handle on the condition of the district’s largest asset is the Facility Condition Analysis or FCA.

Performed by competent experts, an FCA will provide a crystal clear picture of not only the condition of the facility but also what it will cost to bring it back to top shape, and perhaps equally important what it will cost to keep it in that condition for the estimated life of the facility. The FCA will also provide an accurate annual cost to maintain the facility, which should be critical to the budget process.

An FCA conducted by a trained professional is an essential tool for the proper management of the physical

plant. This is true no matter if you choose to use one of the firms that specialize in this service or trained in-house personnel. A complete FCA is the ONLY pro-active way to manage your facilities (as opposed to re-active maintenance) since it provides a solid knowledge of the deficiencies that must be corrected.

In almost all cases, personnel in the physical plant department already know what is wrong with their facilities. This knowledge, however, is spread among different individuals, and in many cases, is only maintained in mental databases. The lack of a centralized repository of facilities deficiencies information often results in renovation and repair projects, which omit critical deficiencies. These omissions must later be corrected, usually at significantly higher costs. The creation and maintenance of a centralized database of deficiencies is one of the major goals of an FCA effort. When all of the deficiencies have been consolidated, it is far more difficult to omit critical items from the design of on-going renovation projects.

The process of the FCA also results in the generation of project scopes and budget estimates which greatly improve the accuracy of forecasting future capital renewal and maintenance needs. Without the centralized-and complete-deficiency database, only projects planned for the immediate future typically have any supporting cost and/or prioritization information.

The lack of detailed information on long-range projects makes forecasting maintenance budget needs extremely difficult. This difficulty in forecasting usually results in future budget requirements being based on historical expenditures as opposed to what is actually


needed. This can have disastrous effects. As an example, if the majority of your facilities were built within a relatively narrow window of time, capital needs will be relatively low for approximately the first twenty years. As the buildings age, there will be a marked increase in funding needs at around the twenty to twenty-five year point. Capital and major maintenance budgets that have been based on historical project expenditures will suddenly become grossly inadequate. Maintenance of a long-term database with project scopes and budget estimates applied to the deficiencies will prevent such surprises.

Another benefit of maintaining a consolidated, complete deficiency database is that it allows you to more effectively prioritize projects and target funding against critical needs. Without a solid, defensible base of information, the typical tendency in facilities management is to “apply grease to the squeaky wheel.” In other words, customers with the most influence typically receive more than their fair share of the work output of the facilities department.

If you know the overall condition of each facility, and have good descriptions of the deficiencies that exist in each, you can spend precious resources in a more productive manner. Knowing that the magnitude of total renovation needs is such that replacement of a building is recommended (and likely), you can successfully defer major maintenance initiatives in that building that might otherwise be deemed critical. Likewise, you can realize significant cost savings and reduce disruption to occupants by performing more of the necessary maintenance items during major renovation. Consolidation of the

known deficiencies into one larger renovation effort will not only provide significant economies of scale, but will also prevent having to come back to the same building time and again. This will improve your cost effectiveness, and also increase your stature among your customers.

Yet another virtue of conducting an FCA is the ability to perform relative prioritization among all facilities on your campus. In conducting a campus-wide FCA, you are afforded the opportunity to have all of your facility deficiencies objectively prioritized. This is possible since you are identifying all of the deficiencies at the same time, and using the same prioritization scheme to rank projects. As a result, the most critical roof on your campus in need of replacement will have a higher priority than the roof that is in better condition, but is on a higher profile structure, with a higher profile occupant. Obviously, the nature of the building and occupant come into play when prioritizing work, but the maintenance of an objective, centralized database of facility deficiencies eases the task of justifying which work is truly more critical.

Time and time again the presence of a professionally developed FCA presented to the School Board or other portion of the organization with budget authority has added in the development of a multi-year maintenance budget for the entire campus. This has allowed those with the responsibility of caring for the facilities the luxury of a well planned and executed maintenance plan as opposed to "just in time" or a crisis mentality based maintenance plan. 

– Daniel C. Harrison is Vice President of ISES Corporation, a provider of facilities engineering and management services to school districts and many of the nation's leading universities, local, state and federal facilities. Mr. Harrison has a total of 21 years of facilities management experience providing service for the entire spectrum of clients (federal government, state government, municipal, higher education, public and private secondary schools, etc.) across the nation. He has "hands-on" experience running maintenance and operations divisions with over 350 personnel and annual operations budgets in excess of \$20 million.



Lincoln Middle School

Alameda Unified School District, Alameda, CA


Project: Educational Solar Energy System

Completed: April 2002 • Construction Cost: \$16,500

A small solar energy system, which converts sunlight directly into electricity, was installed on the Science and Technology building at Lincoln Middle School as part of an educational grant program being organized by the Rarus Institute. It is tied into the school electrical system and offsets the energy used by eight computers at the school.

The renewable energy system is connected to a computer in the classroom so that students can track the performance of the system on any given day or from season to season. Two electrical meters installed on the

outside of the building show current and historical energy production. The system provides a hands-on laboratory for students to learn about forms and sources of energy and how energy is used at the school.

The canopy design serves a dual purpose of shading the south-facing windows in the hot summer months while also making the energy system a visible and identifiable part of the Science building. The structural and electrical design, completed by Salas O'Brien Engineers, Inc., was fully approved by the Division of the State Architect (DSA). 


Vista Unified to Launch Renovations

Continued from page 8

contract for the Vista High modernization, which is by far the most extensive of the renovation projects and will take two years to complete.

Marcotte and Hearne Inc. bid \$3 million to capture the contract for modernizing Monte Vista and Grapevine. Rhia Construction will modernize Casita and Washington for \$2.1 million.

The district has hired Edge Development Inc. to build the elementary school at Foothill and Oak for \$10 million. The school should be ready for opening by the 2004-05 school year.

The district is now building Temple Heights Elementary School in Oceanside, Hannalei Elementary in the unincorporated area just south of Vista and a new campus for Guajome Park. 

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The C.A.S.H. staff and Facility Resource Center consultants want to hear from the membership. Input from the membership will help to make the Facility Resource Center more valuable to all. Comments, opinions and suggestions can be sent to ledi.small@verizon.net.

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Tuesday

C.A.S.H. What You Should (and Should Not) Expect from Your Architect (a.m.) and Seismic Safety (p.m.) Workshops
Doubletree Hotel, 2001 Point West Way, Sacramento, CA

July 23, 2003
Wednesday
11:00 a.m. - Noon

C.A.S.H. General Membership Meeting
California Chamber of Commerce
1215 K Street 14th Floor, Sacramento, CA 95814

July 25, 2003
Friday

C.A.S.H. What You Should (and Should Not) Expect from Your Architect (a.m.) and Seismic Safety Issues (p.m.) Workshops
Ontario Airport Marriott, 2200 E. Holt Blvd., Ontario, CA

July 25, 2003
Friday

C.A.S.H. and Small School Districts' Association (SSDA) Labor Compliance Program Workshop
Red Lion Inn, 1830 Hilltop Drive, Redding, CA

August 21, 2003
Friday

C.A.S.H. and Small School Districts' Association (SSDA) Labor Compliance Program Workshop
Doubletree Hotel, One Doubletree Drive, Rohnert Park, CA

August 26, 2003
Tuesday

C.A.S.H. Stormwater (a.m.) and DTSC PCB/Lighting (p.m.) Workshops
Doubletree Hotel, 2001 Point West Way, Sacramento, CA

August 27, 2003
Wednesday
11:00 a.m. - Noon

C.A.S.H. General Membership Meeting
California Chamber of Commerce
1215 K Street 14th Floor, Sacramento, CA 95814

August 29, 2003
Friday

C.A.S.H. Stormwater (a.m.) and DTSC PCB/Lighting (p.m.) Workshops
Ontario Airport Marriott, 2200 E. Holt Blvd., Ontario, CA

Monthly C.A.S.H. meetings are held from 11:00 a.m. to Noon in Sacramento. The monthly meetings are always scheduled to coincide with the monthly meetings of the State Allocation Board on the fourth Wednesday of the month, except in November and December, to enable C.A.S.H. members to attend the SAB's afternoon session. Both SAB meetings and General membership meetings are subject to change.



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