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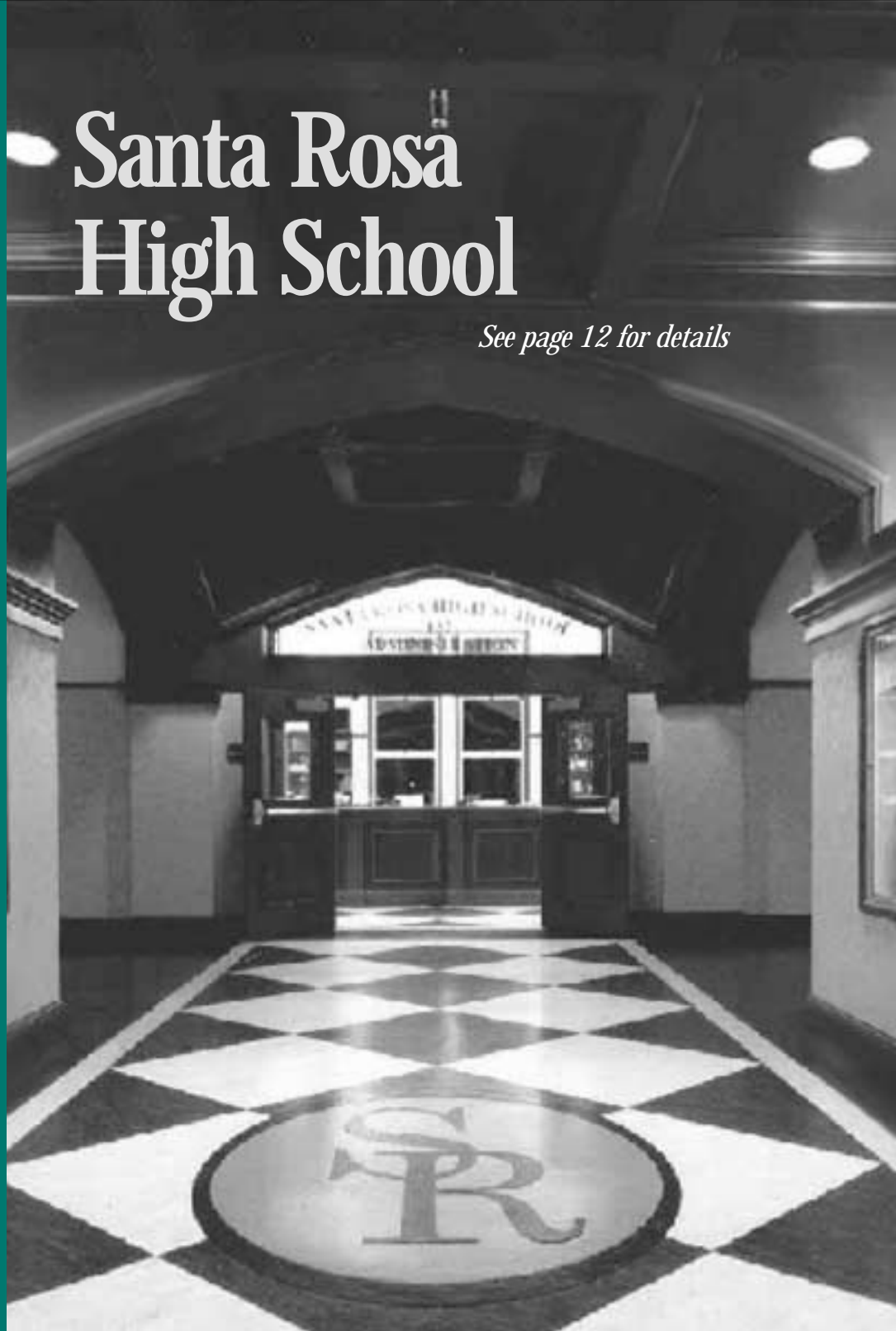
THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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Santa Rosa High School

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Guidance For Selecting Labor Compliance Program Providers And Consultants

Following is some preliminary guidance for selecting a Third Party Provider or Consultant to assist in developing and/or implementing a Labor Compliance Program. As with all C.A.S.H. workshops and material, this guidance is not intended to constitute legal advice. County office and school district personnel should consult with their own attorneys for advice on any legal issues related to their implementation of AB 1506.

AB 1506 (Chapter 868/Statutes of 2002) has introduced school districts to new state requirements and more state agency oversight. AB 1506 requires districts using funds from Proposition 47 to initiate and enforce, or contract with a third party to initiate and enforce a labor compliance program for public works projects. The State Allocation Board has adopted regulations that require such Labor Compliance Programs (LCP) to be approved by the Department of Industrial Relations (DIR). C.A.S.H. has been working hard both to clarify the requirements for LCPs and to provide practical options for adopting and funding LCPs.

C.A.S.H. has adopted and submitted a LCP template to the Department of Industrial Relations, which was developed in consultation with a number of attorneys, school district representatives and construction firms. The procedure for an individual district's use of that template, once approved, is that the district would adopt it by board resolution and then submit it to the Department of Industrial Relations. The Department has committed to turning around such applications within 10 days of receipt.

Three Categories of Services

There are a number of services that are emerging for school districts as a result of the mandated Labor Compliance Program. There are three basic categories that districts may be hearing about.

- Development of a specific district LCP.
- Provision of an already approved third party LCP.
- Services to implement either type of LCP. Services may be provided as part of a program or separately.

Many plans offered by third party providers are already certified by the Department of Industrial Relations. If you do not select one of these plans, you will be spending time while the plan undergoes review and negotiation. If you have special district circumstances for which you believe a separate LCP would best serve your needs, expect to wait 45-60 days before you will be ready to submit your plan to the school board for the necessary adoption and submittal to the State Allocation Board. Submission of the C.A.S.H. plan, when approved, could cut at least 20 days from this process.

Another option available to some districts or county offices is to work cooperatively with other agencies to meet their mutual obligations under labor code section 1771.7. Such cooperation may result in the more efficient utilization of public employees, significant cost savings and better enforcement of each agency's LCP. It may also permit district and county offices to pool purchasing power and cut the best deal possible with a LCP provider. (Unless a "cooperative" formed under this option is itself certified by the DIR as a third party provider, we do understand that it will be necessary for each participant to adopt its own LCP and have it approved by DIR.)

Some providers are willing to provide services in a manner that both cuts costs and saves jobs in this tough budget. Such providers will train County or other staff to provide the level of service a cooperative is comfortable with and then contract to provide the remaining services. Related professional services may also include legal advice on the adoption or implementation of a program, legal representation for implementing the enforcement provi-

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REGISTER

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The CASH Register is published eleven times a year (January through November) by the Coalition for Adequate School Housing (C.A.S.H.) and distributed to C.A.S.H. members. Over 1,000 rapidly growing school districts, county offices of education, architects, attorneys, bond counsel, financial institutions, developers, contractors, consultants, inspectors, licensed professionals, manufacturers of portable classrooms, maintenance suppliers and others who are concerned about school construction issues hold C.A.S.H. memberships.

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.

C.A.S.H. Architects Support Bond Campaign

C.A.S.H. thanks the 77 member architectural firms that supported Proposition 47 of last November. The C.A.S.H. architects provided almost \$235,000 (45%) towards the C.A.S.H. Proposition 47 campaign funding commitment of more than \$525,000.

Those firms were:

Platinum Plus (now Diamond) (\$15,000+)

HMC Group

Platinum (\$10,000-\$14,999)

KPI Architects

LPA Inc.

Nacht & Lewis

NTD Architects

PJHM Architects Southwest

Westberg & White, Inc.

WLC Architects

Gold (\$5,000 - \$9,999)

Aedis Architecture & Planning

Aspen Street Architects

bfgc Architecture

Carmichael-Kemp Architects

Dougherty & Dougherty Architects

Fields Devereaux Architects & Engineers

GKK Architecture and CM

HTI Architects

Leidenfrost/Horowitz & Associates Inc.

Lionakis Beaumont Design Group

Murray & Downs AIA Architects Inc.

PCH Architects, LLP

Perkins & Will Architects

PSWC Group Architects

Ruhnau Ruhnau Clarke & Associates

Stafford-King-Wiese Architects

TBP/Architecture

Thomas Blurock Architects

TLCD Architecture

Trittipo Architecture & Planning

Silver (\$1,000 - \$4,999)

AC Design, Inc.

Adolph Ziemba AIA & Associates, Inc.

Akol & Yoshii Architects & Engineers

ATI Engineering Services Inc.

Bill Gould Design - Art & Architecture

Bunton, Clifford & Associates Inc.

Caldwell Architects

Deems Lewis McKinley Architects

DES Architects & Engineers

Edwin S. Darden Associates

Flewelling & Moody

Frick, Frick & Jette Architects

Gonzales Architects

Gonzalez Goodale Architects

Gordon H. Chong & Associates Inc.

Hardison Komatsu Ivelich and Tucker

Heiser & Associates Inc.

Henry Woo Architects, Inc.

HMR Architects Inc.

Imageworks Architecture Inc.

Integrated Design Group, LLP

Klassen Corporation

Kruger Bensen Ziemer Architects

Kwan-Hemni Architecture

Lee & Sakahara Architects AIA Inc.

Loving & Campos Architects Inc.

Mangini Associates

Martinez Architects Inc.

Ordiz-Melby Architects Inc.

Osborn Architecture

Quattrocchi and Kwok Architects

Rainforth Grau Architects

S.I.M. Architects

SCArchitect Inc.

SVWB Architects

Temple Andersen Moore Architecture

Planning Interiors

The Steinberg Group

Thomson & Hendricks Architects & Planners

Westgroup Designs, Inc.

Contributor Level (up to \$999)

Arthur Tam & Associates

Christopher S. Mills Architect Inc.

Daniel Macdonald AIA Architects

Jubany Architectural Corporation

Kasavan Architects

Marmol + Radziner

Nichols Melburg & Rossetto AIA & Associates

Sally Swanson Associates

VBN Architects

Architects Continue to Support Statewide Bonds

Already C.A.S.H. architectural firms have contributed almost \$145,000 to the March 2004 bond campaign:

Diamond (\$15,000+)

HMC Group

KPI Architects

LPA Inc.

NTD Architects

WLC Architects

Gold (\$5,000 - \$9,999)

Carmichael-Kemp Architects

Flewelling & Moody

Frick, Frick & Jette Architects

GKK Architecture and CM

HTI Architects

Leidenfrost/Horowitz & Associates Inc.

PSWC Group Architects

Ruhnau Ruhnau Clarke & Associates

The Steinberg Group

Thomas Blurock Architects

VITETTA Architects

Silver (\$1,000 - \$4,999)

Adolph Ziemba AIA & Associates, Inc.

Bunton, Clifford & Associates Inc.

Corlett, Skaer & DeVoto Architects, Inc.

Henry Woo Architects, Inc.

Higginson + Cartozian Architects

HMR Architects Inc.

Kruger Bensen Ziemer Architects

Mangini Associates


Osborn Architecture

PCH Architects, LLP

Quattrocchi and Kwok Architects

Westgroup Designs, Inc.

Architects on the Fundraising Committee

C.A.S.H. salutes the architect representatives on the Bond Fundraising Committee for their hard work: Dennis Dunston and John Nichols, both from HMC Group; Bob Hensley and Ron Pregmon of WLC Architects Inc.; Tom Blurock, Thomas Blurock Architects, and Jim Kisel of LPA, Inc. 

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:

Cardholder: _____

Card Number: _____

Visa MasterCard Signature: _____

Expiration Date: _____

Otherwise, please include a check to be deposited and mail or messenger to:

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

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.

Contributors to the 2004 Statewide Bond Campaign (as of 4/1/03)

The C.A.S.H. Board of Directors thanks the following members who have made generous contributions to our fundraising efforts for the 2004

Statewide School Bond Campaign. The Board encourages all members to make a generous contribution to our efforts when asked to do so by members of the

C.A.S.H. Fundraising Committee. If you or your firm would like to make a contribution, please contact the C.A.S.H. Offices.

Diamond \$15,000 +

Architects

HMC Architects
KPI Architects
LPA Inc.
NTD Architects
WLC Architects

Construction Managers

C.W. Driver Contractors
Douglas E. Barnhart Inc.

Financial Consultants & Institutions

Stone & Youngberg LLC

Furniture & Equipment

Virco Mfg. Corporation

Consultants & Facility Planners

California Financial Services
Murdoch Walrath & Holmes
School Facility Consultants

Relocatable Manufactures & Dealers

Williams Scotsman

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

Construction Managers

Edge Development

Financial Consultants & Institutions

UBS Paine Webber

Gold Level \$5,000 to \$9,999

Architects

Carmichael-Kemp Architects
Flewelling & Moody
Frick, Frick & Jetté Architects
GKK Education
HTI Architects Inc.

LHA Architects

PSWC Group
Ruhnau Ruhnau Clarke & Associates
The Steinberg Group
Thomas Blurock Architects
VITETTA Architects

Construction Managers

PinnacleOne
Tilden-Coil Constructors, Inc.

Other Vendors & Consultants

Checkpoint Communications

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

Architects

Adolph Ziemba, AIA & Associates
Akol & Yoshii Architects & Engineers
Bunton Clifford & Associates
Corlett Skaer & DeVoto Architects Inc.
Henry Woo Architects, Inc.
Higginson + Cartozian Architects
HMR Architects
ImageWorks Architecture, Inc.
Kruger Bensen Ziemer Architects Inc.
Mangini Associates
Osborn Architects
PCH Architects
Quattrocchi and Kwok Architects
Westgroup Designs, Inc.

Attorneys

Bowie Arneson Wiles & Giannone
Kronick Moskovitz Tiedemann & Girard
Miller Brown & Dannis

Construction Managers

Colombo Construction
O'Connor Construction Management
Pacific Program Management
Sundt Construction, Inc.

Contractors & Developers

Current Enterprises, Inc.

Environmental/Toxics Consultants

Kleinfelder, Inc.

Facility Consultants

Eligibility Inc.
The Facilities Consortium

Licensed Professionals

Kanda & Tso
MSL Engineering

Other Vendors & Consultants

Couts Heating & Cooling, Inc.
Shade Structures
Turnkey Schools of America

Consultants & Facility Planners

Jack Schreder & Associates
School Services of California, Inc.
The Planning Center
VOSE Properties

Striking a Balance

Designing Schools for Urban Settings *By David Thurman*

The following article appeared in the April 2002 issue of arcCA, the Journal of the American Institute of Architects, California Council

The school day for most students revolves around the rituals of reporting to class, studying, taking tests, playing sports, and interacting in a variety of campus settings. In southern California, the majority of schools have traditionally been located immediately in or near residential subdivisions, taking advantage of the availability of open space for sports fields, close access to students' homes, and isolation from perceived dangers posed by the city. Although schools do exist in a number of California urban settings, seclusion from the city rather than assimilation into it has often characterized the approach to school location.

In contrast to this tendency, two of this year's [2002] AIACC Design Awards winners, along with their clients, undertook efforts to design new schools located in relatively dense commercial areas. One of the two projects, Santa Ana's Mendez Fundamental Intermediate School (designed by LPA, Inc./Francis + Anderson), is located immediately adjacent to a large retail complex and incorporates a mixed use—a parking lot below its main building mass—to serve adjacent stores. The other school, Santa Monica's Wildwood School (designed by SPF Architects), is located on busy Olympic Boulevard in a light industrial/office district, in a renovated brick industrial

building. While the two serve distinct constituencies, they respond to multiple—and sometimes contradictory—pressures presented by their urban situations.

The first of these two projects, the Gonzalo & Felicitas Mendez Fundamental Intermediate School, reflects modernism's fascination with nautical imagery in the design of a new facility for 1300 students. Spatially, the project's elevated plazas and promenades offer vistas that are high and dramatic, subtly recalling the experience of standing upon the deck of a grand

ocean liner. The material disposition favors crisp edges and clean surfaces rendered in white plaster and concrete, architectonic devices such as billboard-like translucent screens and shading canopies, and an elongated main building mass. Students experience much of school life upon this raised structure, which

Seclusion from the city rather than assimilation into it has often characterized the approach to school location.

threads itself along the surprisingly narrow site. The composition of terraced building forms and densely arranged site plan creates an ordered hierarchy and extensive, although mostly hardscaped, outdoor spaces.

The nautical metaphor was natural for a design team that admired modernity's grand vessels, although this understates how aptly that metaphor is matched to the school's site constraints. Perhaps the design team's most astute choice was raising—and isolating—the main levels of the school from the ground. While this might be an unex-

pected strategy in a conventional setting, the school's location next to a series of "big-box" retail stores made it a necessity. The choice of this location was predicated on the use of funding from a special program for "space-saver" schools, which requires integration of mixed uses; the retail parking on the building's lowest level fulfills the mixed use requirement. This program allowed acquisition of a smaller site than would normally be approved, while providing funding equivalent to that of a full-sized school. Considering the unusual context—a narrow site and the necessity to isolate such outside parking uses from student activity—the school's elevation from the ground plane appears to be a perfect solution. Like other majestic liners, the school floats elegantly over the sea, although in this case it is a sea of cars.

Reflecting careful planning, the school grounds remain surprisingly secure from the adjacent retail area. Access is limited to a single entry court, contained by the walled edge of a residential neighborhood, utilizing the main building mass as a buffer. The playfield acreage is smaller than normal for a school of its population, but it is still ample and offers close and secure access to the main buildings. The flexible layout of clustered classrooms is comfortably linked to a common room. Meanwhile, the well-appointed library affords the visual play of a punctured "light wall" as the backdrop to individual study or group gatherings. Such destinations and the thought devoted to their layout help to create an educational environment that is both pleasant and appropriate to its mission.

Like the Mendez Fundamental School, the private Wildwood School is

the product of space and economic limitations, as well as its specific urban context. As an adaptive reuse project, the school shares its Santa Monica block with a surprisingly active group of businesses, including a home furnishings store (with its loading dock), a mid-rise office building, a restaurant, and a gas station. The school has previously offered only classes below the high school level; the present project creates an additional campus capable of absorbing graduates from its existing facility. The school welcomed the opportunity to inhabit an urban location in support of its mission to involve students with their community.

The project's material choices and spatial organization within a former industrial building convey a remarkable sense of exuberance and freshness, especially when one grasps the limits imposed by the project schedule and budget. The designers, SPF Architects, began their involvement with the project a mere five months before the scheduled first day of classes. The conversion of the 40,000 square foot existing space to a 420 student, 55,000 square foot school required the imposition of a radically accelerated schedule; in response, the team shrewdly organized the project in three phases to coincide with the arrival of each successive matriculating class. The project pushed the firm to "stretch its limits," partners Jeffrey Stenfors, AIA, and Zoltan Pali, AIA, explain. "It showed us what you are capable of doing in a very short time, if the ideas are sound. We went through a lot of quick gyrations," While the strategy required students and teachers to live with some dust, it seems worth the inconvenience. The completed design uses an attractive palette of low cost materials and expresses a vision well suited to the Wildwood School's alternative education model.

The lack of outdoor recreational space available on the site-students are currently transported to nearby facilities for sports activity-highlighted the need

for appealing internal spaces. The most important of these is a boulevard-like passage that runs the full length of the building and serves as the primary link between four 'learning pods,' or multidisciplinary classrooms, and the main performance stage and music room. The pavilion-like 'pods' are independent of the main roof and help set the tone of a playful academic village. The open volume above highlights the many exposed ceiling elements. Existing bowstring trusses, structurally reinforced with glu-lam beams and steel connectors, electrical conduits, and sundry mechanical innards are carefully organized. The addition of acrylic lids on the lower 'pods' ingeniously exploits ambient natural light from newly-installed skylights, bringing a pleasant sense of street-ness to the main floor. The designers' willingness to expose the existing brick, concrete, and wood and the new clear-coated plywood surfaces-a familiar but still-compelling strategy of loft renovators-highlight the building's own history and lend a vibrant, studio-like quality to the space.

As playful as all this seems, SPF's partners emphasize that rationality and clarity of purpose guided the design process. The dimension between the trusses, for instance, was thoughtfully matched to the ideal classroom size, and the light tones of wood, metalwork, and paint all help boost available illumination. The performance spaces are carefully positioned to allow control by a public reception desk and permit isolation from the classroom pods. The care in addressing these pragmatic issues preserves the design's playfully liberating, free-form ambiance; it also reminds one that education is ultimately discovery and stimulation.

The success of these two award-winning designs serves to highlight the complexities of creating safe, pleasant, and effective schools in busy, nonresidential locations. The projects also emphasize the fact that urban schools-and the conditions that create them-are

challenging school design conventions. One of the most visible challenges is a questioning of the notion that schools are timeless institutions whose materials will last for the long haul. The budgets associated with both of these projects seem to dictate the use of lower cost materials, perhaps indicating changing administrative attitudes or funding circumstance. The Mendez School, for instance, is built of plaster rather than more traditional materials such as brick or stone; no doubt this choice was made out of budgetary necessity. Even more dramatic is the Wildwood School's decision to create its studio-like loft through tenant improvements to a former industrial building. One could imagine that, as time goes on, this second approach would allow for easy, cost efficient modification. Both of the institutions tacitly acknowledge that impermanence is a necessary, if involuntary, reality for modern school projects. Nevertheless, both design teams succeeded in creating dramatic and stimulating environments despite limited resources.

A second challenge is posed by the reduced open space available for playfields in urban settings. Not surprisingly, both schools have developed specific strategies to deal with this dilemma. Of the two projects, the Mendez School's playfields offer the most generous outdoor space. Yet the school's most successful design feature-the building's elevation onto its own plinth-also increases the difficulty of adding landscaping to its promenades. Still, those promenades contribute to an airy sense of openness, which is desirable as an escape from the rigors of the classroom. In contrast, the Wildwood School pragmatically transports its students to off-campus recreational facilities (although it is also currently studying the addition of limited landscaping to the roof of its own parking garage). Its ultimate architectural solution relies on the creation of an attractive indoor street. As different

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Why Alternative Dispute Resolution Is Important For Facilities Teams

By Jim Patton

School districts and county offices of education are in the business of educating young people. District and county boards of education are often composed of lay people with little or no construction experience yet they are responsible for establishing policies and procedures to guide facilities projects. New construction and modernization projects are unlike anything else educators normally do. Facilities projects are more costly, more prone to delay, and more liable to end in costly litigation than any other projects they will undertake. Some districts, particularly smaller ones with fewer projects, may not have a facilities person or department to guide the process. Facilities staff members have experience in design and construction but may not have experience in conflict resolution. Consequently, educators and those who build and modernize schools for them have differing views on how the process should proceed based on their realities and needs. Now there is a new way for districts and county offices of education to take action to avoid costly delays and litigation while keeping projects to house their students in new and modernized facilities moving on time and at budget.

This new way is Alternative Dispute Resolution (ADR), specifically mediation. By using mediation as an underpinning when forming a facilities team or incorporating mediation into the facilities process wherever they are in the planning or construction process, district and county offices of education staff and Boards can immediately begin to reap the benefits. All members of the team will benefit, too. Staff members can concentrate on helping students

instead of focusing on the time consuming and debilitating activities that lead to arbitration and litigation. Students, staff and community members are better served by having their



much-needed, new and modernized facilities ready for them when they should be. Architects, contractors and construction managers can work more quickly and cost effectively. Project dollars are saved and can be used for the benefit of students rather than being spent on arbitration or litigation. This is especially important in these times of funding cuts in every aspect of education.

What is ADR?

ADR is a process by which all stakeholders in a conflict can resolve their own differences by working together to come up with an agreement that satisfies all parties involved. Conflict is normal and natural. It is not an event; it is a process. How we handle conflict is what makes the difference. If a district or a county office of education is committed to working things out by talking problems through with their facilities team, and if that facilities team

includes all the key stakeholders, including architects, contractors, construction managers, staff, and community members, the potential for arbitration and litigation can be significantly reduced or eliminated. Interest-based negotiations are used to reach agreements with classified and certified staff. Why not use a process for construction that satisfies the interests of the facilities team involved in construction and modernization of your facilities by taking time to understand the realities and needs among all the team members? By being open about their needs, facilities team members enhance their ability to keep all members of the team happy and performing at capacity. When conflict arises, they have the tools to create their own strongly written agreements that are specific, measurable, attainable, and realistic to get past conflicts and avoid costly project delays and cost overruns.

The importance of legal counsel

Mediation is not the only tool on which we need to rely. Just as Western medicine is becoming aware that the prevention of illness before it occurs is as important as treatment, we need to consider the importance of conflict prevention offered by legal counsel. This includes well-written contracts and strong contract administration by legal counsel that is committed to helping clients avoid conflicts. Many attorneys who want to help their clients avoid litigation are turning to experienced mediators to assist them and/or are incorporating mediation training and skills into their repertoire. This is different from court-ordered mediations and arbitrations where conflict has escalated to a point where it is more


difficult to resolve and is often headed toward litigation. Mediation is most effective when the parties agree to it as a conflict resolution tool before conflict occurs. The distinguishing feature of mediation is that it enables the persons who are involved in conflict to remain in control of the conflict and how it will finally be resolved. They remain in charge of their fate and do not give over control to outside parties or to the courts.

How to incorporate ADR effectively into the facilities team

Mediation as a way to handle conflict is most effective if incorporated as a tool at the beginning of the facilities team formation so it does not become more of a crisis intervention tool. Mediation can be used at any juncture, however, from planning through project closeout. All members of the facilities team should agree at the outset that mediation will be the primary conflict resolution tool, and that conflict resolution should be used before conflict escalates. Parties are most willing to work actively to resolve conflict when they believe that they are being heard. That is why all members of the facilities team need to feel they are valued and that they agree on mediation as their first choice to resolve conflicts as they occur. Effective conflict resolution for your facilities team means not considering conflict as negative and beginning mediation as soon as possible and using it as often as needed to resolve conflicts as they arise. In addition, a strongly written mediation agreement is only effective if followed closely to be sure that the provisions of the agreement are being adhered to. Agreements can be adjusted to meet changing project needs. King Arthur had the right idea with the Round Table. Your facilities team should have the same arrangement.

What incorporating ADR into your facilities team will accomplish

Aside from the benefits of having your facilities ready in a more timely

manner with cost savings, you will set an example for your community showing that large facilities projects can be completed with all parties feeling that their expectations for the project have been met. It is a win-win situation. You will be modeling for your staff and students a process for peaceable resolution of conflict and demonstrating that you are effective leaders and managers for your community. And, after all, isn't that what we as educators are all about? 

- Jim Patton is a C.A.S.H. member with Patton & Associates in Antioch, CA

C.A.S.H. Guidelines For Selecting Labor Compliance Program Consultants

Continued from page 2

sions of the labor code, or lobbying before state agencies and the Legislature to address unique district conditions. Consultants hired to provide a plan or services should have a mechanism in place to ensure that they keep their plan and services current in the midst of a rapidly changing regulatory environment.

Types of Third Party Providers

There are a number of different entities that are providing third party services. Districts should seek to understand the underlying interests behind the consultant. Many of those approved to date are affiliated with construction trade unions. Others are individuals with experience in some aspect of school finance. Some are construction firms including general contractors and pure construction management firms.

Third party providers should be capable of acting as independent agents of the school district. Contractors that hire building trades employees and report prevailing wage data on your or other district projects may have potential conflicts of interest. Some providers may have more limited experience with the full range of a school district's construction management role than others. Independence and broad


construction experience are important in both the auditing functions and site investigation functions of a LCP.

Districts should also be cautious in hiring firms with LCP experience in cities and counties but no experience in working with school budgets and book keeping. The complexity of school finance and special rules for facility construction accounting and auditing may caution school districts against paying to be used as guinea pigs.

Costs of LCP Services

Pricing for services may be fluid for some time. The Implementation Committee is currently reviewing a proposal, which will allow an increase in the grant amount to cover the state's share of LCP costs. The proposal is an adjustment of a sliding scale (greater percentage for small projects) with a minimum adjustment of \$15,000. The proposal applies a factor to construction costs ranging from .004% for projects over \$100 million to 1.6% for construction costs under \$1 million.

While costs may vary depending on the size and complexity of a project, consultants should be able to provide an hourly rate for services. The actual number of hours will vary, but you should know up front what you will be paying for and what rates you will be charged. Districts should take a hard look at the variety of services included. Some proposals do not include enforcement costs. Enforcement activities include the withholding of payments to contractors, document preparation and hearings. These costs can vary substantially and will likely involve attorney time.

While AB 1506 has created new responsibilities for school districts, there are a growing number of entities available to assist school districts and county office in meeting their responsibilities under AB 1506. Of course, prevailing wage duties. 

- Steve Hartsell, Associate General Counsel, School and College Legal Services of California and Legal Advisor to the C.A.S.H. Board assisted Ernie Silva in preparing this article.

CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING

25th Annual Conference

February 23-26, 2004

Sacramento Convention Center/Hyatt Regency

Workshop Proposal Form

(Please type or print)

Workshop Title / Idea: _____

Description: _____

Are you interested in moderating this Workshop?

Yes **No**

If only submitting a workshop idea, the moderator information does not have to be specified. Workshops must consist of a moderator and **not more than two to three panelists**, one of which must be a school district or county office of education C.A.S.H. member. The moderator oversees workshop development, coordinates pre-conference meetings, and acts as facilitator during the actual workshop. **All Moderators and Panelists must be C.A.S.H. members.**

Moderator Information:

Moderator Name _____

District/County Office/Company _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ Email _____

Strand Preference for Topic

Finance Maintenance & Operations School Architecture
 High Performance Planning School Construction

Workshop Format: 2 hour clinic 1.5 hour workshop 1 hour workshop

Workshop Proposal Submitted By:

(Only this person will be notified as to whether this proposal has been accepted.)

Name _____

District/County Office/Company _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ Email _____

All Moderators and Panelists must be C.A.S.H. Members

Fax to: Lisa Church at (916) 448-7495

Or mail to: CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING

1130 K Street, Suite 210, Sacramento, CA 95814

Submission Deadline: Friday May 30, 2003

CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING
25th Annual Conference
February 23-26, 2004
Sacramento Convention Center/Hyatt Regency

Roundtable Proposal Form

How roundtables work: Roundtable moderators give a two-to-three minute overview on the subject matter and then open up the topic for discussion by attendees. Roundtables are repeated three to four times in 30 minute intervals. **Only one roundtable moderator per topic, please.**

Roundtable Title / Idea: _____

Description: _____

Are you interested in moderating this Roundtable?

Yes **No**

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If only submitting a roundtable idea, the moderator information does not have to be specified. The moderator oversees roundtable development and acts as facilitator during the actual roundtable discussion.

All moderators must be C.A.S.H. members.

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Submittal Deadline: Friday, May 30, 2003



Santa Rosa High School Receives Prestigious Award

TLCD Architecture, Santa Rosa City Schools and Thompson Pacific Construction recently received a statewide award from the California Preservation Foundation for the renovation of Santa Rosa High School.

At a February 23, 2002 ceremony at the Los Angeles Getty Center (attended by nearly 500 people), Alan Butler AIA and Stephen Nuich of TLCD Architecture were recognized for their efforts in the restoration of the historic 1924 brick gothic buildings at Santa Rosa High School.

The renovation of the Auditorium and Main Building were the cornerstones of a restoration and modernization effort that has been underway for ten years.

Project Summary, Restoration and Modernizations 2000-2001

The project is part of an ensemble of buildings designed by architect W. H.

Weeks in the early 1920's that includes Santa Rosa High School and the adjacent Santa Rosa Junior College. The brick gothic buildings are some of the most architecturally recognized structures in the region and unusual for buildings in their detail and craftsmanship. The buildings are the core of the original campus constructed in 1924 to 1925. While the exteriors have been left intact and mostly unaltered by successive renovation projects, the interiors were largely stripped of their original detail and historic character during renovations from the 1940's to the late 1960's.


The 1,000-seat auditorium is considered by the local symphony and

choral groups to be the most acoustically perfect hall in the region. Once a major community facility and cornerstone of the high school's performing arts programs, use of the hall diminished in recent years due to its deteriorating condition. Using historic photographs, original plans and sampling the bottom of innumerable layers of paint, every effort was made to restore original finishes and colors.

Working with the local Cultural Heritage Board, crews added a new addition to the back of the house. Retaining original gilded plaster grille work, a new air conditioning system was carefully integrated into the hall to provide a comfortable summer home for the regionally acclaimed summer repertory theater program.

The main classroom, music and agriculture buildings were stripped of most of their original finishes as well as a monochrome palette of white walls and suspended ceilings that were added during a seismic retrofit in the mid-1960's. Crews restored original finishes and detailing during renovations and rehabilitation over the last two years. Coffered ceilings, carefully detailed woodwork, and new display cases now grace the main entry to the school and showcase the history and heritage of Santa Rosa's oldest high school.

As well as replacing worn finishes and aging infrastructure, this modernization is updating the school functionally for contemporary teaching needs, adding data and information technology infrastructure.

Now, as people drive by the school in the evening they'll see the activity of the auditorium glowing through the reopened windows, signaling that this magnet school for visual and performing arts for the district is a vibrant and active place. 

Storm Water Revisited


In an earlier *CASH Register* we had urged members to contact the State Water Resources Control Board (SWRCB) regarding a pending decision by the Board (then scheduled for Feb 4, 2003) regarding storm water permits for school districts. On January 14, 2003 the federal 9th Circuit Court handed down a decision (a consolidation of 3 related lawsuits) that caused the pending February meeting to be postponed, as some elements of the decision had a bearing on the pending SWRCB regulations. The court decision did not alter what is required under the Phase II regulations, but it did slow down the implementation somewhat.

The postponed meeting is now scheduled for April 30 in Sacramento. Written comments need to be submitted to the board (SWRCB) by April 21, 2003. We believe that the regulations will reflect our requested changes regarding projects in the pipeline; however, reinforcement would provide insurance.

Under the federal Clean Water Act (CWA) most government entities have needed a general statewide construction activity storm water permit and requisite storm water pollution prevention plan (SWPPP) for construction activity disturbing five or more acres. The general statewide construction activity permit, under Phase II regulations, now impacts any construction activity that disturbs an acre or more of property — clearly the SWRCB wants to capture more projects in its permit net than previously. Also under Phase II, Small Municipal Separate Storm Sewer Systems (MS4s) will be required to prepare, implement and enforce storm water management plans (SWMP) that address six minimum control measures to limit their contribution to storm


water and urban runoff. If all goes according to plan at the April 30 meeting, the SWRCB will adopt the Small MS4 permit. At a later time, either the SWRCB or a regional water quality control board (RWQCB) will designate non-traditional MS4s like schools and community college districts as regulated. Upon designation each Small MS4 is required within 180 days of designation to submit to the appropriate RWQCB (i) a Notification of Intent (NOI) to be regulated under the general permit, (ii) a storm water management plan (SWMP), and (iii) the appropriate fee.

The administrative aspects of these regulations are complex. The SWRCB is a Governor appointed entity — so are the nine regional boards. To quote from the war news, this is not a command and control structure — the regional boards enjoy considerable autonomy. In addition most municipalities and counties have been operating under Phase I regulations for years, and have their plans and practices well established. Schools and community colleges are new to the area and will undoubtedly encounter some conflicts between themselves, local entities and the regional boards. Some districts may even need to deal with more than one regional board.

One aspect of the regulations that was heavily lobbied initially was the exclusion of pipeline projects from the need to redesign due to the implementation of Phase II. The regulations are expected to exclude any plans submitted to the Division of the State Architect (DSA) by April 30, 2003 that are approved for construction by the State Allocation Board (SAB) (for K-12) and the Public Works Board (PWB) (for community colleges) by December 31, 2004.  — Paul Holmes

as these strategies are, both respond to their site particularities and offer creative, effective solutions.

A final challenge is the need to rethink security strategies as schools move away from more isolated and protected suburban sites. The defining question is how schools can strike a balance between hopes for community/student interaction and realistic controls on public access. In the Mendez School, a community room is available to the public, but it is only accessible near the school's secured main entry. Similarly, the Wildwood School's performance spaces are accessible via the controlled reception area near the front entry. The Mendez School is the more restrictive of the two, limiting access to a single entry point, which provides a reminder of the special security needs of an intermediate school. With one-quarter the student population, the Wildwood School utilizes two controlled entries, although the school also provides security staff at the main entry.

The result of these thoughtful design strategies is that both schools enjoy the embrace of their urban surroundings. While some of the Mendez School's retail neighbors have departed due to a slowing economy, its community room remains available for use by local residents. Likewise, the Wildwood School plans to engage its neighbors fully, providing accessible performances and encouraging students to undertake projects in the community. While the latter approach is more appropriate for high school than intermediate level students, both school designs underscore the rich possibilities inherent in rejecting a policy of academic segregation from everyday urban life. In this regard, both projects can serve as a bellwether for the next generation of urban schools. 

— David Thurman is a Senior Associate at the Barton Myers Associates in Los Angeles



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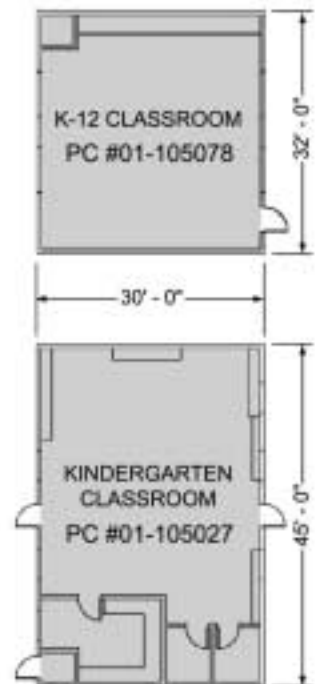
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The C.A.S.H. staff and Facility Resource Center consultants want to hear from the membership. Input from the membership will help to make the Facility Resource Center more valuable to all. Comments, opinions and suggestions can be sent to ledi.small@verizon.net.



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C.A.S.H. MONTHLY MEETING MINUTES

– *March 25, 2003* –

C.A.S.H. Vice Chair Pamela Johnson called the meeting to order at 11:00 a.m. New members and guests were introduced and welcomed.

LEGISLATIVE REPORT - Tom Duffy

There are several competing measures regarding the Labor Compliance Program (LCP) through the Department of Industrial Relations (DIR) including one to repeal the bill. The C.A.S.H. Board and Legislative Advisory Committee are studying the current program and ways to improve the funding sources. The C.A.S.H. LCP program has not yet been approved, but C.A.S.H. is working with DIR to make the appropriate changes to get it approved. C.A.S.H.'s intent is to come up with a model document that the majority of districts and third parties could use to submit to DIR for immediate approval.

2004 BOND CAMPAIGN UPDATE - Ian Padilla, Dave Doomey

The campaign is looking to start polling in late June and early July due to current events, overseas. C.A.S.H. is compiling data from a recent survey on how districts are using Proposition 47 bond funds. The campaign is also looking for examples of projects being completed with Proposition 47 bonds to profile. Interested parties may contact Ian Padilla at (916) 448-8577 or ipadilla@m-w-h.com.

Dave encouraged continued campaign contributions.

STORMWATER MANAGEMENT - Ian Padilla

The issue is in a holding pattern. The draft permit is going before the State Water Resources Board on April 30. Any questions can be referred to Ian.

ANNUAL CONFERENCE PLANNING COMMITTEE - Pamela Johnson

The planning for the 2004 conference will begin today.

FEDERAL ACTION FOR CALIFORNIA SCHOOL FACILITIES - Emily Stone

Cal-Fed recently changed their name to Federal Action for California School Facilities (FACSF) to clear up confusion on the part of Legislators on the purpose of the group. The next trip to Washington DC is April 28 - 30. The next general membership meeting will be held at the Spring Conference in May. The deadline for QZAB applications is April 18 in its original form, no photocopies.

CALIFORNIA DEPARTMENT OF EDUCATION - Jim Bush

Jim noted upcoming application deadlines for COS certificate of acreage (March 27), Joint Use projects (May 30), charter school plot applications (March 31), and QZAB funding (April 1 - 18).

CDE will be discussing a new approval process for projects with a DTSC response action plan at the current SAB meeting.

A new process for self-certification on existing sites is now in place. Information about the new process is available through the district field reps.

DEPARTMENT OF TOXIC SUBSTANCE CONTROL - Hamid Saebfar

Hamid gave a brief update on the number of projects coming in to the office. The environmental assessors program is now part of DTSC.

IMPLEMENTATION COMMITTEE - Dave Doomey

The main focus of the committee is AB 1506 funding for districts.

OFFICE OF PUBLIC SCHOOL CONSTRUCTION/STATE ALLOCATION BOARD - Dave Zian, Lori Morgan

Dave discussed the dollars that have been apportioned and the remaining funds for modernization and new construction.

Lori discussed the current SAB agenda. Lori encouraged districts to refer to a best practices report that includes several cost savings documents that OPSC has worked on that are available on the OPSC website at www.opsc.dgs.ca.gov.

The SAB has asked DIR to make monthly reports on their progress with submitted projects.

OPSC will be doing an outreach to districts that may have project plans that have been approved by DSA, but have not yet reached OPSC. This service is also available to any district in the process of submitting a project.

The meeting was adjourned at noon. 

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C.A.S.H. Meetings, Conferences & Workshops

April 22, 2003

Tuesday

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April 23, 2003

Wednesday

C.A.S.H. General Membership Meeting

California Chamber of Commerce

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April 25, 2003

Friday

AB 1506 Part 1 Workshop

Ontario Airport Marriott

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May 14, 2003

Wednesday

AB 1506 Workshop Part 2

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400 West Broadway, San Diego, CA

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Thursday- Friday

C.A.S.H. Spring Conference

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October 14, 2003

Tuesday

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October 15-16, 2003

Wednesday -Thursday

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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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