



# REGISTER

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THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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## Delores Huerta Elementary School

*See page 10 for details*



# Department Announces New Program to Help States Establish and Enhance Funding For Charter School Facilities

The U.S. Department of Education has announced a new grant program that will further enhance the school choice options under No Child Left Behind by helping states with their charter school facilities costs.

“It is important to empower parents with educational options, be they public schools, charter schools, cyber schools or homeschooling,” said Secretary of Education Rod Paige. “Supporting charter schools is a wise

investment, and I encourage states to take advantage of these federal funds to create or expand their charter school facilities programs. This is an historic opportunity for states to tap into federal funds for this important purpose and it would be a shame for them not to seize it.”

Recently announced in the Federal Register, the State Charter School Facilities Incentive Grants Program competition is designed to encourage states to develop and expand per-pupil facilities aid programs and to share in the costs related to the management and operation of charter schools.

A per-pupil facilities aid program is one in which a state makes payments to charter schools to provide them with financing that must include or be used only for the funding of facilities. The payments are based on a formula that takes into account the number of pupils in the charter school. The new program will provide grants to eligible states to help them establish or enhance and administer per-pupil facilities aid programs for charter schools.

“Research shows that finding and affording decent facilities is a major challenge for charter schools,” Paige said. “These new grants will ensure that charter schools are on sound footing.”

Some states already have per-pupil facilities aid programs in place. For a state to be eligible to receive a grant, its program must be specified in state law and provide annual matching funds on a per-pupil basis for charter school facilities. States with existing programs are eligible to receive a grant only if they increase the funding level of per-pupil facilities aid programs for charter schools.

Applications for the State Charter School Facilities Incentive Grants Program will be available March 12. July 1 is the deadline for submitting the

*Continued on page 3*

## C.A.S.H. to Roll Out New Website

In order to better serve our membership, C.A.S.H. is updating its website. The site will be more user-friendly and will have a new look.

Some of the added features include:

- Easier to use drop-down menus
- Entire site search engine
- Downloadable membership lists
- And much more!

We are excited about the revised site. We hope you will be too!

Look for the new site to be revealed this Spring. In the mean



time you can still find all of the useful information C.A.S.H. works so hard to provide at [www.cashnet.org](http://www.cashnet.org).

~Greg Golik



## 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. Chair Appoints Two New Assistant Chairs

Eric Hall, Chair of C.A.S.H. recently appointed two new assistant chairs, one to the Legislative Advisory Committee and one to the Annual Conference Planning Committee


Nina Young, C.A.S.H. Board member, has been appointed the Assistant Chair of the Legislative Advisory Committee. Nina will assist current Chair, Stephanie Gonos with chairing meetings and other various duties performed by the Chair.

The Legislative Advisory Committee is advisory in nature. Its purpose is to provide the C.A.S.H. Board of Directors with an annual draft legislative platform and recommendations on action/positions to be taken by

C.A.S.H. on existing or pending legislation. Membership on this committee is by nomination and appointment by the C.A.S.H. Board of Directors Nominating Committee.

Lynn Halfhide, C.A.S.H. Board member, has been appointed the Assistant Chair of the Annual Conference Planning Committee. Lynn will assist current Chair, Pamela Johnson with chairing meetings and other various duties performed by the Chair.

The Annual Conference Planning Committee's main purpose is to develop and coordinate topics, speakers and activities for the annual conference. The Committee also plans all other aspects of the conference such as Key-


note Speaker, Golf Tournament, School Tour, Quality Control for Workshops, etc. Membership on this committee is open to all C.A.S.H. members. 

- Greg Colik

## Department Announces New Program for Funding Charter Schools

*Continued from page 2*

applications to the Department. The Department expects to award five, five-year grants, averaging about \$3.7 million per grant.

To access the Federal Register notice about this new grant program, visit <http://www.ed.gov/legislation/FedRegister/announcements/2004-1/022304a.html>. 

## State Allocation Board Meeting March 24, 2004

After an hour and a half closed session, the SAB reconvened to attend to the items on the agenda. Ms. Luisa Park, SAB Executive Officer, requested that the Board authorize sale of the \$10 billion in bonds so an initial increment could be sold early and the unfunded Modernization projects could be apportioned in April. Ms. Park also informed the Board that it was now possible to submit applications electronically. Finally, she let them know that the Attorney General would respond to their inquiry concerning the pipeline under the Palo Verde school site at the April meeting.

The Consent Agenda and Consent Specials passed quickly. Of the Special Appeals, there was lengthy presentation and deliberation of the Los Angeles Unified School District's request to be 'grandfathered in' and receive funding for 31 projects that the District had rescinded in 1999. Garry Ness, SAB Counsel, opined that neither the law nor the regulations permitted the Board to take that action. In addition, Ms. Park read a letter from 1999 wherein the District agreed to give up the Air Conditioning projects in exchange for


receiving funding for other projects. In the absence of a solution, the item was held over until April so the District could work further with OPSC staff.

Another hot item during the March meeting involved the charge of material inaccuracy against the Fresno Unified School District for falsifying documents related to having signed construction contracts within the allotted 18-month timeframe. The District and the OPSC staff have been working together for several months to determine the scope of the problem and agree to a settlement. The District brought its Board President and top officers to the meeting, admitted its guilt and remorse and acknowledged that they had made major changes in staffing and procedures to prevent this from happening again. The Board then accepted the staff recommendations requiring the District to repay the State the \$13 million plus interest. The District will be able to reapply for the \$13 million, and indeed the \$13 million will not go to the State and later back to the District but rather the District will just pay the interest on the \$13 million, and on \$18 million for another 13 projects

involved. The District thanked the Board and staff for their willingness to work with the District on this difficult issue.

The Alternative Education new funding model was approved, although the loading stayed at 27:1. Both the funding model and the loading issue will be revisited next year. The Board adopted new regulations for the Energy Incentive Policy and adopted new regulations for the Multistory Facilities Replacement Policy.

Finally, the Board received the staff report on the 3% Routine Restricted Maintenance Account. Several organizations testified against the change for this year (2004-05), requesting a year's delay. Counsel opined that implementation should move forward this year. After further discussion the Board directed staff to notify districts that the change to 3% of the entire General Fund would begin 7/1/04.

C.A.S.H. Chief Lobbyist Tom Duffy requested that OPSC bring the LCP grant adjustment to the SAB at the May meeting at the expiration of the Governor's Executive Order. 

~Stephanie Gonos

# Making the Grade in School Pest Management – Putting IPM to Work

By Madeline Brattesani, Nita Davidson, and Dennis Tootelian

In California, schools must obey the same environmental protection laws that apply to other public or private institutions. Recently, parents, community organizations, and advocacy groups have expressed a need to know that schools are using pesticides safely and judiciously because of concerns about the special vulnerability of young children to environmental toxins. As a result, many of California's public schools are now reevaluating their pest management policies and programs.

## The Healthy Schools Act

These concerns about children and pesticide use in California schools resulted in the Healthy Schools Act of 2000 (Assembly Bill 2260, authored by Assembly Member Kevin Shelley). This law establishes the right of the public to know about pesticide use in schools, encourages schools to use integrated pest management (IPM) practices, requires the Department of Pesticide Regulation (DPR) to provide various forms of assistance to school districts, and requires more detailed pesticide use reporting.

The requirements of the act include, among other things:

- Schools must provide all staff and parents **written notification** each year addressing expected pesticide use (some products are exempt) and reference DPR's Internet site for more information about pesticides.
- Each school must provide the opportunity for interested staff and parents to **register** with the district if they want to be notified of individual pesticide applications at the school before they occur.
- School districts must post **warning**

**signs** at each area of the school where pesticides will be applied (some products are exempt). These signs are posted 24 hours in advance of a pesticide application and must remain up for 72 hours afterward.



- Each school must **maintain records** of all pesticides used at the school for four years and make those records available to the public upon request.
- The preferred methods of managing pests at schools are effective, least-hazardous pest management practices, consistent with **IPM**, a strategy that focuses on long-term prevention or suppression of pest problems by emphasizing good sanitation and maintenance practices.
- Each school district must designate an **IPM coordinator** to carry out the requirements of the Healthy Schools Act.
- DPR must have a **Website** that provides information on pesticides

and IPM, and develop a guidebook for a model IPM program.

- DPR must also establish a **training** program for IPM coordinators to facilitate the voluntary adoption of a model IPM program and least-hazardous pest management practices by school districts.

## Some Easy-to-Use IPM Solutions for Common Pest Problems in School Buildings

An IPM program in your school can minimize risks to people and the environment, while also keeping school buildings pest-free. Below are some steps you can take that follow an IPM approach.

- (1) Determine whether you actually have a pest problem. This is directly related to the next steps, identification and monitoring. For example, occasionally when the weather is hot and dry, schools are invaded by field cockroaches, small brown roaches that actually prefer to live outdoors in leaf litter. By correctly identifying these critters, you'll realize they are only intermittent visitors. By monitoring them with sticky traps, you'll see that their population is not increasing. Emphasizing good sanitation and sealing up cracks are probably sufficient management actions.
- (2) Identify and monitor pests. Consult University of California Cooperative Extension for reliable pest identification. You'll find contact information in the county pages of your phone book. Or visit the University of California Statewide Integrated Pest Management Program Website at [www.ipm.davis.edu/PMG/selectnewpest.home.html](http://www.ipm.davis.edu/PMG/selectnewpest.home.html)

- (3) If pest population levels exceed a pre-established action level – for example, how many ants in a classroom are too many? – then modify the pest habitat to discourage or exclude the pests, or use treatment strategies that emphasize physical or mechanical practices. See [www.ipm.ucdavis.edu/PMG/selectnewpest.home.html](http://www.ipm.ucdavis.edu/PMG/selectnewpest.home.html) or [www.schoolipm.info](http://www.schoolipm.info) for information about action levels. Chemicals, such as pesticides, are used to solve the problem if other methods such as those outlined below fail. Use reduced-risk pesticides such as baits when possible and avoid using liquid or broadcast sprays.
- (4) Evaluate results through recordkeeping and follow-up. For example, by keeping careful records on ant infestations, you can figure out strategies such as where to seal entry holes or place baits. If you no longer find ants in that location the following year, you can be reasonably sure that your strategies are successful.
- (5) Use results to adjust and improve the practices used at the site.

Pests invade buildings when there is opportunity. This opportunity may be seasonal and reflect the condition and use of the buildings. All pests need food, water, and shelter to survive and reproduce. You can plan a course of action based on pest identification and monitoring, and specific biological habitat information about the pest that is causing the problem.

**Prevention:** You can use various methods to prevent indoor infestation. Start with **sanitation**. It's the first major step and includes vacuuming, washing surfaces with soap and water, and trash removal. **Barricades** are also an effective preventive strategy and include screened windows, door sweeps, caulking, copper mesh, plaster, wire or plastic anti-roosting or anti-nesting devices, and copper wool inserted into rodent

passageways. Eliminate other pest avenues into buildings, such as tree limbs touching roofs. For even more suggestions on how to prevent pests in buildings, visit DPR's School IPM Website at <http://www.schoolipm.info> to view or download "Pest Prevention: Maintenance Practices and Facility Design."

**Physical or Mechanical Control:** After you've considered preventive strategies, other pest management practices are sticky traps, rat and mousetraps, and light traps. Traps may have food or chemical mating lures (pheromones) as an attractant.

**Chemical Control:** Finally, if non-chemical methods alone prove insufficient to solve the problem, then including an insecticide or rodenticide into your management program may be indicated. Some of the least-hazardous chemical controls include self-contained baits for ant control, boric acid dust blown into crevices to control cockroaches, and self-contained baits (rodenticides) for mice, and rats. In addition to reducing the exposure of humans and the environment to pesticides, these pesticides, used in the form of self-contained baits or traps, are exempt from the posting and notification requirements of the Healthy Schools Act.

### **Let the California Department of Pesticide Regulation Help You Put IPM to Work**

We recognize the efforts school districts are making to follow the requirements of the Healthy Schools Act. To make it easier for school districts, DPR offers a variety of resources and provides school districts assistance in developing their IPM programs.

The California School IPM Program, administered by DPR, introduced its Website at the end of 2001. Located at [www.schoolipm.info](http://www.schoolipm.info), it is a comprehensive resource for school employees, pest

control businesses, parents, and the public.

Features include sample documents, a summary of mandatory and voluntary components of the Healthy Schools Act, a health and environmental impacts section, a section on managing pests with links to fact sheets on specific pest species, links to the DPR pesticide databases, a frequently-asked-questions section, and references to legislative text applicable to IPM in schools.

Another valuable resource, also on the Web site, is DPR's 424-page California School IPM Model Program Guidebook. It serves as a how-to resource for school districts as they develop their pest management programs.

DPR has established a California School IPM list server to quickly send you useful information about school IPM. This information may include training sessions, meetings, workshops, conferences, new IPM resources, and news related to school IPM. To subscribe, go to [www.schoolipm.info](http://www.schoolipm.info) and click on "School IPM Electronic Notification List." Make sure you select the correct list – School Integrated Pest Management.

Every year, DPR conducts regional school IPM training workshops so that districts understand the principles of IPM and can train their staff. See the DPR School IPM Website for more information about upcoming training sessions in the Modesto, Sunnyvale, Ventura, and Visalia areas.

### **In Summary**

Prevention is the best approach for managing pests and includes strategies such as good sanitation and continuing maintenance. As shown by results from our recent survey of California school districts, many districts find their IPM programs either reduce or have no impact on long-term costs. Therefore, an IPM program can help schools

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# Carmen Dragon Elementary School

## ANTIOCH UNIFIED SCHOOL DISTRICT

*California's first Design/Build School under AB1402*



*By Robert J. Hartung,  
Project Director, Haskell-3D/I*

Construction of Carmen Dragon Elementary School, named after one of Antioch's favorite sons and Hollywood composer and conductor, is well underway. The project is a 750-student, single track, elementary school constructed for the Antioch Unified School District on approximately 10 acres of land in the Meadow Creek residential area of Antioch. Procurement began in March of 2002, the project was awarded in July of 2002, and plans were submitted for DSA approval in January of 2003. Site work began in May of 2003, and the project is scheduled for final completion in the summer of 2004. This is the first school to be designed and constructed under California's historic Design-Build legislation, AB 1402.

Design-build is a new concept for most California school districts and, as such, has presented new opportunities for those involved in this project. The District, architect, engineers, contractor, subcontractors, Project Inspector

and State and local agencies are experiencing first hand, the benefits of this unique way of doing business. Carmen Dragon Elementary School is the prototype and real-life working example of the advantages encountered when building a school using design-build rather than the traditional design-bid-build method. The lessons learned here will assist all California school districts, State agencies and others interested in design-build as an alternative method of project delivery.

Design-build is a new way of thinking about school construction where the architect and contractor are hired as a team at the beginning of a project. That team executes the project together...start to finish. The design-builder is responsible for all elements of the project and meeting the district's stated requirements by assuming the risk of design, cost and successful completion.

If one were to compare the Carmen Dragon Elementary School project to a football game the first half would have been played and the second half just now beginning. Below are the first half

statistics to illustrate how design-build has given this school project an early lead. Those familiar with design-bid-build may compare this data to a typical school project constructed under the more traditional method.

**Cost to District** – The District presented a required budget of \$12,700,000 in the RFP, including design and construction. This guaranteed contract amount was known before the design began and, because the design-builder is at risk, will not be exceeded.

**Enhancements** – During the design development phase, the design-build team worked together with the District and identified available savings to return to the project, adding more value in the form of additional programming or design features for the school.

**Change Orders** – Contrary to a typical design-bid-build project, there has been no increase in the contract cost. In a design-bid-build project, the district warrants to the contractor that the drawings are complete and free from errors. In a design-build project, the design-builder warrants to the district that it will produce documents that are complete and free from errors. Since the design-builder owns the risk, there are no change orders to the district for potential design errors or omissions.

**Schedule** – One of the advantages of design-build is the opportunity to accelerate the schedule. As Denise Wakefield, AUSD Director of Facilities and Operations said, "I was impressed with the ease of construction start up." The entire project, consisting of design development, construction documents, DSA/CDE/OPSC approvals, and construction, will be completed within 23 months. In order to accommodate the required schedule, plans were submitted to DSA in increments. The Oakland office of the DSA was very considerate of the request and the plans were approved within the scheduled time frame. The DSA was also very

## Carmen Dragon Elementary First Half Stats:

Final cost to District	Guaranteed before design started
Enhancements	Value added items as a result of cost savings
Change Orders	None (savings identified)
Schedule	On time
Coordination with State agencies	Good working relationships with CDE, DSA, OPSC and others
Team continuity	Same team, architect & contractor, on board from beginning
Relationship with District	Strong, positive
District administration	Easier, not at risk
QA/QC	Tighter design-build QA/QC in addition to Project Inspector

complimentary regarding the condition and completeness of the documents. That was an important factor in the on-time approval. Another important factor that eased construction start-up was that subcontractor bidding and site work began before Increment 2, plans and specifications for the buildings, were completely back-checked and stamped out of DSA.

### **Coordination with State Agencies**

Good working relationships with State agencies are critical to the success of any project. Carmen Dragon Elementary School is the trailblazer for all other design-build school projects to follow. The DSA, CDE and OPSC recognized this and worked with the design-build team to promptly address any idiosyncrasies that arose due to legislative or practical requirements of the design-build process. Ms. Wakefield was also very complimentary of the OPSC. She said the OPSC “understood what was needed to process this design-build project and worked collaboratively with the district to iron out any ambiguities.”

**Team Continuity** – The architect, LHA Architects, and contractor, Haskell-3D/I, have been on board, as a team, from the beginning. There is cohesive team continuity accomplished by key individuals from the design-builder, architect and district, providing personal involvement from beginning to end.


**Relationship w/District** – AUSD Superintendent of Schools, Dennis Goettsch, said, “For us, design-build is a lot easier. What I notice most of the time is the cooperation between the

builder and the architect. Design-build is a lot more about problem solving than problem identification and blaming.” Teamwork has been encouraged and promoted from the beginning. The district required approval of the plans by the Owner’s Representative at certain intervals during the design development process. The design-builder took this one step further to involve all district stakeholders (principals, technology, food service, maintenance, etc.) to help ensure a complete and thorough review as the plans were being developed. This early collaboration has led to a positive working environment and a strong, positive relationship.

**District Administration** – The District is managing the project with minimal effort because there is far less required oversight than with a traditional design-bid-build project. One person from the District staff attends a monthly project coordination meeting. The District has also employed an Owner’s Representative, Richard Hinman, AIA, to oversee the project. Mr. Hinman, who has been involved in the project since its inception, said, “The School Board has a comfort level with the team and the design-build process. They are not dealing with the typical change orders seen on most

projects. Everyone seems to be on the same page, wanting to do the same thing.”

**QA/QC** – The full-time Project Inspector (Inspector of Record) is hired by and reports to the District. In addition, the design-build team maintains consistently high quality work from the subcontractors because the design-builder is responsible for the total cost and final quality of the product. Therefore, there is an extra layer of quality control exercised at the Carmen Dragon Elementary School than one would normally find on a typical design-bid-build project.

At the halftime break we can consider the first half and what is needed for the second half to be successful. First of all, we continue with the same game plan. Second, we pay attention to quality control, schedule control and keeping the communication open and the relationships strong. Third, we prepare for commissioning this summer and students arriving in the fall. The entire design-build team, including the District, Owner’s Representative, Design-Builder, Architect of Record, Project Inspector and other subconsultants, subcontractors and suppliers are working together to ensure design-build is, and will continue, working well at Carmen Dragon Elementary School. 

### **The Carmen Dragon Elementary School Design-Build TEAM:**

Antioch Unified School District, Owner — contact Denise Wakefield  
Richard Hinman, AIA, Owner’s Representative  
Haskell-3D/I, a joint venture, Design-Builder – contact Robert J. Hartung  
LHA Architects, Architect of Record – contact Javan Nabili, AIA

# CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING

26<sup>th</sup> Annual Conference

February 28-March 3, 2005

Sacramento Convention Center/Hyatt Regency

## Workshop Proposal Form

(Please type or print)

### Workshop Title / Idea:

### Description:

300 characters  
maximum, including  
spaces and punctuation

### 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

**Submittal Deadline: Friday, May 28, 2004**

CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING  
26<sup>th</sup> Annual Conference  
February 28-March 3, 2005  
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

**Moderator Information:**

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.**

Moderator Name \_\_\_\_\_  
District/County Office/Company \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_  
E-mail \_\_\_\_\_

**Roundtable 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 \_\_\_\_\_  
E-mail \_\_\_\_\_

**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  
**Submittal Deadline: Friday, May 28, 2004**

# *Dolores Huerta Elementary School*

## *Stockton Unified School District*

During the 1999/2000 school year, Stockton Unified School District experienced an enormous enrollment surge in a region that lacked sufficient elementary school space at that time. Students were temporarily housed at five different elementary schools within the same southern geographical area of the city, all of which were already overcrowded. After assessment of the available land in the general Stockton area, the District decided to annex 4.39 acres of unused land at one of their High Schools, Edison High School. With the children still in dispersed locations, the District needed to find a solution to design and construct a new elementary school to be opened by Fall 2001, to be able to provide these children with a suitable educational environment. The District recognized that they would also have to “front” the costs of possibly the whole project, given the knowledge that Proposition 1A funds were rapidly diminishing.

The District analyzed various scenarios including: 1) an entire modular campus with companies whom held “piggyback” contracts; 2) re-use of plans; and 3) traditional stick-built

**School: Dolores Huerta Elementary School**

**School District: Stockton USD**

**Architect: Bunton Clifford Associates**

**Contractor: Meehleis Modular Buildings/Diede Construction (off site)**

construction. The key was to build a 450-student capacity elementary school within nine months on a very tight budget. The chosen solution was to utilize a “piggyback” contract that was created in Gustine Unified School District for their new elementary school. This “piggyback” contract had two unique components:

1. It utilized a design around pre-fabricated component construction, saving money. This construction method utilizes the modular construction manufacturing techniques while modifying the design of the typical “box” appearance to produce a design that is of the same quality and expression as traditional stick-built construction. Each panel is pre-fabricated in the plant and then transported to the site. This particular contract allowed for some modifications thereby allowing the exterior design and expression to be unique to this new campus.

2. With buildings that were already DSA approved, it allowed the District to move forward quickly, saving time. DSA only needed to review the site and the architectural elements that changed from the Gustine Elementary School. In addition, since this was a “piggyback” contract, the buildings did not need to go out to bid. These two elements saved the District precious time.

In January 2001, BCA and Meehleis Modular Buildings were hired by the District and immediately began modifying the architectural elements to fit into the context of the surrounding community. The site of the new Dolores Huerta Elementary School is located at the corner of French Camp Road and Lincoln Street and consists of five buildings. The site presented many complicated issues due to its size, location at two major surface streets and the fact that it is the buffer between the industrial and housing section of the





Pamela Johnson is vice-chair of C.A.S.H. and in that capacity chairs the Annual Conference Planning Committee. She has been a C.A.S.H. Board member since 1994, contributing as a member of the Editorial and Membership Committees, chairing strands of the Annual

## Pamela Johnson


Conference, serving as co-chair of the Maintenance Network and as a member of the State Allocation Board's Implementation Committee.

When Pamela first joined the C.A.S.H. Board, she worked in the Business Advisory Services Division of the Los Angeles County Office of Education, bringing a county office perspective as well as sharing the interests of the 81 diverse K-12 districts in Los Angeles County.

For the last four years, Pamela has served as Assistant Superintendent, Facilities & Operations, for the Montebello Unified School District (MUSD). MUSD is the third largest school district in Los Angeles County, serving 36,000 K-12 students and

34,000 adult education students. In this role Pamela is responsible for Facilities Development, Maintenance and Operations, Transportation and School Police.


Pamela earned a Bachelor of Science Degree and a Master of Public Administration Degree from California State University, Long Beach.

She lives with her husband, Edward Zemla, three dogs and two cats in a 100-year-old house in Whittier (which has its own modernization challenges). Her daughter, Jessica, a 2003 graduate of UCLA, teaches music at a middle school in the Los Angeles Unified School District. This personal connection to the classroom daily enforces for her why C.A.S.H. tirelessly advocates for adequate school facilities. 

city. The architectural style was designed to be a transitional element from these two sections, with 4:12 pitched metal roofs, concrete slab on grade construction, and lap siding and cement plaster wall finish.


The site parking was designed to accommodate the staff and parents/visitors in a designated area and to separate the campus from the two surface streets. There is a drop-off area within the site and a bus drop-off area along French Camp Road. The placement of the buildings on the site lent itself to a more secure campus where the buildings naturally form an enclosure. There is a perimeter fence for security reasons as well as security lights within the campus. The site has two play structure locations and a sunken amphitheater that all serve as outdoor places of activities. Aside from the amphitheater there is also a quadrangle that serves as an outdoor eating and break area. Building "A" houses the multipurpose facility with a full cooking kitchen and a staff lounge wherein

staff can relax and regroup their thoughts. Building "B" consists of the administration offices, library and a computer lab accommodating twenty-one students. Buildings "C", "D" and "E" collectively include two kindergarten classrooms and seventeen general classrooms.

The newly built Dolores Huerta Elementary School exemplifies the creative solutions developed by a team (District, Contractor, Architect) that was faced with difficulties, safety, location, schedule and cost issues. The solution of utilizing the pre-fabricated component method of construction allowed the school to be designed and occupied within nine months, while still meeting the tight budget. 

### ***Making the Grade in School Pest Management - Putting IPM to Work***

*Continued from page 5*

prevent and manage pests in a cost-effective manner that poses the least risks to students, school staff, and the environment. 

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*Madeline Brattesani, Ph.D., and Nita Davidson, Ph.D., are environmental research scientists with Cal /EPA's Department of Pesticide Regulation. Dennis Tootelian, Ph.D., is a professor in the College of Business Administration at California State University, Sacramento.*

# C.A.S.H. MONTHLY MEETING MINUTES

March 24, 2004

C.A.S.H. Chair Eric J. Hall called the meeting to order at 11:05 a.m. New members and guests were welcomed and introduced.

Eric thanked the membership for their contributions to the bond campaign. Eric also thanked Dave Doomey, Constantine Baranoff and Terry Bradley for their work as co-chairs of the Issues Committee, Kathleen Moore for her work to craft the bonds during her term as chair, C.A.S.H. staff for their hard work and Jay Ziegler from the campaign firm.

### LEGISLATIVE REPORT - Tom Duffy

Tom discussed the top five legislative priorities for C.A.S.H.

Assembly Member Lloyd Levine spoke to the attendees regarding the legislation that he is carrying for C.A.S.H. The legislation would help to streamline the school construction process. He also plans to introduce another bill next year that will go beyond the current legislation.

### State Agency Updates

#### OFFICE OF PUBLIC SCHOOL CONSTRUCTION/STATE ALLOCATION BOARD - Lori Morgan

Lori discussed the current SAB agenda. Lori also reviewed the current status of funds.

There is a new eligibility form available online on the OPSC website that will automatically download information to the OPSC database. The form will also need to be printed and mailed in as a backup. OPSC Director Luisa Park, will bring before the SAB recommended timelines for the release of funds from Proposition 55.

Assembly Member Lynn Daucher will join the State Allocation Board today and will be replacing Assembly Member Tony Strickland

#### CALIFORNIA DEPARTMENT OF EDUCATION - Fred Yeager

CDE is sending out letters regarding approvable sites to districts in the COS program. Tony Hesch will be retiring from CDE next week.

#### DIVISION OF THE STATE ARCHITECT UPDATE - Dennis Bellet

DSA will be surveying districts to see when they will be getting projects in. The survey will help determine workload and staffing issues. DSA is also hiring for several staff positions. Dennis briefly discussed the current workload. DSA is working on making the closing process more streamlined districts.

#### DEPARTMENT OF TOXIC SUBSTANCES CONTROL - Hamid Saebfar

Hamid reported that DTSC is working with several districts that are having issues with existing school sites.

### C.A.S.H./Other Updates

#### ANNUAL CONFERENCE PLANNING COMMITTEE - Pamela Johnson

Pamela reported that the conference was a success. Pamela thanked the planning committee, staff and others involved in the conference. The planning committee will begin work immediately on next year's conference.

#### ARCHITECTS COMMITTEE - Dennis Dunston

Dennis noted that letters had gone out to the SAB members regarding the cost index offering the committees assistance on developing the process. The committee is working on the energy assistance funding program through OPSC.

#### IMPLEMENTATION COMMITTEE - Tom Duffy

Tom briefly reviewed the issues that had been discussed at the last Implementation Committee meeting. The Committee has been working on developing a process for responding to complaints that arise due to the current legislation regarding clean restrooms. The Implementation Committee will next meet on Thursday, April 1.

#### LCP ISSUES - Bill Savidge

The largest issue facing districts is not getting reimbursed for the labor compliance program. The committee continues to meet on this issue.

#### STORMWATER MANAGEMENT - Nina Young

The committee recently met and discussed issues proposed by the State Water Resources Board. The next meeting will be Tuesday, May 25.

#### CALIFORNIANS FOR SCHOOL FACILITIES - Emily Stone

The QZAB reauthorization is still pending. The authorization will be retroactive to January 1 no matter when it is passed. The next trip to Washington DC is scheduled for early May. The next general membership meeting will be in May during the C.A.S.H. Spring Conference in San Diego.

#### JOB EXCHANGE/PEOPLES CHOICE - Eric J. Hall

Jeff Baratta noted that Mitch Templeton has joined Stone & Youngberg. Jim Kisel welcomed Steve Newsom, formerly with CDE, to the LPA staff. Jon Baker noted that NTD has changed their name to NTD Stichter.

The meeting was adjourned at 12:10 p.m.

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

<b>April 27, 2004</b> Tuesday	<b>SB 352 – School Siting/Air Quality (a.m.) and Access Compliance (p.m.) Workshops</b> Doubletree Hotel, 2001 Point West Way, Sacramento, CA
<b>April 28, 2004</b> Wednesday 11:00 a.m. - Noon	<b>General Membership Meeting</b> California Chamber of Commerce 1215 K Street 14 <sup>th</sup> Floor, Sacramento, CA 95814
<b>April 30, 2004</b> Friday	<b>SB 352 – School Siting/Air Quality (a.m.) and Access Compliance (p.m.) Workshops</b> Ontario Airport Marriott, 2200 E. Holt Blvd., Ontario, CA
<b>May 11, 2004</b> Tuesday 12:00 – 4:00 p.m.	<b>Alternative Project Delivery Methods Workshop</b> Westin Horton Plaza 910 Broadway Circle, San Diego, CA
<b>May 12-13, 2004</b> Wed.- Thur.	<b>C.A.S.H. Spring Conference</b> Westin Horton Plaza, 910 Broadway Circle, San Diego, CA
<b>October 12, 2004</b> Tuesday	<b>Workshop TBD</b> Hilton Costa Mesa Hotel, 3050 Bristol Ave., Costa Mesa, CA
<b>October 13-14, 2004</b> Wednesday-Thursday	<b>C.A.S.H. Fall Conference</b> Hilton Costa Mesa Hotel, 3050 Bristol Ave., Costa Mesa, CA
<b>February 28, 2005</b> Monday	<b>C.A.S.H. Annual Conference Golf Tournament</b> Woodcreek Golf Course
<b>March 1-3, 2005</b> Tues.-Thurs.	<b>C.A.S.H. 26<sup>th</sup> Annual Conference</b> Sacramento Convention Center 1301 L Street at 14 <sup>th</sup> Street, Sacramento, 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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