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THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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The New Lovonya de Jean Middle School at the Harry Ells Campus

See page 13 for details

Message From The Chair



Pamela T. Johnson, C.A.S.H. Chair


SB 1035 (Hollingsworth): C.A.S.H. Committed to Adequate Maintenance Funds

As many of you will recall, a year ago C.A.S.H. opposed SB 409 (Hollingsworth), a bill that proposed to dilute the 3% Routine Restricted Maintenance (RRM) requirement for school districts participating in the School Facilities Program (SFP). At that time, the majority of the education community supported the bill, and called into question C.A.S.H.'s opposition in the face of difficult economic times.

Fast forward to the present, and we have déjà vu concerning C.A.S.H.'s opposition to SB 1035 (Hollingsworth), a bill which again proposes to dilute the 3% RRM requirement by supplanting current funding for custodial activities up to 1% with limited maintenance funds.

As our facilities continue to age, we all know that it takes more money to maintain them – not less. Reducing funds for maintenance in the short-term not only merely delays the inevitable investment, but also increases the future investment necessary to bring the facilities back into good repair.

C.A.S.H.'s position on this issue has been discussed and reviewed by the C.A.S.H. Board on several occasions. After spirited discussion, we have reaffirmed our position that adequate funding to maintain our school facilities is a cornerstone for this organization. To keep the public trust in investing in building and modernizing school facilities, we must maintain that investment. Why should the voters continue to support bond measures to build and modernize schools if districts continually seek to reduce their investment in maintaining those facilities?

The *Williams* settlement has highlighted the challenges of maintaining schools and has underscored what happens when schools are not well maintained. C.A.S.H. opposes SB 1035 because now is a time to at least sustain – not reduce – our commitment to the learning environment for California's children. 



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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.

Budget Update

The Assembly Budget Subcommittee met on April 12 regarding contributions to the State Teacher's Retirement System and various issues under the Department of Education.

Issues addressed under the Department of Education included categorical reform, school district's financial condition, declining enrollment, two charter school issues: new block grant funding formula and whether to fund the Charter School Facility Grant Program; the Subcommittee held over a former Mega-item including Home-to-School Transportation, Economic Impact Aid, and Year-Round Grant Programs, for discussion at the next hearing.

STRS CONTRIBUTION SHIFT

The Subcommittee voted 4-0 to reject the Governor's proposal to shift a part of the state's current contributions to the Teacher's Retirement System to school districts and community college districts. The Administration proposed that districts and county offices of education increase their contributions to STRS by 2 percentage points. This would have resulted in \$500 million in new unfunded school costs.

CATEGORICAL REFORM

The Governor proposes trailer bill language to add three professional development programs to a new professional development block grant including Peer Assistance and Review (\$27.3 million), Bilingual Teacher Training (\$1.9 million), and Teacher Dismissal Apportionments (\$43,000). The Legislative Analyst's Office (LAO) recommends a partial adoption of the Administration's proposal to include Peer Assistance and Review and Bilingual Teacher Training, but disagrees with including Teacher Dismissal Apportionments. The LAO recommends adding a Math and Reading

Professional Development Program, which was not part of the Administration's proposal. The Administration further recommends that the all professional development opportunities be aligned to state academic content standards and curriculum.

Technical issues have occurred since the passage of AB 825 (Firebaugh), which consolidated 26 different programs into 6 different block grants. These technical problems include the repeal of the school safety block grant for grades 8-12. The LAO suggests SB 682 (Karnette) as the vehicle for the technical clean-up as it already contains language addressing last year's AB 825.

CHARTER SCHOOLS: FUNDING FORMULA AND FACILITY GRANT PROGRAM

The Governor had two proposals for charter schools. The first is a new method for calculating the charter school block grant created to provide comparable funding to non-charters. The proposal would take last year's block grant funding and adjust for growth and COLA, adding about \$2.9 million to the total. Using this figure in future years, they would calculate a block grant using the established per-pupil funding level, adjusted for inflation, and multiplied by each charter's ADA. Ernie Silva testified agreeing that a new funding formula was needed, but that the complex funding categories and their configuration under the block grant required a closer look so that ultimately a more appropriate and adequate formula could be developed. Silva stated that CCSA would be happy to work with the subcommittee to develop this.

The Charter School Facilities Grant program reimburses selected charter schools for the costs of renting and leasing classroom facilities. There is no money provided for this item in the

2005-2006 budget. Assembly Member Goldberg asked whether the committee or advocates had heard of instances where charters had been offered district facility space in declining enrollment districts, and had been subsequently refused by the charters. She wanted more information on this issue.

SCHOOL DISTRICTS: FINANCIAL CONDITION

The Fiscal Crisis Management and Assistance Team (FCMAT) reported that for the 2004-2005 fiscal year: 42 school districts were projected to receive qualified certifications; and 14 school districts were projected to receive negative certifications. FCMAT identified a disturbing trend of increasing districts with negative certification.

The LAO analysis identified four types of financial pressures currently faced by school districts:

- Lower revenues in the near- and long-term due to declining enrollment
- Relief from reserve requirements for economic uncertainties and building maintenance reserves is about to expire.
- Aligning revenues with expenditures after one-time actions districts have taken in the past two years.
- Increasing costs, including wage increases, increasing health care costs, and liability for retiree health benefits.

The LAO analysis reported that a number of school districts have large liabilities related to health benefits for future retirees and about 70% of districts in California offer lifetime health benefits.

Approximately 80 districts provide lifetime retiree health benefits and an additional 70 provide benefits past the age of 65, but not lifetime. Finally, many school districts provide retiree health care benefits for individuals between the ages of 55 and 65. The discussion on this topic revolved around

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Senate Democrats' Education Package Sets Equation for Success

SACRAMENTO – Senate Democrats today advanced their package of bills designed to move education in California toward more local control and full funding.


“Right now too much energy on education is wasted on blame – blaming teachers, or formulas or the stock market,” said Senate President pro Tem Don Perata. “It’s time for the conversation to focus on what really matters: achieving adequacy, which we define as high standards, plus tools to achieve them, plus full funding to provide those tools, minus interference and bureaucracy from Sacramento.”

“In town hall meetings across the state, time after time we heard that schools need greater flexibility in how they spend their funds and more authority at the school site level,” said Senate Education Committee Chair Jack Scott (D-Pasadena). “My bills provide more flexibility for school districts in spending categorical funds and create a pilot project to provide increased decision-making and responsibility for local school sites.”

“California should be about setting high standards and providing the tools that students must have in order to meet those high standards, said Senate Majority Leader Gloria Romero (D-Los Angeles). “All of California’s kids should graduate from high school with the skills and knowledge they need for a successful future.”

“The current system fails to provide districts with the statutorily-required 5 instructional material choices per subject; fails to keep textbook prices low; fails to provide English Language Development materials; fails to allow districts to purchase high quality materials from small, niche publishers; AND fails to provide waivers in even the most compelling cases. I think it’s time for districts to have another

choice,” said Senator Martha Escutia (D-Norwalk).

“There isn’t a state or a nation in the world that has grown its economy by disinvesting in public education,” said Senator Joe Simitian (D-Palo Alto). “To maximize that investment I want to let local people make local choices about local needs. While we’re looking at ways to provide adequate funding, giving local communities that tool is the least we can do.” 

Budget Update

Continued from page 3

the difficulties of changing retiree benefits because they are vested.

Committee members discussed at length the issues surrounding health benefits and whether or not districts should be looking at how they provide these benefits in the future – and whether there should be some kind of funding source to assist districts.

For example, Fresno Unified School District has a \$1.2 billion unfunded obligation for health benefits, while the Los Angeles Unified School District has at least a \$5 billion unfunded obligation for these benefits.

During the discussion, the question was asked whether the proposed budget year funding would be sufficient to allow school districts to return to their full level of AB 1200 reserves. Assembly Member Daucher indicated that it was her belief that the funding level is not sufficient. The committee asked the LAO for additional information in this area as well, but took no action on any of the issues presented regarding fiscal crisis in school districts.

Dave Walrath testified that if the STRS shift does not occur, then school districts would be barely able to restore reserves provided they were not in declining enrollment. Declining


enrollment districts would still be challenged to restore reserves if they had reduced their reserves during the past two years.

DECLINING ENROLLMENT

The LAO provided an analysis of declining enrollment in school districts throughout the state and reported that approximately 42% of districts experienced declining enrollment in the state. The LAO recommended a revenue limit adjustment that attempts to equalize funding under declining enrollment shortfalls. The LAO stated that there would be no additional cost this year as current law allows districts to use prior year’s level of funding in a declining enrollment year. Future costs are between \$25-60 million in 2006-07 and between \$50-100 million per year in the out-years.

Assembly Member Goldberg asked for more birthrate information from districts throughout the state and encouraged more review of the unification of school districts to protect districts that are dealing with declining enrollment. Dave Walrath testified in opposition to the Legislative Analyst’s Office (LAO) declining enrollment proposal which would provide assistance only to those districts that are low wealth districts.

The Department of Finance (DOF) demographic analysis indicates that, for many districts, declining enrollment will be a short-term phenomenon, while the current lower enrollment age groups are moving through the system, but that the birthrate is increasing. In 5 to 6 years, the kindergarten classes will be larger than the kindergarten classes of today, once again, starting significant growth in California school enrollments.

The Subcommittee asked to what extent school districts suffered declining enrollment because of movement of students to charter schools within the district. The Subcommittee asked the LAO for additional information and took no action on the issue. 

Legislative Bill Summaries

SB 1X (Perata) – Average Daily Attendance

- As part of removing red tape and allowing districts to focus more resources on instruction, SB 1X will be amended to begin collecting data to replace Average Daily Attendance (ADA) with Average Monthly Enrollment as the primary driver of revenue limit funding.
- As part of the effort to guarantee that children who need more education funding get that funding, SB 1X will be amended to find ways to weight the ADA funding formula to reflect district's pupil percentages of limited English speakers, pupil transience and poverty.
- As part of the effort to close the achievement gap and ensure our best educators are working where they are needed most, SB1X will be amended to identify ways to increase allocations for schools in greatest need.

SB 428 (Scott) – Block Grants For Categorical Flexibility

SB 428 builds on the work of Senator Alpert and Assemblyman Firebaugh last year which consolidated 22 K-12 categorical funding programs into 6 block grants (starting July 1, 2005).

SB 428 continues this process of consolidating and simplifying school funding by adding 3 more programs into the block grants and streamlining the administrative process.

Specifically, SB 428:

- Adds supplemental instruction programs (summer & weekend school) to the Pupil Retention Block Grant.

- Repeals the law that requires withholding block grant funding from districts and speeds up the flow of funding for supplemental instruction program costs.
- Repeals old and burdensome provisions that specify process and membership for school site councils and replaces them with streamlined provisions to assure that every school site will have a school site council.
- Replaces detailed requirements on districts that receive Professional Development Block Grant with a new requirement to provide information on teacher development needs and program effectiveness.

- Adds the Mathematics and Reading Professional Development Program to the Professional Development Block Grant as of 2006-07.

SB 1053 (Scott) – School Site Funding Local Improvement Pilot

- The purpose of this measure is to pilot test proposals to put greater budget discretion in the hand of local school communities represented by school site councils and led by school principals.

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Governor Schwarzenegger Appoints David Thorman as New State Architect

David Thorman, AIA, of Gold River has been appointed state architect. He most recently served as a project executive for the Hallmark Group, Inc. Previously, he was a senior vice president and group leader responsible for northwest operations for 3D/International, Inc. and, prior to his work at 3D/International, he was a regional vice president for Kitchell CEM, Inc. His career began at CRSS, a nationally recognized architectural, engineering and construction management company based in Houston. David is a registered architect in California and a member of the American Institute of Architects. He is also a retired United States Navy Reserve



Lieutenant Commander. This position requires Senate confirmation. 

Bill Summaries

Continued from page 5

- The Local Improvement Program would allow up to 10 school districts to participate in the pilot project to allocate instructional program funding to participating schools with maximum flexibility in the development and implementation of instructional programs.
- School districts like San Francisco Unified have recently restructured their budgeting to give greater authority to school site communities over decisions.
 - The principal would typically gain more control over budgeting and personnel decisions.
 - Parents, teachers, and other staff become more involved in how resources are allocated and the revitalization of the school.

This bill would also authorize the school districts – on behalf of the schools – to seek a waiver of any provision of the Education Code or regulations.

Senate Constitutional Amendment 8 (Semitian) – School District Parcel Taxes

Summary:

SCA 8 allows local school districts to approve a local parcel tax with a 55 percent majority rather than the two-thirds majority currently required. By lowering the threshold, more school districts will be able to successfully pass a local parcel tax, which will help them raise the money they need to maintain a quality education. SCA 8 still requires a supermajority in passing a tax.

What the bill does:

The California Constitution currently requires a two-thirds majority of

a school district's voters to approve a local parcel tax (a flat tax usually assessed per lot of land, regardless of market value). SCA 8 lowers that requirement to 55 percent.

Given the State's on-going financial crisis, school districts are now facing severe cutbacks in funding. Worse still, it is unlikely that the State will be able to provide adequate funds in the foreseeable future. Now, more than ever, school districts need to find ways to help them maintain a consistent quality of education. SCA 8 gives school districts much-needed flexibility in raising local educational funds.

In addition to helping school districts raise revenues, SCA 8 will also give them more power to fund programs that are important to them. Most state funding is earmarked for particular programs. When it comes to raising money that school districts can control, there's not much choice. A parcel tax is the *only* way local school districts can raise discretionary revenue. SCA 8 will increase local choice for local education needs, while ensuring that every dollar generated goes to the school district for locally identified purposes. In the past, school districts have used parcel tax money to enhance instructional programs, hire additional teachers, and support libraries, music, and arts programs – all reflecting priorities in their districts.

California still lags behind most states in per pupil spending. Though the current financial crisis will lead to reduced state spending on education, schools do not have to languish as a result. Voters can take local action to keep education strong, as they did when they recently passed a similar proposition on local school construction bonds, lowering the approval threshold from two-thirds to 55 percent. SCA 8 conforms the threshold required for parcel taxes with the voter-approved threshold for school bonds.

Senate Bill 687 (Semitian) – School Accountability Report Cards

Summary:

Under existing law, California public schools provide information about themselves, allowing the public to evaluate and compare schools for student achievement, resources and demographics in the form of an annual School Accountability Report Card (SARC). The SARC details school districts' beginning, mid-range and highest teacher salaries; the school-site principals' and district superintendents' salaries; and the percent spent on administrative and teachers' salaries with comparisons to statewide averages.

SB 687 amends the template for the SARC to provide information about expenditures per school site, including average teacher salaries.

Need for the bill:

By examining estimated expenditures per pupil, taking into consideration salaries of personnel assigned to an individual school, SB 687 will help ensure that school officials, parents, and local communities have sufficient information about education resource allocation. Transparency as to the use of billions of dollars in public education funds promotes good government and encourages educational opportunities for California students.

A recent report released by the Education Trust-West found that money spent on teacher salaries in California varies from school to school within districts. It is important to make information available so as to guarantee equity and equality in per pupil spending.

Senate Bill 958 (Semitian) – Declining Enrollment

Summary:

Under existing law, school districts experiencing a decline in enrollment are only provided one year of protection by allowing those districts to select the greater of current or prior year ADA. After this initial period districts would be forced to quickly adjust to the decline each subsequent year. SB 958 would provide a “softer landing” by extending the current one-year protection by an additional two years, allowing districts to receive revenue limit funding by averaging up to three prior years of declining enrollment to make necessary financial adjustments to counter the decline. SB 958 would also provide districts with “turn around” protections by allowing districts to utilize the greater of current or prior year ADA; this provision serves as a mechanism to protect districts’ funding in its first year of enrollment growth.

SB 958 would also extend declining enrollment protection for county offices of education for appropriate programs. The bill will provide the same protection to multi-district SELPAs, as well as address a technical inequity currently faced by multi-district SELPAs by funding a SELPA at the aggregate of its individual districts’ funded ADA as opposed to total ADA.

Need for the bill:

Over 40% of school districts in California with well over half of the students are experiencing declining enrollment. These districts face unique challenges of trying to operate and serve students while actively losing funding. Some fixed costs remain the same for districts regardless of how many students leave, often resulting in program cuts and scaling back services such as counseling, maintenance, and classroom support in order to adjust to the lack of monies.

Easing the transition period gives districts more time to make adjustments in a way that does not unnecessarily compromise services to students and allows for a more thoughtful and rational adjustment to declining enrollment.

Senate Bill 657 (Escutia) – Instructional Materials Adoption

Background

- The State Board of Education (SBE) has the sole authority to adopt instructional materials for use in K-8 schools.
- While districts can seek a waiver to use locally-selected instructional materials, the waiver process has been inconsistent and arbitrary, changing six times since 2001. Waiver requests are routinely rejected with little or no discussion by the SBE.

Problem

The current process of instructional materials adoption has resulted in:

- **Choice limitations.** Although state law requires the SBE to adopt *at least* five materials for every primary subject, in reality far fewer instructional materials are being adopted.
- **Higher Costs.** Cost is not a consideration in the adoption process and when there is limited choice, prices rise.
- **Inconsistency.** The waiver process is inconsistent because objective criteria are not used to evaluate instructional materials.

SB 657: Flexibility that Upholds State Standards

SB 657 leaves the current state adoption process in place, but would also create an additional mechanism by which local educational agencies (LEAs) including charter schools, school


districts and county offices of education, would have the option of submitting a resolution to the State Board of Education (SBE) recommending specific instructional materials be adopted. The recommended materials would have to meet *all* specified criteria, including:

- A standards map
- The basis of scientific evidence supporting the content and approach of the recommended materials
- A narrative of the evaluation or piloting process used by the LEA
- Documentation from the publisher of the material that it has met legal and social compliance requirements from the state

The SBE must adopt the instructional material recommended by LEA resolution, unless it makes findings that the materials do not meet one or more of the required criteria. Once the material has been adopted by the SBE, *all* LEAs may use the instructional material.

SB 657 would provide significant new flexibility to LEAs in choosing instructional materials that best meet the needs of their students, while ensuring that the materials meet *all* social and academic content standards as defined by state and federal law. This bill provides a balance between local control and upholding California’s academic content standards.

Senate Bill 517 (Romero) – High School Exit Exam

SB 517 would prohibit the diploma penalty of the California High School Exit Examination (CAHSEE) from taking effect in a school district until the high schools within the district offer access for students to the minimum conditions necessary for successfully passing the CAHSEE. 

Planning 101

Following is part 1 of a 2 part series of articles from C.A.S.H. Board Member Lettie Boggs of Colbi Technologies, Inc. This series is her presentation during the C.A.S.H. 26th Annual Conference in March 2005.

Parts 2 will appear in the May issue.

GATHER THE INFORMATION

The first step to forming a plan that works is to have the information you need to construct a great plan. For a facilities plan there are two main categories of information: the students and the facilities.

STUDENT DEMOGRAPHIC INFORMATION

The planner needs to know how many students the district has today and how many to anticipate in the future. Where do they live now and which areas will grow or decline?

Demographic studies can range from overall district numbers and trends to very specific data based on study areas of the district. The right level of study for your district will depend on the type and pace of growth or decline in your district.

In a district that is growing from new development, it is critical to be aware of development trends. A change in the pace of new home sales or the size of phases for developers can affect the pace at which you can anticipate seeing students in the district. Different target markets for the homes will often yield different numbers of students. For instance, high end homes may tend to yield more older students, while first time buyer homes impact the elementary grades more.

The type of housing that is being constructed will have an effect on the

grade level and number of students that can be anticipated from each home or the student yield. The student yield factor is calculated by dividing the number of students in an area by the number of dwelling units. The result is a factor indicating how many students can be anticipated from each dwelling unit.

In a district where the neighborhoods are already established, the demographic challenge is different. As neighborhoods age, the student yield of the area will change. An area that was built for young families may continuously

turn over with young families, or it may age with a population bubble that moves through the school grades so that twenty years after needing a neighborhood school, the area is mostly populated by empty nesters and

the elementary school is under-populated. But then, in about five years, the houses resell and a new population boom begins. Just after you have downsized the school – you need it again.

Some areas experience very unusual growth patterns. For instance, due to housing shortages and low dollar employment opportunities, some areas in Orange County experienced extreme levels of growth with no new housing development as areas of the community became low income rentals typically housing a family per bedroom.

Declines can also be difficult to predict and a challenge to manage in the facility plan. A district can remove

all the relocatable classrooms and downsize a campus, but then may not be able to afford to continue to bear the administrative cost of maintaining a small campus. As popular as small campuses are with parents and politicians, they are very difficult to make a reality under the current funding process.

Of course, it is easy to talk about these possibilities in the abstract, but it is an entirely different matter to stand in front of your community and defend the predictions that will make significant changes for their schools. The ideal is to anticipate the trends as soon as possible so that you can work toward solutions with multi-year plans.

To anticipate requires that the planners of the district are in touch with the housing trends, the real estate market, occupancy rates, birth rates, and changes in the student yield factors. Staying in touch with the City/County planners for the area can also help. The utility providers in an area have the best handle on occupancy rates and they can be very helpful in determining trends; but you may need to keep the information confidential and unofficial.

The demographic information will help you determine how many students are coming in the next few years, but be aware that this type of information is not of much benefit beyond five years, unless the district is incredibly stable. If the district is experiencing high growth or decline, predicting beyond two years is difficult.

Once the demographic information is available, it is very important to understand that the worst case for budget is very different than the worst case for facilities. In facilities the plan needs to assume that everyone will show up. You don't want to have lots of students with no place to sit when school starts. The worst case for the fiscal budget is if the students that were anticipated don't show up. There is no faster road to financial difficulties than

► Demographics

- Students
- Status of Facilities

► Analyze the need

- Existing/new/expansion
- Political objectives
- Community realities

hiring more permanent teachers than are needed.

To plan conservatively, the facilities department and the fiscal department need to look at the demographics differently. For this reason some planners issue a projection range: for instance, a particular school will increase from 45-60 students. The fiscal folks can use the smaller number and the facilities folks plan for the higher.

STATUS OF FACILITIES

When constructing a plan, it is important to know what facilities are available in the district. The number of students and even the grade level configuration at a particular school site may change over time. The planner needs to be able to know how many students the school can accommodate in its current configuration and what the options are for other configurations. Could relocatable classrooms be added? If there is land, are there sufficient electrical and other systems that the facilities might need? These questions and many more affect the potential number of students that could be accommodated.

Most planners keep a record for each site, including

- 1A drawings of each building
- DSA numbers for each construction project
- the year each building was built or remodeled
- OLA/OPSC numbers that apply to any project
- the changing uses of each building as the years go by
- any relocatable buildings and the same type of info for them: including where they came from if they aren't new, and where they go when they are moved out
- serial numbers for each relocatable building section and any related financing information
- an aerial photo for each year

- the map from Back to School Night (typically the most reliable source for what grade level is using each room)

From this information the baseline capacity for each school is calculated, providing they are accommodating the ideal breakdown by grade level for the student population. The district's real loading standards should be used. That baseline is then modified based on actual current usage. Another calculation should be done using the OPSC loading standards and kept for reference.

The schedule for Special Education classes affects the capacity of the school because a classroom may have been built as a regular education room for 25 pupils, but as a special education classroom it may have a significantly reduced class load. Most planners remove the special education classes and students from the capacities and the projections, do the regular education plan, and then add the special education numbers back in.

The facility information and the student projections are used annually to plan for the immediate next year, but they are also the basis of the longer range plan.

ANALYZE THE NEED

EXISTING, NEW, AND EXPANSION PLANNING

When you begin to look at the capacity and the demand for capacity at each site, a pattern will develop revealing which areas of the district will have too much space and which will be short. Planning then begins to identify potential solutions. Boundary changes and scheduling, such as multi-track year round, can accommodate some flux in enrollment. But if the numbers are significant enough, then an addition to an existing school or a new school is planned.

As the plan begins to form, a tentative budget will need to be established for each project. An assessment should

be made as to any funding source that could contribute to the project. The amount of the shortfall and or required match to obtain state or federal funds will give an indication of how much must come from local sources.


POLITICAL OBJECTIVES

The local funds are most typically contributed from Developer Fees (which developers call School Fees) or from local general obligation bond funds – and that means that you need to have an election.

Every school district is always in a public relations campaign. We deal with people's children and their tax dollars and those are two things they care about – often vocally. Districts are watched by the public and the media, and a bond campaign will be one of the biggest items of interest to come along in years.

A school bond election is often a vote of confidence/no confidence in the board and administration of a school district. So the political realities of whether the school district works with the city and county government, whether the headlines have all been negative, or whether the school board has been stable are things that need to be understood as public relations issues. At least two years before a bond campaign goes public, the behind the scenes work of lining up the political backing can begin.

COMMUNITY REALITIES

Some communities are very supportive of school bonds, many are not. It is imperative that you understand the community when crafting a school bond campaign or managing a boundary change. It is helpful to be connected to the community, to know what the conversation is in the soccer bleachers or among the band boosters. If you don't live in the community, make a practice of listening to those who do. 

O'Connell Announces 2005 Distinguished Schools as the California School Recognition Program Celebrates 20 Years

As a Supporter of the 2005 California's Distinguished Schools Program, we share the following article.

SACRAMENTO – State Superintendent of Public Instruction Jack O'Connell today announced that 192 California public middle schools and high schools have been selected as 2005 California Distinguished Schools. Twelve high schools will also receive a special award for their exemplary career technical education programs.

Initiated in 1985, the California Distinguished Schools Program is celebrating its 20th anniversary. This year also marks the largest number of high school awardees in the long history of the California School Recognition Program, selected from the largest number of eligible high schools to date.

"At a time when we are challenging our middle and high schools to become more rigorous and more relevant to the lives and futures of students, I'm proud of these Distinguished Schools for setting examples of excellence," O'Connell said. "I am encouraged that more and more high schools are taking up this challenge to reach new academic heights so they are able to experience this significant honor."

O'Connell also applauded California's 35 nominees for the 2004-05 national No Child Left Behind – Blue Ribbon Schools Program along with the 33 award winners of the 2003-04 national Blue Ribbon Schools Program. These schools will be honored along with the 2005 California Distinguished Schools.

The Exemplary Career Technical Education Program Awards are a "special emphasis" honor given to schools that rise to the challenge of providing career technical education programs to their students based on local and regional needs. These recognized high schools are providing a firm

foundation of such career programs and services in which all students can participate.

"We're working hard to make certain that Career Technical Education programs offer rigorous instruction that provides both training and options for students after high school graduation," O'Connell said. "These programs provide a vital service by engaging students in real-world applications of knowledge while preparing them to succeed in the workplace or higher education."

The California School Recognition Program honors elementary and secondary schools in alternate years.

Representatives from the California Distinguished Schools, this year's Blue Ribbon School nominees and last year's award winners, and recipients of the career technical education awards will be honored on May 20 at an awards ceremony and dinner at the Disneyland Hotel in Anaheim. The Disneyland Resort, which is celebrating its 50th anniversary this year, is a major corporate sponsor of the event.


Of the nearly 2,300 middle and high schools in the state, fewer than 465 were eligible to apply for the honor based on their Academic Performance Index and Adequate Yearly Progress results. The 288 schools that filed applications this year underwent a rigorous selection process conducted by the California Department of Education (CDE) in partnership with the California County Superintendents Educational Services Association, and with the help of many local educators from across the state.

The schools were evaluated by teams of local educators under the direction of CDE, and those schools judged to be exemplary were visited by an outside

review team to validate the application information.

The awards ceremony is funded by generous contributions from corporate, foundation, and association donations, as well as the attending schools' registration fees. The following is a list of donors according to their level of contribution:

- **Visionary (\$15,000)** Belkin Corporation, and Wells Fargo Foundation
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The list of this year's California Distinguished Schools and Exemplary Career Technical Education Programs is on page 11. For more information, please visit CDE's Web site at <http://www.cde.ca.gov/ta/sr/cs>. 

2005 California Distinguished Schools and Exemplary Career Technical Education Programs

| County | District | School | County | District | School |
|--------------------------|----------------------------|---|--------------------------------|-------------------------------------|---------------------------|
| Alameda | Fremont Unified | American High | Palos Verdes Peninsula Unified | Palos Verdes High | |
| | Fremont Unified | Irvington High | | Redondo Beach Unified | Nick G. Parras Middle |
| | Fremont Unified | William Hopkins Junior High | | Rowland Unified | John A. Rowland High |
| | Pleasanton Unified | Amador Valley High | | Rowland Unified | Rincon Intermediate |
| | Pleasanton Unified | Foothill High | | San Marino Unified | Huntington Middle |
| | Pleasanton Unified | Harvest Park Middle | | San Marino Unified | San Marino High |
| | Pleasanton Unified | Pleasanton Middle | | Torrance Unified | Bert M. Lynn Middle |
| Contra Costa | San Ramon Valley Unified | California High | | Torrance Unified | Calle Mayor Middle |
| | San Ramon Valley Unified | Charlotte Wood Middle | | Torrance Unified | West High |
| | San Ramon Valley Unified | Diablo Vista Middle | | Walnut Valley Unified | Diamond Bar High |
| | San Ramon Valley Unified | Iron Horse Middle | | Walnut Valley Unified | South Pointe Middle |
| | San Ramon Valley Unified | Los Cerros Middle | | Walnut Valley Unified | Walnut High |
| | San Ramon Valley Unified | Pine Valley Middle | | West Covina Unified | West Covina High |
| | San Ramon Valley Unified | Stone Valley Middle | | Wiseburn Elementary | Richard Henry Dana Middle |
| | West Contra Costa Unified | Manzanita Charter | Yosemite Joint Union High | Yosemite High | |
| | West Contra Costa Unified | Middle College High | Marin | Dixie Elementary | |
| | El Dorado | Black Oak Mine Unified | Golden Sierra High | San Rafael City High | Terra Linda High |
| Buckeye Union Elementary | | Rolling Hills Middle | Tamalpais Union High | Sir Francis Drake High | |
| Pioneer Union Elementary | | Mountain Creek Middle | Tamalpais Union High | Tamalpais High | |
| Pollock Pines Elementary | | Sierra Ridge Middle | Mendocino | Laytonville Unified | |
| Fresno | Clovis Unified | Alta Sierra Intermediate | Ukiah Unified | Redwood Academy of Ukiah | |
| | Clovis Unified | Floyd B. Buchanan High | Merced | Hilmar Unified | |
| | Clovis Unified | Kastner Intermediate | Mono | Eastern Sierra Unified | |
| | Sanger Unified | Sanger High | Eastern Sierra Unified | Eastern Sierra Academy | |
| Imperial | Central Union High | Southwest High | Napa | Calistoga Joint Unified | |
| Kern | Muroc Joint Unified | Edwards Middle | Napa Valley Unified | Calistoga Junior-Senior High | |
| | Sierra Sands Unified | Sherman E. Burroughs High | Napa Valley Unified | American Canyon Middle | |
| | ABC Unified | Martin B. Tetzlaff Middle | Orange | Napa High | |
| Los Angeles | Alhambra Unified | Mark Keppel High | Anaheim Union High | Oxford Academy | |
| | Antelope Valley Union High | Highland High | Anaheim Union High | Western High | |
| | Covina-Valley Unified | Northview High | Capistrano Unified | Dana Hills High | |
| | Covina-Valley Unified | South Hills High | Capistrano Unified | Don Juan Avila Middle | |
| | Covina-Valley Unified | Traweek Middle | Capistrano Unified | Las Flores Middle | |
| | Culver City Unified | Culver City High | Capistrano Unified | Tesoro High | |
| | Downey Unified | West Middle | Fullerton Joint Union High | Fullerton High | |
| | El Monte City Elementary | Durfee School | Fullerton Joint Union High | Sunny Hills High | |
| | Garvey Elementary | Richard Garvey Intermediate | Fullerton Joint Union High | Troy High | |
| | Glendale Unified | Anderson W. Clark Magnet High | Garden Grove Unified | Dr. Walter C. Ralston Intermediate | |
| | Glendale Unified | Crescenta Valley High | Garden Grove Unified | Garden Grove High | |
| | Hacienda La Puente Unified | Los Altos High | Huntington Beach Union High | Ocean View High | |
| | Las Virgenes Unified | Arthur E. Wright Middle | Irvine Unified | Lakeside Middle | |
| | Las Virgenes Unified | Calabasas High | Irvine Unified | Northwood High | |
| | Long Beach Unified | Charles Evans Hughes Middle | Los Alamitos Unified | Oak Middle | |
| | Long Beach Unified | Hill Classical Middle | Newport-Mesa Unified | Newport Harbor High | |
| | Long Beach Unified | Wilson Classical High | Ocean View Elementary | Marine View Middle | |
| | Los Angeles Unified | Francisco Bravo Medical Magnet High | Ocean View Elementary | Vista View Middle | |
| | Los Angeles Unified | Grover Cleveland High | Orange Unified | Cerro Villa Middle | |
| | Los Angeles Unified | Oliver Wendell Holmes Middle | Orange Unified | El Modena High | |
| | Los Angeles Unified | Palisades Charter High | Orange Unified | El Rancho Charter | |
| | Los Angeles Unified | Sherman Oaks Center for Enriched Studies | Placentia-Yorba Linda Unified | El Dorado High | |
| | Los Angeles Unified | The Los Angeles Center for Enriched Studies | Placentia-Yorba Linda Unified | Tuffree Middle | |
| | Monrovia Unified | Clifton Middle | Placentia-Yorba Linda Unified | Yorba Linda Middle | |
| | | | Saddleback Valley Unified | Rancho Santa Margarita Intermediate | |
| | | | Saddleback Valley Unified | Serrano Intermediate | |

Continued on page 12

2005 California Distinguished Schools and Exemplary Career Technical Education Programs

| <u>County</u> | <u>District</u> | <u>School</u> | <u>County</u> | <u>District</u> | <u>School</u> |
|-----------------|--------------------------------|---|---------------|----------------------------------|-------------------------------------|
| | Santa Ana Unified | Orange County High School of the Arts | | San Mateo-Foster City Elementary | Bowditch Middle |
| | Tustin Unified | C.E. Utt Middle | Santa Barbara | Cuyama Joint Unified | Cuyama Valley High |
| | Tustin Unified | Foothill High | | Santa Barbara High | San Marcos High |
| | Tustin Unified | Hewes Middle | Santa Clara | Santa Ynez Valley Union High | Santa Ynez Valley Union High |
| Placer | Placer Hills Union Elementary | Weimar Hills School | | Campbell Union Elementary | Monroe Middle |
| | Placer Union High | Placer High | | Campbell Union Elementary | Rolling Hills Middle |
| | Rocklin Unified | Spring View Middle | | Campbell Union High | Westmont High |
| Riverside | Corona-Norco Unified | Corona Senior High | | Milpitas Unified | Rancho Milpitas Middle |
| | Corona-Norco Unified | Santiago High | | Milpitas Unified | Thomas Russell Middle |
| | Desert Sands Unified | Palm Desert High | | San Jose Unified | Abraham Lincoln High |
| | Hemet Unified | Dartmouth Middle | Shasta | Santa Clara Unified | Adrian C. Wilcox High |
| | Murrieta Valley Unified | Thompson Middle | | Cascade Union Elementary | Anderson Middle |
| | Riverside Unified | Chemawa Middle | | Gateway Unified | Shasta Lake Middle |
| | Riverside Unified | Martin Luther King High | Solano | Fairfield-Suisun Unified | Angelo Rodriguez High |
| | Riverside Unified | Polytechnic High | | Travis Unified | Vanden High |
| | Riverside Unified | Ramona High | | Vallejo City Unified | Mare Island Technology Academy High |
| | Temecula Valley Unified | Temecula Valley High | Sonoma | Cotati-Rohnert Park Unified | Technology High |
| | Temecula Valley Unified | Vail Ranch Middle | | Gravenstein Union Elementary | Hillcrest Middle |
| Sacramento | Elverta Joint Elementary | Alpha Technology Middle | | Windsor Unified | Windsor High |
| | Folsom-Cordova Unified | Folsom Middle | Stanislaus | Ceres Unified | Blaker-Kinser Junior High |
| | Rio Linda Union Elementary | Westside Preparatory Charter | | Modesto City High | Grace M. Davis High |
| | Sacramento City Unified | Albert Einstein Middle | | Sylvan Union Elementary | Somerset Middle |
| | Sacramento City Unified | C.K. McClatchy High | | Turlock Unified | Dutcher Middle |
| | Sacramento City Unified | John F. Kennedy High | Tulare | Tulare City Elementary | Live Oak Middle |
| | Sacramento City Unified | Sam Brannan Middle | Tuolumne | Big Oak Flat-Groveland Unified | Tioga High |
| | Sacramento City Unified | Sutter Middle | Ventura | Conejo Valley Unified | Newbury Park High |
| | San Juan Unified | Rio Americano High | | Conejo Valley Unified | Redwood Middle |
| San Benito | Aromas-San Juan Unified | Anzar High | | Oak Park Unified | Medea Creek Middle |
| San Bernardino | Etiwanda Elementary | Summit Intermediate | | Oak Park Unified | Oak Park High |
| | Helendale Elementary | Riverview Middle | | Pleasant Valley Elementary | Las Colinas Middle |
| | San Bernardino City Unified | Richardson PREP HI Middle | | Simi Valley Unified | Royal High |
| | Upland Unified | Upland Junior High | | Simi Valley Unified | Santa Susana High |
| | Victor Valley Union High | Imogene Garner Hook Junior High | | Simi Valley Unified | Simi Valley High |
| | | | | Ventura Unified | Foothill Technology High |
| San Diego | Escondido Union High | Escondido High | Yolo | Esparto Unified | Esparto High |
| | Escondido Union High | Orange Glen High | | | |
| | Jamul-Dulzura Union Elementary | Oak Grove Middle | | | |
| | Julian Union High | Julian High | | | |
| | Lakeside Union Elementary | River Valley Charter | | | |
| | Poway Unified | Mt. Carmel High | | | |
| | Ramona Unified | Ramona High | | | |
| | San Diego Unified | Mira Mesa High | | | |
| | San Dieguito Union High | San Dieguito High School Academy | | | |
| | Sweetwater Union High | Eastlake High | | | |
| | Sweetwater Union High | Hilltop High | | | |
| San Francisco | San Francisco Unified | Galileo Academy of Science and Technology | | | |
| | San Francisco Unified | Lowell High | | | |
| | San Francisco Unified | Presidio Middle | | | |
| San Luis Obispo | Lucia Mar Unified | Ruth Paulding Middle | | | |
| | San Luis Coastal Unified | Morro Bay High | | | |
| | Templeton Unified | Templeton High | | | |
| San Mateo | Menlo Park City Elementary | Hillview Middle | | | |
| | San Carlos Elementary | Central Middle | | | |

| 2005 EXEMPLARY CAREER TECHNICAL EDUCATION PROGRAMS | | |
|---|---------------------------|---|
| <u>County</u> | <u>District</u> | <u>School</u> |
| Lassen | Lassen Union High | Lassen High |
| Los Angeles | Alhambra Unified | Alhambra High |
| | Alhambra Unified | Mark Keppel High |
| | Glendale Unified | Anderson W. Clark Magnet High |
| | Rowland Unified | John A. Rowland High |
| Madera | Yosemite Joint Union High | Yosemite High |
| Orange | Anaheim Union High | Oxford Academy |
| Riverside | Desert Sands Unified | La Quinta High |
| San Diego | Ramona Unified | Ramona High |
| San Francisco | San Francisco Unified | Galileo Academy of Science and Technology |
| Solano | Vallejo City Unified | Mare Island Technology Academy High |
| Tulare | Tulare Joint Union High | Tulare Union High |

The New Lovonya de Jean Middle School at the Harry Ells Campus

The West Contra Costa Unified School District New Middle School at the Harry Ells campus represents the desire of the people of Richmond to place one of the finest middle schools in the state in the heart of their urban neighborhood. The Harry Ells campus was a small high school site that the District abandoned in 1975. After years of decay, the existing buildings and site were demolished from the property line inward so the new middle school could begin with a clean slate.

In order to save time and money in 1998, the District solicited RFP's from qualified firms that had recently built a two-story masonry and steel campus that would lend itself to the Richmond area. After careful review, the West Contra Costa Unified School District Board of Trustees appointed Facilities Commission-selected DES/WLC Architects in conjunction with Turner Construction and the Seville Group Inc., Project Managers, to adapt the award winning Redlands East Valley High School for the New Richmond Middle School project.

The design team worked closely with Superintendent Gloria Johnston, the West Contra Costa Unified School District Board of Trustees, District staff, the Facilities Commission, the Site Committee, the Academic Subcommittees and staff throughout the District to fit the program within the envelope of previously designed, DSA approved and constructed buildings. Because of the educational curriculum differences

Continued on page 14



| | |
|------------------------------|---|
| Grade Level | 6th- 8th |
| Proposed Student Enrollment: | 1083 - 1200 |
| Site Acreage: | 15.4 |
| Total Square Feet: | 112,847 sf does not include approximately 14,000 sf covered walk and entry structures. |
| Student Parking: | None |
| Staff Parking: | 65 includes, 1 van and 2 handicapped parking space plus on street parking. |
| Visitor Parking: | 11 includes, 1 van and 1 handicapped parking space plus on street parking. |
| Cost Estimate: | \$34,102,279.00 includes demolition, site work, building, hard and soft costs (A&E fees and Project Management fees). Does not include F & E |
| Final Cost: | \$36, 800,000 including F & E |
| Total Change Orders: | \$1,236,178 |
| State Grants Received: | \$12,841,930 |
| Design Team: | Robert Hensley, AIA Principal Kevin A. MacQuarrie, AIA, Senior Associate Sharon Lum, Project Architect Venkatesan Cadambi, Project Manager |


The New Lovonya de Jean Middle School

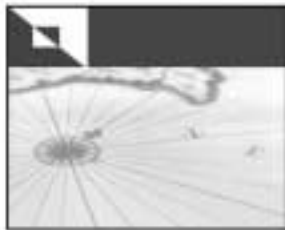
Continued from page 13

between a middle and high school modifications to classrooms, labs, the multi-use room, gymnasium, the administration building and specialty spaces were required. Significant changes to the buildings were also required due to the recent code changes, seismic and climatic zone changes.

The project was divided into two increments to assist the District in capturing \$12 million in State grant funding. Increment I consists of the two-story Administration and Library/Media Center Building, three two story classroom buildings, the one-story Industrial Technology Building and the site work. Increment II consists of the gymnasium and locker rooms, multipurpose room, stage area, kitchen, performing arts and maintenance facilities. The SAB approved funding in August 2000.

Working in close partnership with the City of Richmond, the District replaced all sidewalks and street paving around the campus along with a new cul-de-sac at the south end of 33rd street to connect the BART pedestrian overpass to the new campus.

The New Lovonya de Jean Middle School was completely approved through DSA in September 2000. The bids were let December 2000 with the contract being awarded and construction beginning in March 2001. The new campus was ready for student occupancy in January 2003. 



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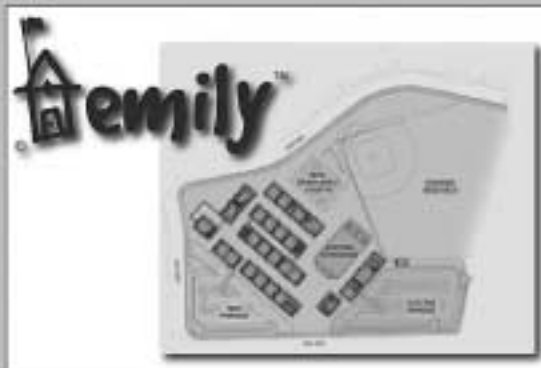


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9:00 a.m. – 3:30 p.m.

**So What Is Happening With
Piggyback Contracts? Workshops**

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Ontario, CA

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



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