



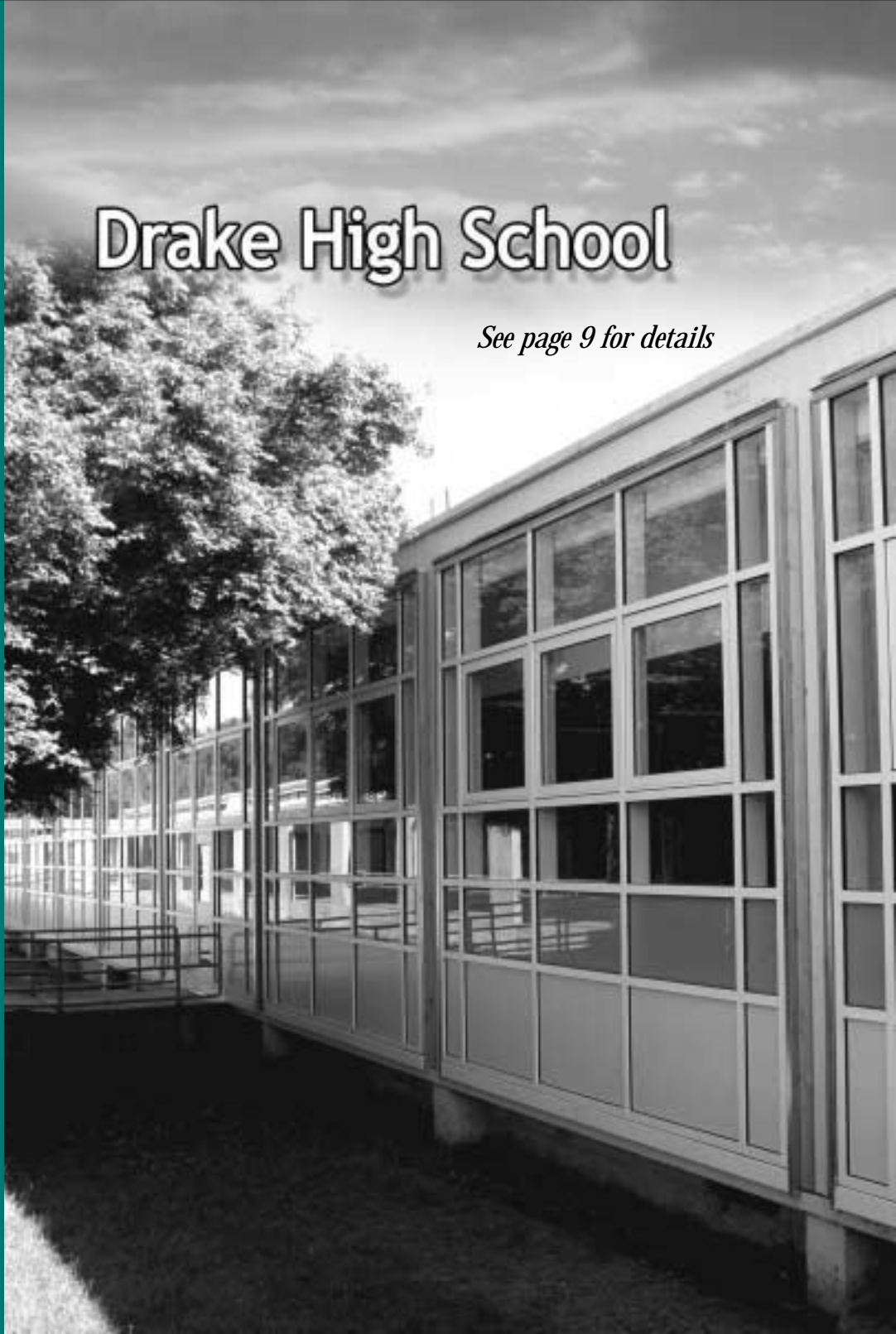
REGISTER

Volume XXVI, No. 3

THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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Message From The Chair



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

C.A.S.H. has recently held the best attended annual conference in the history of our organization. Feedback from the many workshops, roundtables and hallway conversations gave us the opportunity to confirm what is important to our membership. We are pleased that in the past four years California voters have supported Propositions 47 and 55, as well as the vast majority of local school bonds placed on the ballot, which has made historic levels of funding available to build new schools and modernize existing ones.

However, we are concerned that the existing School Facility Program (SFP) grants are insufficient to build new schools and modernize existing schools. The lack of adequate funding under the SFP stems in part from the high bid climate for raw materials, such as steel and concrete, that has developed in California and the world. Another factor is the significant increase in programmatic requirements resulting from new legislation, which has added complexities that have increased costs


and timelines for our projects.

In addition, the recently completed C.A.S.H. Grant Adequacy Task Force study shows that when the Lease Purchase Program (LPP) was replaced with the SFP, the level of grants in the SFP were deficient. That is, the new grants did not equate to the funding provided in the LPP as intended by the Legislature when SB 50 was passed.

Seeking flexibility and funding in this climate will be the foundation of C.A.S.H.'s legislative platform.

That platform includes identifying options for projecting enrollment to establish eligibility to participate in the SFP, increasing grant allowances, maximizing the effectiveness of the public bidding process and accessing funding to replace aging portables. Consistent with our legislative objectives for this legislative session, C.A.S.H. has a goal of seeking a future bond to ensure that unfunded mandates in the SFP imposed in the future and *Williams* related demands from statute or litigation are funded appropriately. The C.A.S.H. Board has authorized contracting for a study of the impact of unfunded mandates in the SFP imposed on school districts. We expect the study to be completed by September, 2005.

We will continue our dialogue and strategic planning on these issues at our Spring Conference to be held in San Diego May 11-12 2005. Along with the opportunity to hear the perspective of state agencies and to explore potential legislation in some depth, we have scheduled time to discuss the challenges and opportunities of declining enrollments and implementation of the *Williams* settlement.

Because the Spring Conference has a general session format, we will have the opportunity to share our thoughts, concerns, and strategies with all of us in the same meeting room. I look forward to seeing you in San Diego. 



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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.

Focus on *Williams* Issue: Supplement Not Supplant

A primary aspect of the *Williams* Lawsuit and the subsequent Settlement Agreement is a concern for the condition of school facilities, with a particular concern about how effective existing maintenance programs and funding levels are to maintain California's significant investment in new and renovated schools, and that additional state funds provided to address identified needs are used for their intended purpose.

As a result, legislation enacting the *Williams* Settlement contains a requirement that funding made available as a result of the settlement must "Supplement Not Supplant" existing maintenance funding such as the Routine Restricted Maintenance Account (RRMA), the Deferred Maintenance Program (DMP), and other programs that provide funding for the purpose of maintaining schools. Furthermore, the "Supplement Not Supplant" requirement applies in two similar but different instances - once as a requirement for expenditure of *one-time* funds to make needed repairs (E.C. 1859.318), from unused School Facility Needs Assessment Grant Program, as well as reimbursement for the *on-going* expenditure of funds from the Emergency Repair Program (E.C. 1859.328).

In the process of developing implementing regulations, a question arose concerning how to create sufficient accountability to ensure that *Williams* funding supplements, but does not replace existing maintenance funding, and yet still maintains sufficient flexibility for the expenditure of existing non-*Williams* maintenance funding at

the local level. The impediment to reaching a middle ground is complicated by the fact that "accountability" and "flexibility" are inversely related in this case.

As a result of discussions during multiple Implementation Committee meetings involving Office of Public School Construction (OPSC), the Department of Finance (DOF), the American Civil Liberties Union (ACLU), and the school facilities community, the OPSC developed regulations which require maintenance departments to, "...[e]xpend, encumber or dedicate all funds available for maintenance...to correct problems identified in the facilities inspection system or on the

Interim Evaluation Instrument," in order to be eligible to participate in the School Facilities Needs Assessment Grant Program (SFNAGP) and the Emergency Repair Program (ERP).


Concerning the specifics of what "[e]xpend, encumber or dedicate..." mean to practitioners, the OPSC indicates that, "[d]edicate means the LEA has developed a plan for the use of all unexpended, unencumbered funds on specific projects to demonstrate that those funds are needed for projects other than the proposed repairs. This plan may change" (emphasis added).

As a result of the enactment of AB 1558 (Leach) four years ago, school districts are currently required to develop and maintain a five-year maintenance plan as a condition of receiving School Facility Program (SFP) funding; however, it is important to

note that, while overlap is likely, the *Williams* regulation requirement to develop a plan for the expenditure of maintenance funds is not the same as the AB 1558 requirement for school districts to develop and maintain a five-year maintenance plan.

While there is not a clear delineation between the two plans, according to OPSC staff, the primary difference is that while a five-year maintenance plan is general in nature, the *Williams* plan must be more specific, particularly with regard to identifying specific projects on the School Facility Assessment or the Interim Evaluation Instrument. Trying to meld the two requirements into a single five-year plan could mean school districts will need to develop a more specific five-year maintenance plan that contains more detailed information about a district's maintenance needs. A more specific plan may be closer to what is now required to meet the *Williams* "Supplement Not Supplant" requirement.

It is important to note that direct service school districts, which are currently not required to deposit a specific percentage into the RRMA, are advised in light of the *Williams* requirements, to develop more specific five-year maintenance plans, and to deposit an amount necessary to ensure that they are able to meet the "Supplement Not Supplant" requirement.

Finally, it is helpful to keep in mind that the primary purpose of the School Facilities Needs Assessment Grant and the Emergency Repair Programs is to address not only a district's on-going maintenance requirements, but particularly to address a district's immediate or emergency maintenance needs to reduce health and safety hazards to students and district staff. 

~Jan Padilla

The impediment to reaching a middle ground is complicated by the fact that "accountability" and "flexibility" are inversely related in this case.

Construction Sticker Shock

Optimism, Pricy Materials Help to Fuel a 10.5% Leap In the Cost of a New Building *By Alex Frangos*

The following article appeared in the Wednesday, March 23, 2005 edition of the Wall Street Journal.

FRED SMITH has one of the most important jobs in Las Vegas. He supervises the construction of one dozen schools a year to accommodate an annual influx of 12,000 new students – more seats than the total head count at most U.S. school districts.

When steel and cement prices soared in 2004, Mr. Smith planned accordingly. He dug into his reserves and added \$60 million to Clark County School District's \$300 million building budget for 2005. "We thought we had accounted for the material prices," says Mr. Smith, the district's director of construction management.

But as the next crop of schools goes to bid, Mr. Smith faces a fresh predicament: Even as material prices settle at new, higher levels, contractors buoyed by strong demand are continuing to raise their prices. "We are getting fewer bidders, which automatically raises prices," Mr. Smith says. Where a school used to attract seven or eight contractors, now there are one or two.

What does that mean for Mr. Smith's budget projections? "I don't want to venture a guess," he says. "It's too scary."

The surge in new building across the country is combining with higher prices for everything from copper wire to plastic PVC pipe to inflate the overall cost of construction. And over the long term, as thousands of experienced foremen, bricklayers and heavy-equipment operators start retiring, a shortage of skilled construction workers could materialize, driving up costs even more.

Spending on construction hit \$1.05 trillion, its highest level ever, for the

year ended in January. For the calendar year 2004, spending rose 9.2%, the biggest increase since 1996, the last time the construction industry emerged from a slump, according to Census Bureau figures. Hotels, manufacturing and telecommunications facilities showed particularly strong growth. Certain sectors that stayed stout through the slump – education, health care and residential – are expected to keep plowing ahead.

The net result is a 10.5% rise in the cost of constructing a building last year, the biggest increase since the inflation spikes of the early 1980's, according to RS Means, a Kingston, Mass., construction estimator.

Last year, prices of materials, especially steel, roiled projects that were still in the planning stages: If builders didn't either scale back or pump more money in, then contractors had to eat the increases. Prices for iron and steel products rose 35% last year, according to the Bureau of Labor Statistics. But some markets saw single-month increases that were double that, exacerbated by shortages and hoarding. Metal products, such as steel rebar and copper wire, shot up 60% in markets from California to Florida, while petroleum-derived materials, such as PVC pipe, rose 15% to 20%.

Material prices have leveled off since the fall, and steel shortages, which were endemic last year, have subsided. Still, materials now make up around 55% of the average cost to construct a building in the U.S., while labor takes up 45%. Before last year, it was 50-50, according to RS Means.

And now, on top of higher materials prices, builders are feeling emboldened

by strong demand. "It's not just the cost of materials and labor. There's enough optimism in the market to start to drive costs up," says Karl F. Almstead, an economist with Turner Corp., the largest construction company in the U.S., and a unit of Hochtief AG, a German construction conglomerate.

After a few sluggish years, business for Pepper Construction Group, Chicago, is "busting at the seams," says Senior Vice President Rich Tilghman. His company can ask for a little more when negotiating with clients. "We've been pricing jobs too cheap for too long," he says.

Others are trying to make up for the hits they took when material prices spiked. "We got nicked," says Bruce Lake, president of James McHugh Construction Co., a Chicago high-rise contractor. Steel prices that rose after he submitted estimates on two jobs shaved 10% off McHugh's overall profit last year. Now he builds the new prices into his bids. "It's all being passed on to the developers and the consumers, which is raising the price of construction," he says.

Organizations building everything from hospitals to bridges to office buildings are being pinched. The University of California, Irvine, had a 191-bed hospital on the boards when steel prices spiked last spring, raising the budgeted cost 20%. The hospital is going forward, but only after the architect, Hellmuth, Obata & Kassabaum, cut the cost by 10% through design changes such as a thriftier system of steel welds and reducing future flexibility in the operating room area. And the university added 10% more cash, bringing the cost to \$371 million.

Generally speaking, the increases haven't prevented many projects from being built. But they have forced changes or delays, even in small projects. West of New Orleans, in St. John the Baptist Parish, LA., the lowest bid for a senior center with a steel frame and roof came in at \$1.2 million, \$300,000 higher than expected. "We're going wood," says Barbara Gralapp, director of St. John's Council on Aging.

The architect, Murray & Associates, replaced the steel trusses with wood beams and the metal roof with asphalt shingles. The new bids came in around \$925,000 – close enough to push the project forward. "We're in hurricane land so we'd much rather see the steel," says Ms. Gralapp.

While hot markets such as Las Vegas and Southern California are bearing the brunt of the price increases, slower growth areas in the Midwest and East also are seeing building prices rise. The higher costs have so far had little impact on demand, which is driven more by low interest rates than higher costs, industry officials said.


The price tag for the new 10-mile trolley line in Charlotte, N.C., has gone up almost 7%, or \$28 million, to \$427 million, due mostly to material costs. To close the gap, steel was swapped for cheaper concrete on trestles, architectural flourishes on overpasses were eliminated, and an elevator for school groups visiting the maintenance facility was eliminated. Ron Tober, chief executive of Charlotte Area Transit System, says a dearth of bidders and higher prices for skilled workers also contributed. "We're in a hot market so there's a shortage of labor," he says.

Recruiting talent is a long-term worry for builders. As business picks up, many complain that filling supervisory and foreman positions is tougher. Some predict an impending retirement crisis in the industry.

"The demographics are just unprecedented," says Robert Gasperow, director of the Construction Labor

Research Council, an industry-funded group. Construction workers tend to retire earlier than those in other industries, so the building industry will be among the first to feel the effects of the baby boom generation's retirement, he says.

In a recent report, Mr. Gasperow showed how the percentage of construction workers, such as boilermakers, bricklayers and equipment operators, plummets between the ages of 50 and

55. "We're going to have to bring more people in regardless of the state of the economy because of the retirement of older workers," he says. 

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C.A.S.H. Spring Conference, May 11 and 12 Westin Hotel Horton Plaza, San Diego

The C.A.S.H. Spring Conference is just around the corner. Don't miss this year's conference focusing on many timely topics such as Asset Management, the Sacramento Political Scene, the C.A.S.H. Legislative agenda, *Williams* lawsuit issues including a representative from the ACLU providing the plaintiff's perspective, and updates from key State Agencies such as the Office of Public School Construction, California Department of Education, Department of Toxic Substances Control, and the Division of State Architect. There also will be plenty of time to network with a wide variety of public school district staff, state agency representatives, and C.A.S.H. Associate members.

Please also be sure to join us on Tuesday, May 10 for the Pre-Conference workshop on Asset Management and Declining Enrollment also at the Westin in San Diego. Registration for this workshop is separate from the Spring Conference and can

also be done on the C.A.S.H. website.

Once again, the conference is being held at the beautiful and very popular Westin Hotel Horton Plaza in San Diego. Excellent weather is almost always guaranteed. The new Padres Baseball Stadium is just steps away. If the Padres are in town, take in a ball game, or if they're on the road take a behind the scenes tour of the ball park. There's great shopping, site-seeing and, of course, the ocean and San Diego Bay. The aircraft carrier Midway, now permanently anchored near Seaport Village, recently opened as a floating aircraft museum. The tour is fascinating.

Sign up for the C.A.S.H. Spring Conference on line at www.cashnet.org, or call the C.A.S.H. Office at 916-448-8577 for a registration form or to obtain additional information. Make your hotel reservations as soon as possible to ensure availability and special room rates of \$179 by calling the Westin at 619-239-2200. 

Schools Benefit From New Earthquake Early Warning Technology

By Holly Stump, *Seismic Warning Systems, Inc*

Seismic Warning Devices Protect Students and Staff

The high toll of recent quakes in Kyushu and Sumatra has shocked the world. But right here at home, are we doing all we can to protect our students and teachers?

The Field Act has mandated strict structural standards, and most California schools have been seismically upgraded; soon all will be. But seismic building techniques only solve part of the problem. In a quake, the contents of the building, including people, still are shaken and thrown around, and serious concerns remain regarding injury and death. As Dick McCarthy, Executive Director of the State of California Seismic Safety Commission, has stated, "Current seismic building practices will never be sufficient to completely mitigate the loss."

provide precious warning time of up to several seconds, allowing students and staff to drop, cover, and hold before the damaging long waves arrive. Too often in a quake, people feel vibrations and mistake them for a passing truck or other man-made vibration, so they do not react immediately. By the time the damaging waves arrive, it may be very, very difficult to perform protective actions.

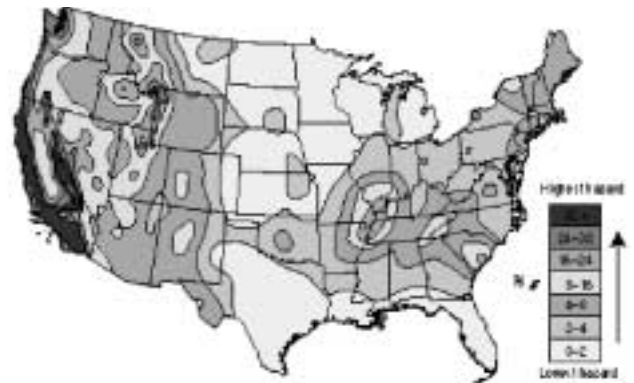
Emergency and disaster relief agencies have continually maintained that even a few seconds of prior warning could greatly reduce injuries, fatalities and property damage resulting from an earthquake, by helping people move away from potentially dangerous objects and areas.

Imagine a 6.5 quake is in progress. The earthquake early warning system triggers on the P-waves. Automatically an alarm sounds, students and teachers protect themselves through "drop, cover and hold" actions, gas valves are shut off to prevent fire, elevators and other systems go into safety mode, access doors open. This automatic earthquake intelligence can benefit private schools, public schools, universities and colleges.

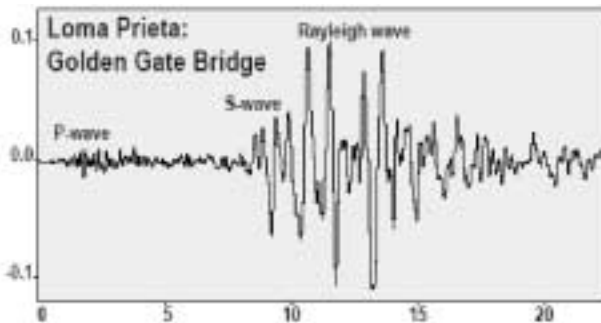
Baymonte Christian and Milpitas Christian are the first schools in California to deploy earthquake early warning systems. The Garvey public schools also plan to adopt earthquake

early warning as part of their new construction / retrofit project.

"Earthquake early warning systems



US Seismic Hazard Map: Courtesy USGS



Seismograph from Loma Prieta Earthquake Showing Arrival Times in Seconds at the Golden Gate Bridge

Advanced technology has recently become available to detect and warn of an imminent earthquake. In an earthquake, nondestructive primary waves (P-waves) travel up to 1.8 times faster than damaging long waves, which makes them an effective early warning that the earthquake has begun. Seismic warning systems can detect P-waves and

using P-wave technology in our schools can provide the critical time necessary for students and staff to get under protective covering BEFORE the buildings begin to suffer damage that could injure students and staff. Schools should be equipped with early warning P-wave detectors to prevent or reduce injuries," commented Gary L. McGavin, AIA, Department of Architecture, Cal Poly, Pomona, and past



Schoolchildren in a "Drop-Cover-Hold" drill at Milpitas Christian School.

member California Seismic Safety Commission.

Steve Patterson, Principal of Baymonte Christian, said: "One of our issues is that we are close to the San Andreas fault, and California is always expecting the next quake. Our school buildings are well-built for seismic damage mitigation, so the key dangers are environmental: the possibility of lights coming down, and sheetrock or plaster detaching and falling. I have personally experienced a significant quake, and the natural tendency even for adults is to go to the window and observe the rolling... which is the very last place you should be, near a large expanse of glass! 'Drop and cover' drills... will help protect the children and their teachers."

"The early earthquake warning system is important both in the event of a quake, and for earthquake safety training at Baymonte. Teachers will instruct the classes in how to prepare for the shock, safety measures, when it is safe to emerge, and how to reassemble," commented Patterson.

Ken Van Meter, Superintendent of Milpitas Christian Schools, said: "The physical safety and well being of the children is of the highest priority here at Milpitas Christian Schools. Because of our location close to the Hayward and Calaveras faults and the style of construction of this building with its extensive exposure to large windows, it seems wise to take advantage of every safety advance possible. The additional seconds of warning time provided by this system, when combined with our standard earthquake drills, will help to prevent potentially serious injuries."

"With the distinctive tone and verbal warning provided, the teachers and students will have the training and emotional security to know that everything humanly possible has been done to ensure their safety," commented Van Meter.


The Garvey public schools are also progressively conscious of childrens' safety. "As the architect of record for the

Garvey public schools, I can state that we are enthusiastically adopting early earthquake warning systems in the modernization plans for the Garvey school district," commented McGavin.

"Every second of advance warning can, with adequate pre-earthquake preparedness training, translate directly into the reduction of lives lost, injuries, and property damage," commented Richard McCarthy, Executive Director, California Seismic Safety Commission.

Are your schools at risk? Earthquakes are frequent in California due to many fault lines. Seventy-four percent of the

annual US earthquake loss is concentrated in California. According to the US Geological Survey, scientists estimate that the probability of a damaging temblor over the next 30 years in the San Francisco Bay Area is 67%. The Federal Emergency Management Agency (FEMA) estimates that losses from a future earthquake in the United States will approach \$200 billion.

FEMA has recognized 39 states as having significant earthquake risk, including Alaska, California, Georgia, Illinois, Oregon, South Carolina and Washington. 


NEWS FROM CSF

E-Rate in Trouble: Educators Must Rally to Keep the Program!

The E-Rate program, which provides discounts on telecommunications and internet services, has been under increased scrutiny over the past couple of years due to a number of high profile cases of waste, fraud and abuse. Over the past year, the House Oversight and Investigation Subcommittee of the Energy and Commerce Committee have been holding hearings looking into the operation of the E-Rate Program. They have floated some drastic changes, such as requiring every recipient of E-Rate to conduct an independent audit of the funds. AASA realizes that this will result in many districts no longer applying for the program. In addition, the Government Accountability Office just released a new report that also

details the lack of oversight within E-Rate and also urges changes to the program.

Districts must stand up now and make sure that members of Congress know the positive impact that E-Rate has had; not only through the discounts but also through the ability to leverage dollars. No one is telling the good news of E-Rate and, without hearing that story, lawmakers could make drastic changes to the program that would prevent your district from applying. Speak up now to save the E-Rate program!!

You can find the abstract of the GAO report and a link to the full report on the GOA website at <http://www.gao.gov/docsearch/abstract.php?rptno=GAO-05-151>. 

~David Walrath

If 2's company, 3,200's a crowd at Vista's main high schools

By Adam Klawonn, UNION-TRIBUNE STAFF WRITER

December 17, 2004

VISTA – It was lunch period at Vista High School. From any angle, the quad looked and sounded like the packed floor of an outdoor rock concert.

Ozzy Osborne's "Crazy Train" played over the speaker system as vendors hawked smoothies to hundreds of hungry students. Teens gossiped or stood in long lines to buy food or use the restrooms.

"I went to Roosevelt and it was crowded," said junior Sienna Morgan, 16, referring to her former middle school. "But it was nothing like this."

The cramped scene is typical at Vista and Rancho Buena Vista, the Vista Unified School District's traditional high school campuses, where administrators are grappling with the problem of too many students.

Each campus was built to hold 1,800 students but has about 3,200.

"When lunch hits, we let them eat anywhere," said Rich Alderson, principal at Rancho Buena Vista. "If we had them all in one place, it would be complete chaos."

District officials say the crowding at these two schools was brought on by years of enrollment growth and little money to build new campuses.

The district has a solution – a plan to build two magnet high schools – and it has \$79 million to build them on land near state Route 76 and Melrose Drive. The money comes from a \$140 million bond package voters approved two years ago.

But Vista Unified doesn't have the legal clearance to purchase the land and start construction. A judge ruled last

month that the district did not get proper approval before filing to seize the 66 acres.

While the district prepares an appeal and awaits a January hearing on an undecided portion of the case, students and teachers know that they must live with the crowded conditions at least two more years.

Rancho Buena Vista, which installed a portable restroom building to serve 25 classrooms, has so many portables that tennis court space was eliminated.

Lines can snake around the outside of the portable restroom, while narrow gate entrances create choke points for students trying to get to class in a seven-minute passing period.

Rancho Buena Vista junior Sarah Ishii, 16, said some students brought backpacks with wheels to school, but they were "virtually impossible" to roll through throngs of students.

"The halls are way crowded and I get bumped a lot because I'm short," she said.

Eric Lelja, 16, also a junior at Rancho Buena Vista, said even the off-campus lunch privileges that some juniors and seniors get fail to thin student groups packed into lunch areas.

Sometimes it's tough to cross the campus and get to class on time, and it's not because of dillydallying, he said. "They're wide-enough halls. There are just too many people," he said, his friends nodding.

Custodian Rudy Rodriguez, 20, said the trash generated by the super-sized student body is "beyond uncontrollable" compared with other local schools that he cleans.

"It's a never-ending battle" to clean the high schools, he said. "From Vista High to here, it's the same."

Vista High's crowding is more pronounced because of a \$14 million renovation project that periodically shuts down parts of campus.

The parking lot has just one entrance for students, and the lot is partially covered with portable classroom buildings.

Jeffrey Bruce, 15, a sophomore at Vista High, said the crowds cause students to bump into each other, arrive late to class and lose quality time with instructors.

"It kind of takes away the one-on-one with teachers," he said. "It's way overcrowded for this school, I think."

Vista High Principal Larry White and other administrators use a mind-numbing set of schedules that shuffles students and teachers around to try to keep the crowds from hurting students academically.

The class periods are 110 minutes long instead of the recommended 90 minutes, for example.

"It is better with longer periods because then you get the attention you need – even though there are lots of kids in the class," said Vista High freshman Regina Saldana, 14.

White said the effect of overcrowding on academics is a deeper issue, something less tangible than jammed hallways.


"Where you lose it is that personalized touch as the campus (body) gets larger and larger," he said. "It's difficult."

But not everyone bemoans the crowded campuses.

Gabriel Martinez, 14, a freshman at Vista High, said the mass of kids makes school exciting.

"It's more fun because you get to see a lot more stuff going on," she said. "It makes high school more memorable."

And Rancho Buena Vista's Sarah Ishii said the crowds don't affect her high school experience.

"I've never gone to school different than this," she said, gesturing at lunchtime traffic in the school parking lot. 

Drake High School: How To Manage A Multi-increment Modernization Design Project

Drake High School serves approximately 1,000 students on a picturesque 21-acre site, surrounded by two year-round creeks at the foot of Mount Tamalpais. DHS was originally built in 1951 from a design by Bay Area architectural legend, Ernest Kump. Modernization design efforts started in the summer of 2001 and have been master-planned and are being constructed in four (4) distinct phases.

Phase One of construction commenced in Spring 2002. It focused on prerequisite upgrades to the electrical system, restrooms, doors/hardware, along with exterior locker replacement.

Phase Two was an upgrade to the original Shops Building, turned Tech and Arts Facility. This retrofit increased the number of teaching stations to accommodate relocated arts, crafts, and photography curricula.

Phase Three is the primary campus improvement project. It includes new and renovated science classrooms, complete classroom renovations, state-of-the-art technology upgrades, replacement of exterior window walls and accommodation of numerous other campus-requested facilities and systems upgrades.

Phase Four, and the final phase, is focused on the complete renovation of the athletic complex (two gyms, showers, and lockers) along with the

Location:	Sir Francis Drake Boulevard, San Anselmo
Expected Completion:	August 2005
Project Size:	143,000 square-foot modernization and new construction
Total Budget:	\$16.1 million

expansion of the Student Center and Food Services Facilities. The new Student Center design is inspired and driven by the picturesque views of Mt. Tamalpais. This wonderfully unique view opportunity was, ironically, previously blocked by a now-removed large concrete wall. This new design will provide a much-anticipated place for student gatherings and community events.

What Makes It Work

"A complete team approach is critical," says Donn Merriam, project architect for San Francisco-based Deems Lewis McKinley. "Collaboration between the client, construction manager, and architect has developed over a four-year relationship and that has helped us meet all the inevitable challenges." The Tamalpais Union High School District, Vanir Construction Management and DLM are the project's core team. Project contractors James E. Thompson and Vila Construction have also been key to the projects' successes.

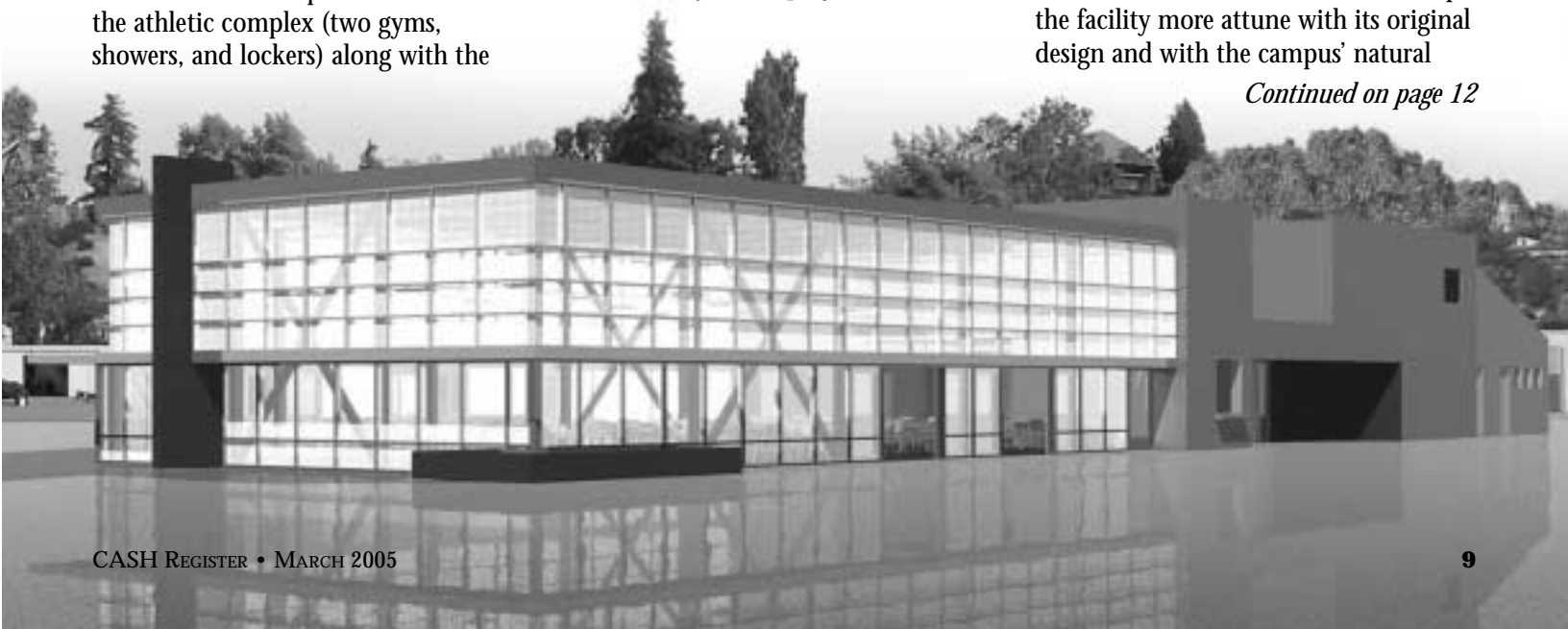
A consistent team relationship has led to increased project efficiency and performance. The long-term relationship among the client, architect, and construction manager, along with the extensive experience and commitment of the general contractors, has led to a high level of quality in design, construction, and construction administration.

"There has been a strong team dynamic developed over a four-year relationship and four construction increments," says Merriam.

The long-term project commitments led to a level of comfort that was vital when it became necessary to talk about compromises that the client might make – decisions that would have the most positive impact for the money spent, and which were of lesser value.

As an example, the District chose to cover and blend in much infrastructure that is normally left visible after a campus modernization, such as mechanical ducts, electrical conduits and raceways. This philosophy was key because it drove several tactics that kept the facility more attune with its original design and with the campus' natural

Continued on page 12



CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING
27th Annual Conference
February 20 - 23, 2006
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 _____

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Phone _____ Fax _____

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

Or mail to:

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1130 K Street, Suite 210, Sacramento, CA 95814

Submittal Deadline: Friday, May 27, 2005

CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING
27th Annual Conference
February 20-23, 2006
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

- | | | |
|---|---|--|
| <input type="checkbox"/> Finance | <input type="checkbox"/> Maintenance & Operations | <input type="checkbox"/> School Architecture |
| <input type="checkbox"/> High Performance | <input type="checkbox"/> Planning | <input type="checkbox"/> School Construction |

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

Workshop Proposal Submitted By:

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

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1130 K Street, Suite 210, Sacramento, CA 95814

Submittal Deadline: Friday May 27, 2005

OPSC Accepting Certifications of Eligibility for School Facilities Needs Assessment Grant Program


OPSC announced on March 1, 2005 that they are now accepting Certifications of Eligibility for the School Facilities Needs Assessment Grant Program.

At the February 23, 2005 SAB meeting the SAB allocated funds for school districts to conduct the needs assessment at eligible school sites listed on the California Department of Education's list of deciles 1-3 schools.

Release of the funds to eligible school districts is contingent on the school district completing the form online and mailing the required Certification of Eligibility to OPSC. The form can be accessed on the OPSC website. 

EPA Healthy School Environments Assessment Tool Beta Version Now Available for Testing

The U.S. Environmental Protection Agency is developing a new, completely voluntary, and fully customizable tool to help school districts conduct self-assessments of their school facilities for

potential environmental health and safety hazards. The heart of the tool is a powerful database file that will let school districts customize the tool to manage all aspects of a facility assessment program. The tool comes pre-loaded with a checklist that integrates all of EPA's voluntary and regulatory programs for schools, and is designed so that states and school districts can incorporate their own policies and programs, producing a customized checklist and reference guidebook. To learn more about the draft Healthy School Environments Assessment Tool and download the Beta Version for testing, visit: <http://www.epa.gov/schools>. EPA is accepting input from organizations and individuals on the draft tool until May 5, 2005. 

Drake High School: How To Manage A Multi-increment Modernization Design Project

Continued from page 9

setting. Drake High School serves a community where citizens are accustomed to allocating resources for environmental concerns. But, in the current economic and social environment there are no easy sacrifices. In this case, the team guided the client toward a far superior product for the sacrifices involved, or, as Merriam describes it, "a committed team can help you pick your spots and spend for the most impact."

Escalating construction costs also were a contributing factor in the team's strategy. The first three increments of the project were completed at or under the original estimates. Disciplined development of the initial project scope and budget afforded the District the ability to raise the budget for the fourth and final phase. This strategy ensured consistency of vision and quality, and most importantly, an ability for the District to deliver its commitments and stated expectations to the taxpaying community.

The work at Drake High School offers lessons in how to serve the

unique needs of a community, but also underscores a home truth that is useful universally: there is a real monetary, aesthetic, and civic value that can be assigned to keeping the same team in place over the course of a multi-increment modernization.


To learn more about Tamalpais Union High School District, Sir Francis Drake High School, Vanir Construction Management, or Deems Lewis McKinley Architecture, please log onto www.tamdistrict.org, www.vanir.com, or www.dlm.com. 



California Building Standards Commission Rescinds NFPA 5000

The California Building Standards Commission, upon the recommendation of its Coordinating Council, rescinded its decision to adopt the NFPA 5000 as the basis for the California Building Code (CBC) at 5:15 p.m. on March 16, 2005.

You will recall that on July 29, 2003 the Commission voted to adopt the NFPA 5000 despite testimony from key agencies that the process of adopting it over the International Building Code (IBC) would be lengthy and laborious. The Commission's Coordinating Council recommended that the Commission rescind its July 2003 decision on the grounds that there are no clear solutions to resolve the impediments to implementing the NFPA 5000.

The Commission's Coordinating Council reached consensus that the impediments to implementing the NFPA 5000 are too cumbersome and agreed to implement the IBC as the basis for the CBC. As a result, the Commission lacks the authority to direct the Council and its related agencies against its consensus. The state agencies involved in developing the CBC are prepared to implement the IBC. Howard "Chip" Smith with the Division of the State Architect has been, and will continue to be, a key player in the development of the codes affecting schools. 

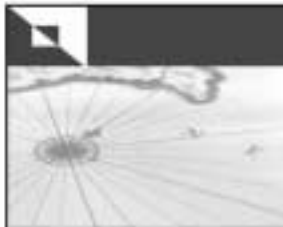
~C.A.S.H. Staff



FACILITY RESOURCE CENTER: STATE AGENCIES

The following presentations on **State Agencies** can be found on the Facility Resource Center at <http://www.cashnet.org>.

- 2.4.1 "Agencies for School Planning, Funding and Construction", David A. Doomey, Capistrano Unified School District, 1999, 9 pages.
"Dave Doomey recently developed a list of the various agencies with which his school district must coordinate in the planning, funding and construction process for school projects. A brief description of each agency's role is included."
- 2.4.9 "CEQA Compliance for Siting and Constructing New Schools: The Question of Timing of Review," Maureen Gorsen, 2 pages.
"The California Environmental Quality Act (CEQA) Pub. Res. Code 21000 et seq. is a statute that requires public agencies such as school districts to inform themselves and the public about the environmental consequences of their actions in order to be able to identify and evaluate their significance and impose all feasible measures to avoid or mitigate those significant environmental consequences."
- 2.4.27 "Labor Compliance Programs – One Year Later," Philip Henderson, Miller Brown and Dannis, February 2004.
This review of recent developments concerning labor compliance programs (LCPs) includes a discussion of the challenges facing school districts when enforcing their LCPs. Also included, are developments over the last year of effective ways to minimize disruption on a project and how to address local political issues.
- 2.4.33 Access Compliance
 - A. "California's Regulations For Access Compliance Expectations: Minimum and Maximum," Rod Higgins, DSA, April 2004
A checklist provides guidance for accessibility and usability of facilities through preliminary design.
 - B. "Accessibility Links," DSA, April 2004.
Valuable links are provided here.



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

- April 26, 2005**
Tuesday
**Local Elections (AM Workshops) and
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Doubletree Hotel, 2001 Point West Way, Sacramento, CA
- April 27, 2005**
Wednesday
General Membership Meeting
California Chamber of Commerce Meeting Room
1215 K Street, 14th Floor, Sacramento, CA
- April 29, 2005**
Friday
**Local Elections (AM Workshops) and
Charter LEA Facilities Agreements (PM Workshops)**
Ontario Airport Marriott, 2200 E. Holt Blvd., Ontario, CA
- May 10, 2005**
Tuesday
12:00 – 4:00 p.m.
Asset Management/Declining Enrollment Workshop
Westin Horton Plaza
910 Broadway Circle, San Diego, CA
- May 11-12, 2005**
Wed.- Thur.
C.A.S.H. Spring Conference
Westin Horton Plaza, 910 Broadway Circle, San Diego, CA
- May 25, 2005**
Wednesday
General Membership Meeting
Sacramento Convention Center
Room 204, 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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