



# REGISTER

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THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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## Herbert Ibarra Elementary School

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# Message From The Chair



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

## C.A.S.H. Unfunded Requirements Survey - Please Respond


As part of the State School Facility Program (SFP) grant adequacy discussion, C.A.S.H. is studying the changes in school construction costs that have occurred since SB 50 was passed in 1998. We are asking school districts to help us in this effort to identify any unfunded, or partially funded, requirements imposed on school districts relating to school construction since the passage of SB 50.

As part of this effort, a survey has been sent to 320 school districts that have had projects funded under the SFP since 1998. The survey was sent by the Blue Sky Consulting Group, which is working with C.A.S.H. on this project. The Blue Sky Consulting Group is headed by Tim Gage, former Director of the State Department of Finance.

The chair of the State Allocation Board (SAB) acknowledged at the

September 28, 2005 SAB meeting that she had directed the Office of Public School Construction (OPSC) to form an ad hoc committee to review the grant adequacy issue and report back to the SAB. She specifically requested that C.A.S.H. provide empirical evidence to supplement the abundant anecdotal information concerning the inadequacy of current SFP grants. If you are one of the 320 school districts that has received the survey, it would greatly assist the SFP grant adequacy effort if you would complete the survey. The information collected as part of the C.A.S.H. survey will help provide this empirical evidence requested by the SAB chair.

We have all been working under pressure to create quality educational environments in a difficult financial climate. We now have an opportunity to increase the grant amounts and project budgets if we can support our positions with data.

The survey contains information about how and where to respond. If you have questions about completing the survey please contact Matt Newman at [mnewman@emailbluesky.com](mailto:mnewman@emailbluesky.com), (510) 238-8522, Tim Gage at [tgage@emailbluesky.com](mailto:tgage@emailbluesky.com), (916) 457-4003 or Duwayne Brooks at [dbrooks@m-w-h.com](mailto:dbrooks@m-w-h.com), (916) 441-3300. 



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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.

# Fall Conference Breaks Out with New Format

C.A.S.H. held its Fall Conference on Wednesday and Thursday, October 19 and 20 at the Hilton Hotel in Costa Mesa. Nearly 400 attendees at this year's conference received valuable updates from state agency staff and issues related to project delivery methods.

On Wednesday morning, C.A.S.H. Chair Pamela T. Johnson welcomed attendees, and C.A.S.H. Board Member Kathy Tanner moderated the morning general session. Topics covered during the opening general session included a very informative and well-received review of California demographics and budget issues by Dave Walrath and Paul Holmes of Murdoch, Walrath & Holmes.

Office of Public School Construction (OPSC) and State Allocation Board (SAB) Executive Officer Luisa Park gave a general overview of current developments. Assistant Executive Officer of the SAB, Mavonne Garrity, and Deputy Executive Officer of OPSC, Lori Morgan, were also on hand to give more detailed reports and answer attendee questions.

After hearing from many attendees at past conferences about our standard general session format, we decided to include break-out sessions as part of the Wednesday afternoon sessions. The feedback was overwhelmingly positive on this new format. Topics included lease-leaseback, design-build, piggyback contracts and CM-at-Risk. An overview of each topic was presented during the general session on

Wednesday morning followed by in-depth break-out sessions on Wednesday afternoon. Each break-out was presented in two one-hour sessions. The topic of lease-leaseback was reviewed by Debbie Pearson, Superintendent, Wheatland Elementary School District. Next Ed Mierau, President of Neff Construction, presented on the topic of design-build. Bill Meehleis, President of Meehleis Modular Buildings, Inc.

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*(l to r) Joe Dixon, C.A.S.H. Maintenance Network Co-Chair, Capistrano USD; Tom Duffy, C.A.S.H. Legislative Director; Nina Young, C.A.S.H. Legislative Advisory Committee Chair, Orange County Department of Education; Gary Rainwater, Director of Facilities Support Services, Los Angeles USD. Presenter not pictured is Bill Savidge, West Contra Costa USD.*



*(l to r) Kathy Tanner, C.A.S.H. Board Member, San Marcos USD; Mavonne Garrity, Assistant Executive Officer State Allocation Board; Lori Morgan, Deputy Executive Officer Office of Public School Construction; Luisa Park, Executive Officer State Allocation Board and Office of Public School Construction; Pamela T. Johnson, C.A.S.H. Chair, Montebello USD.*



*(l to r) David Thorman, State Architect Division of the State Architect; Fred Yeager, Assistant Division Director CDE/School Facilities Planning Division; Hamid Saebfar, Division Chief Department of Toxic Substances Control.*

## Fall Conference Breaks Out with New Format

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presented on the topic of piggyback contracts. Finally Bob Hartung, Founder and President of Alternative Delivery Solutions LLC presented on CM-at-Risk/Multiple Prime.

Assembly Member Jackie Goldberg was on hand during the opening lunch session to provide useful information on the current happenings at the Capitol. See the article on page 5 for an overview of her presentation.

After lunch, attendees were able to choose from the four breakout sessions. The lease-leaseback session was moderated by Bill Savidge, West Contra Costa Unified School

District and included Debbie Pearson, Wheatland Elementary School District and Mike Courtney, Regent Development as presenters. The design-build session was moderated by Janet Dixon, Riverside Unified School District and included Ed Mierau, Neff Construction, Joanne Branch, San Diego County Office of Education, and David Umstot, San Diego City Schools as panelists. The piggyback contracts session was moderated by Lettie Boggs, Colbi Technologies, Inc. and included Bill Meehleis, Meehleis Modular Buildings, Inc. as the panelist. The CM-at-Risk/multiple prime session was moderated by Jim Bush, School Site Solutions, Inc. and



*(l to r) Bob Hartung, Alternative Delivery Solutions LLC; Patti Cummings, Paramount USD; Jim Bush, C.A.S.H. Board Member, School Site Solutions, Inc.*

included Bob Hartung, Alternative Delivery Solutions LLC, and Patti Cummings, Paramount Unified School District, as panelists.

Attendees enjoyed a reception on Wednesday evening sponsored by associate members.

The Thursday morning general session was moderated by C.A.S.H. Board member Nina Young, Orange County Department of Education. State agency representatives Fred Yeager, Assistant Director, CDE/School Facilities Planning Division, David Thorman, State Architect, Division of the State Architect and Hamid Saebfar, Division Chief, Department of Toxic Substances Control were on hand to provide timely updates. Attendees enjoyed the open exchange of information provided by the state agency leadership.

The Legislative/Regulatory Hot Topics Update was moderated by Nina Young, Executive Director, Facilities and

Operations, Orange County Department of Education and Legislative Advisory Committee Chair. The Legislative Overview included the goals and objectives of C.A.S.H. for the upcoming



*(l to r) Bill Savidge, West Contra Costa USD; Debbie Pearson, Wheatland Elem. SD; Mike Courtney, Regent Development.*

legislative session. Bill Savidge, District Engineering Officer, West Contra Costa Unified School District and C.A.S.H. Board Member provided an update on AB 315 (Hancock) regarding building efficiency and CHPS standards. Joe

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*(l to r) Janet Dixon, C.A.S.H. Board Member, Riverside USD; Ed Mierau, Neff Construction; David Umstot, San Diego City Schools; Joanne Branch, San Diego County Office of Education.*



*(l to r) Kathy Tanner, C.A.S.H. Board Member, San Marcos USD; Bill Meehleis, Meehleis Modular Buildings, Inc.; Debbie Pearson, Wheatland Elem. SD; Bob Hartung, Alternative Delivery Solutions, LLC; Ed Mierau, Neff Construction.*

# Assembly Member Jackie Goldberg Addresses C.A.S.H. Membership

Assembly Member Jackie Goldberg was the guest lunch speaker at the C.A.S.H. Fall Conference on Wednesday, October 19. Assembly Member Goldberg began her remarks by stating that the cohort survival enrollment methodology currently used to determine eligibility is outmoded, and referenced C.A.S.H.'s survey which indicates that projections based on the cohort survival methodology can be off by as much as 15 percent.

Assembly Member Goldberg explained that as a result of the inadequacies of the cohort survival methodology, she agreed to carry AB 491, sponsored by C.A.S.H., to allow additional

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*(l to r) Eric J. Hall, C.A.S.H. Immediate Past Chair, San Dieguito Un. HSD; Nina Young, C.A.S.H. Legislative Advisory Committee Chair, Orange County Department of Education; Assembly Member Jackie Goldberg; Pamela T. Johnson, C.A.S.H. Chair, Montebello USD.*

## School Construction 101/201 Workshop

On Tuesday, October 18 C.A.S.H. held a School Construction 101/201 Workshop.

Attendees who missed this great workshop at the last C.A.S.H. Annual Conference had a chance to catch it here in this half-day format. C.A.S.H. again assembled a great team of presenters to provide a comprehensive overview of each step in the school construction process. The 101 segment, moderated by Don Lussier, Corona-Norco Unified School District, included presentations on *Selecting Your Construction Project Team* by Julie Arthur, San Jacinto Unified School District, the *Design Process* by Chris Taylor, HMC Architects, *Pre-Construction Services* by Steve Worley, Tilden Coil Constructors, *Construction Phase Issues* by Ed Mierau, Neff Construction and *Occupying and Closing Your Project* by Yvonne Medina, Fontana Unified School District.

The 201 segment focused on advanced level training in key issues affecting school construction. Moder-

ated by Mark Kelley, Miller Brown & Dannis, this portion of the workshop included presentations on *Building a Successful Program/Project Team* by Ron Lebs, Sylvan School District, *Cost and Market Forces* by Karl Schultz, Vanir

Construction Management, *Why Didn't We Do That? Or...* by David Goldin, San Francisco Unified School District, *Tips on Front-End Documents for a More Successful Project* by Leigh Coop,

*Continued on page 7*



*(l to r) Bill Savidge, West Contra Costa USD; David Goldin, San Francisco USD; Ed Mierau, Neff Construction; Julie Arthur, San Jacinto USD; Chris Taylor, HMC Architects; Don Lussier, Corona Norco USD; Steve Worley, Tilden Coil Constructors; Yvonne Medina, Fontana USD; Karl Schultz, Vanir Construction Management. Presenters not pictured include Leigh Coop, Vacaville USD, Ron Lebs, Sylvan SD, and Mark Kelly, Miller Brown and Dannis.*

# 5 Ways to Reduce Construction Risks

By John P. Dacey, Esq. and Gregory M. Bergman, Esq.,

Risk is an inherent part of public works construction projects. School districts can take five steps to reduce risk: (1) conduct a critical self-evaluation; (2) improve and coordinate construction and professional service contracts; (3) use bonds drafted by the school district; (4) establish a fair and expedient claims process; and (5) develop a problem solving (versus finger pointing) mind set.

## **1. Critical Self-Evaluation and Planning for Proper Logistical Support as an Owner.**

A school district may not have any in-house construction personnel or it may not have enough experienced in-house personnel to properly administer its construction program. Even if the school district does have personnel handling accounts receivable and payable, change order units, management units, design units, inspection units, etc., the size of the construction program will place increased burdens on them. Either way, the school district must undertake a critical self-evaluation of its internal operating staff and departments who will participate in construction-related activities.

The school district must objectively recognize its logistical needs as the owner of a construction program and then assess whether it has sufficient experienced personnel to perform efficiently and timely its obligations as an owner of a construction project. In order to recognize fully its logistical needs, the school district should hire experienced legal counsel and experienced bond program managers and/or construction managers to assist in the evaluation.

## **2. Improve and Coordinate Construction and Professional Service Contracts.**

Many school districts hire various outside professionals in connection with a construction project or program. Most of the school district's obligations as an owner are then delegated to these professionals. However, many school districts simply accept professional service contracts (perhaps making some minor modifications) drafted by these professionals. When this happens, the school district faces much greater risk and exposure to liability, often with no or little recourse against the truly responsible party (i.e., one of its professional service vendors) when things go wrong. This happens because, most of the time, school districts do not conduct a thorough review of the professional service contracts, individually and collectively. Such reviews are critical to determine whether or not all of the owner responsibilities that are intended to be delegated actually get delegated. In short, if a school district simply accepts contracts from its outside professionals, it should assume that there has been no coordinated review because each contract is coming from a separate source. In such a situation, the school district is exposing itself to much greater risk than it should have to face.

With the input of experienced legal counsel and other professionals, who will not have a financial self-interest in the construction project or program, the school district should draft its own contracts (e.g., bond program manager's, architect's, construction manager's, etc.). In doing so, the school district will work from a comprehensive and coordinated set of professional service contracts. When drafted

properly, such contracts will apportion clearly and fairly responsibility and risk.

## **3. Use Bonds Drafted by the School District.**

Far too many school districts continue to assume that they must use bonds drafted by surety companies. This is akin to asking the fox to watch the chicken coop. However, more and more school districts are discovering that surety companies will issue payment, performance and other types of construction-related bonds on forms drafted by the school district. Drafting bonds as part of a comprehensive and coordinated set of professional service contracts will better protect the school district than will a bond drafted by the surety.

## **4. Establish a Fair and Expedient Claims Process.**

A school district can also gain more control, and therefore minimize its risk, by developing its own claims process, rather than adopting statutory claims processes. California statutes contain a number of "claims procedures" available to school districts. Generally, those procedures are found in: (1) Government Code §§ 900 et. seq.; (2) Public Contract Code §§ 20104 through 20104.6; and (3) Public Contract Code § 10240.

Under Government Code §§ 900 et. seq., the procedure covers almost all claims with some exceptions. The claimant has one year from accrual of the cause of action to submit the claim. The claim must include certain information. However, the law only requires the claimant to "substantially comply" with the information requirements. Also, the school district has a very short time period within which to notify the claimant that the claim information is insufficient.

Under Public Contract Code §§ 20104 through 20104.6, a claimant must submit a claim in writing with documents to substantiate the claim. The claim must be filed on or before the date of final payment. This proce-

ture is sometimes referred to as the “black hole of public works claims.” The process also has required meet and confer, mediation, arbitration and litigation requirements. It takes forever to reach the end of it.

The Public Contract Code also permits school districts to opt into the arbitration process found in Public Contract Code § 10240 (which is normally only applicable to State and State Agency contracts).

While each of the foregoing statutory claims procedures has pros and cons, the biggest drawback to each is that the school district often does not know what the claim is all about, including the magnitude thereof until the construction project in question is finished or nearly finished. By that time, project participants may have moved on, memories have faded, documents have been misplaced, and the parties should be focusing on closing out the project. Also, from the contractor’s perspective, the contractor has had to finance the dispute by carrying the financial costs of the disputed work. Each of the three foregoing statutory claims procedures usually ends up as a long, drawn out, hide-the-ball process filled with acrimony.


However, Government Code § 900 permits a school district to create and adopt its own claims process pursuant to the contract exception found in that statute. School districts should take advantage of this authority. Many school districts have found that by establishing a fair and expedient claims process in their contracts, they reach the end of construction projects dispute-free. A fair and expedient claims process has at its foundation in three key principles: (1) The process continually shifts the responsibility to act on the claim back and forth between the owner and the contractor based upon who is in the best position to act (e.g., produce specific information). Disputes get resolved when you get down to the specifics. Disputes get prolonged when one or both parties merely exchange generalized opinions; (2) The

process requires the party advancing the claim to advance it promptly with full backup as soon as the event, circumstance, or condition giving rise to the claim has ended, and also requires resolution within 90 days (in this way decisions are made while all the information is fresh and available); and (3) The process allows partial agreements to be processed as change orders so that the cash flow (the lifeblood of construction) continues and only the remaining disputed issue(s) proceed through the process. For example, if a contractor claims entitlement to a disputed extra and values it at \$100,000 and the owner acknowledges it is an extra, but believes it is only worth \$85,000, the process allows a “partial agreement” change order at \$85,000 (i.e., the extent of the parties mutual agreement) and requires the contractor to immediately pursue the disputed balance (i.e., \$15,000) in the claims process or lose it. The process has now shifted the decision of whether to pursue the additional \$15,000 to the contractor through a process that will cost him further time and money and the contractor may very well choose to forego the \$15,000 thereby bringing quick closure to the dispute.

##### **5. Develop and Use a Proactive Problem Solving Approach for Construction-Related Issues.**

If you make a better product, more people will buy it. In the context of construction disputes, the better product is a culture developed by the owner and made mandatory for the owner’s agents, employees and the other professional service vendors involved in the construction process on behalf of the owner. The culture should be “fair, firm, and reasonable” and encourage “problem solving, not finger pointing.” All too often, construction participants immediately start blaming someone else and finger-pointing as soon as a problem surfaces. This in turn polarizes the parties and causes them to withdraw to their respective corners. Yet, these are the very professionals whose expertise is

needed to solve the problem as quickly and cost effectively as possible. Time is money. It is costly and inefficient to argue over which party or parties are legally responsible for a problem while the problem itself remains unaddressed and unresolved. Find the most cost effective way to fix it and then resolve responsibility.


Therefore, it is more prudent to require all the parties involved in the process to problem solve and resolve without anyone losing any rights and remedies. Sometimes you may have to advance disputed funds to get the problem solved under a full and complete reservation of your rights and remedies, but this will save you money in the end. Moreover, you must have an expedient claims process that allows the contractor to recoup costs if the contractor was not totally to blame. You begin to build the “better product” by coordinated and comprehensive contracts followed up with constant training of those persons operating on behalf of the school district in the construction process. 

*– John P. Dacey, Esq. and Gregory M. Bergman, Esq., are with C.A.S.H. member Bergman & Dacey, Inc. in Los Angeles, California.*

#### **School Construction 101/201 Workshop**

*Continued from page 5*

Vacaville Unified School District and *Construction Program Reporting and Communication* by Bill Savidge, West Contra Costa Unified School District.

Whether you were new to school construction or had many years of experience, there was something available for everyone, presented by a team of seasoned veterans. This workshop has been a big success at the Annual Conference and will again be available on Tuesday, February 21 as part of the Annual Conference in Sacramento. The handouts from the workshop are available on the C.A.S.H. website. 

# *C.A.S.H. Testifies Before the Assembly Select Committee on Growth and Infrastructure*

On October 19, 2005 the Assembly Select Committee on Growth and Infrastructure held an interim hearing in Concord. The hearing was chaired by Assembly Member Canciamilla.

Assembly Members Benoit and Niello also attended the hearing. The Committee invited several speakers to be on three different infrastructure panels: a school panel, transportation panel, and water panel.

The invited presenters for the school panel included Duwayne Brooks representing C.A.S.H.; Joe Ovick, Contra Costa County Superintendent of Schools; Richard Raya, Policy Link; McKinley Williams, Interim President of Contra Costa Community College; and Kevin Woolfork and Stacy Wilson, Commission on Post Secondary Education.

The testimony presented by C.A.S.H. is provided below.

Mr. Chairman and members, good morning and thank you for the opportunity to address the committee this morning. My name is Duwayne Brooks. Currently I am with Murdoch, Walrath, and Holmes, which provides association management and advocacy for the Coalition for Adequate School Housing (C.A.S.H.).

Previously I worked at the California Department of Education for 30 years in various capacities, including twelve years as State Director of School Facilities. During that time I was the designated representative of the State Superintendent of Public Instruction on the State Allocation Board, the entity responsible for allocating State General Obligation Bond funds for the State School Facility Program.

The Coalition for Adequate School Housing represents over 450 California school districts in the area of school

construction and modernization. One of our primary goals is to ensure that all students throughout the state have educationally appropriate and safe schools.

We welcome the opportunity to share with you our thoughts on public kindergarten through twelfth grade school infrastructure needs and issues.

One of the issues that I'm sure you will hear from other presenters today is the problem of overcrowding in our schools, and the need to change the state formulas for determining eligibility for new construction to alleviate overcrowding.

The current state school construction eligibility formulas do not adequately take into account school sites that are overcrowded and have attempted to address their overcrowding by installing large numbers of portables on a single campus, implementing Multi Track Year Round school calendars, and/or busing students out of their neighborhoods to less crowded schools somewhere else in the district. The current state school construction eligibility formulas essentially consider the students in the above overcrowded conditions "adequately housed", and not eligible for state funding for new construction to alleviate their overcrowded conditions.

Most people agree that portables provide school districts with a very valuable tool to address overcrowding on a temporary basis, but they generally are not an educationally appropriate permanent solution. The State School Facility Program should recognize the temporary nature of the use of portables, and not consign students to portables as a permanent housing solution.\*

School districts implement Multi Track Year Round Education programs

because of overcrowding, not because those programs are educationally superior to other educational calendars. The State School Facility Program should be structured to allow school districts to build out of Multi Track Year Round Education programs as opposed to being locked into them because of the way new construction eligibility in the School Facility Program is computed. Multi Track Year Round Education should not be confused with Single Track Year Round Education, which actually does provide educational benefits by eliminating the traditional calendar's long, three month break in the summer and offering more frequent and timely intersession periods to provide students with additional assistance and remediation.

Kids need neighborhood schools. Placing students on buses to transport them, sometimes miles away from their homes, to schools outside their neighborhoods because their neighborhood school is already overcrowded can add significant time to a student's school day. Tired students can't concentrate as well as well-rested students, and the longer school day can significantly impede a student's ability to learn. The State School Facility Program should recognize the need to house students within their own neighborhoods.

Another issue that needs to be addressed in the State School Facility Program is the assurance that every student in the State will attend a school that has at least minimum essential facilities as determined by the State Department of Education. Schools must be designed and constructed in a way that promotes, rather than impedes, the delivery of the educational program. Many schools throughout the state, either because of age or lack of

resources, do not have the minimum essential facilities needed to meet state curriculum standards nor basic educational components such as a library, decent cafeteria, media/technology lab, modern science lab, or career technical facilities. The State School Facility Program should be amended to ensure that school campuses that do not have even the minimum essential facilities can apply for State funding to provide such facilities.

The Class Size Reduction Program should be expanded, especially in schools with English Language Learners or students that have exhibited low academic performance. Expansion could include further reducing class size below 20 students to one teacher in kindergarten through third grade, and/or extending the current kindergarten through third grade 20 to one ratio to the fourth through sixth grades. Virtually every teacher in a 20 to one classroom setting will tell you that they have more one-on-one time with students needing additional assistance, classroom distractions are fewer, and student discipline problems are less.


Without going into a lot of detail because our time is limited today, I will simply list additional issues that should be addressed in the State School Facility Program that would improve student academic achievement in our State. The following issues require the allocation of adequate funding:

1. Address the major *Williams*-related facilities issues by replacing or repairing those facility components that pose a significant health and safety threat to students and staff.
2. Address earthquake retrofit issues identified by the State Architect pursuant to AB 300, Corbett, statutes of 1999.
3. Address facilities issues related to Indoor Air Quality (proper air exchange, heating, cooling, elimination of mold, adequate maintenance resources, etc.).
4. Address disabled "access" issues

which currently absorb an exorbitant proportion of state funding for modernization and prevent school districts from carrying out traditional modernization needs such as lighting, heating, cooling, and technological upgrades.

5. Address the need to replace, rather than repair, facilities that are beyond their useful life.

Thank you for the opportunity to share our concerns with you. I would be happy to answer any questions you may have.

\*Note: The School Facility Manufacturers' Association's position on the use of portable classrooms is that portables can be built to last several decades. If a portable is properly maintained, it can provide a length and level of service commensurate with permanently constructed facilities. 

~Duwayne Brooks


### **Fall Conference Breaks Out with New Format**

*Continued from page 4*

Dixon, Executive Director Maintenance and Operations, Capistrano Unified School District and C.A.S.H. Maintenance Network Co-Chair provided updates on AB 1297 (Evans) and SB 1035 (Hollingsworth) regarding indoor air quality and routine restricted maintenance accounts respectively. Tom Duffy, C.A.S.H. Legislative Director concluded with a Legislative Wrap-Up of other key bills C.A.S.H. was following during the last session.

The conference concluded with a Californians for School Facilities Update provided by Gary Rainwater, Director of Facility Support Services, Los Angeles Unified School District. Gary reviewed the group's recent trip to Washington, DC and the goals and current issues the group is working on.

Response to the change in the conference format and the conference in general was very positive. Handouts from the conference presentations are


available on the C.A.S.H. website. Don't forget to mark your calendars for next year's Fall Conference on Wednesday and Thursday, October 18 and 19, 2006 at the Hilton Costa Mesa. 

### **Assembly Member Jackie Goldberg Addresses C.A.S.H. Membership**

*Continued from page 5*

projection methodologies as options in an attempt to improve projection accuracy. She pointed out that as a result of concerns over the costs associated with the proposal, the bill as introduced applied to all districts, was amended in the Senate to apply only to districts that are severely overcrowded, such as those on Concept 6 instruction schedules. Most significantly, Assembly Member Goldberg committed to sponsoring a bill in the next Legislative Session that will provide the same options for all districts as is provided by the version of AB 491 that was signed by the Governor.

Concerning the prospect of a new statewide school bond, Assembly Member Goldberg stated that, in light of the increasingly high bid climate and inadequacy of State School Facility Program Grants that result in districts not being able to build "complete" schools, she supports a statewide school bond being placed on the ballot. Concerning specifics, the Assembly Member indicated that it is a priority for her in the next bond to include more funding for Modernization and a solution for severely overcrowded schools that do not have SFP eligibility.

Assembly Member Goldberg pointed out that, because the SFP program still contains approximately \$5 billion, it will be difficult to make a case for another bond despite the fact that more funding is needed to meet the demand. As a result, she stated that it will be more important than ever for school facility professionals to contact their elected representatives to inform and educate them concerning the need for a new statewide school bond. 

# Analysis of the C.A.S.H. 2006 School Facility Bond Survey

## Overview

The Coalition for Adequate School Housing (C.A.S.H.) conducted a bond survey on October 3-9, 2005 (after Hurricane Katrina and before the earthquake in Pakistan), which consisted of 1,000 respondents. The results were very positive toward a school bond in 2006.

When initially asked how the voter would vote on a school bond, the response was 57% "strongly favor/somewhat favor" versus 25% "strongly oppose/somewhat oppose" on a \$11 billion 2006 school bond. This response increased to a 62% response of "definitely yes/probably yes" when respondents were read the purposes for which the bond would be used. The "definitely no/probably no" drops to 23% after that explanation.

After hearing all the negatives that could be thrown at the bond (e.g., we have had too many bonds in the past, tax increase in disguise, we cannot afford this much in debt) the support dropped to 54% "definitely yes/probably yes," and the "definitely no/probably no" increased to 27%. There remains, however, a 2:1 advantage of yes over no.

## Results

In the specific detail of voter opinion regarding issues for school facilities, the respondents show strong support for school facilities. For example, the statement asserting that building new K-12 schools and making repairs to old schools, is a top priority that must be funded has a "very accurate/somewhat accurate" response at 67%.

The "extremely important/very important" responses for the selected issues were as follows:

- 80% Installing and repairing **fire safety equipment**, including alarms and sprinkler systems
- 76% **Repairing aging and deteriorating classrooms** in school buildings
- 76% Improving **sanitary conditions** at schools by cleaning up bathrooms and classrooms
- 75% **Repairing drainage systems**, leaking roofs and decaying walls
- 73% **Removing hazardous materials**, such as lead paint and asbestos
- 71% For making all K-12 public schools **earthquake safe**
- 70% For upgrading **electrical systems** for wiring and wiring for computer technology in public schools
- 69% **Relieving overcrowding** in grades K-12
- 68% Making schools more **accessible to the disabled**
- 63% **Constructing and upgrading essential buildings**, such as cafeterias or gymnasiums, at schools that do not have them


The survey respondents, however, were also discriminating on issues. When asked about building schools to change the multi-track calendar to the traditional 180-day school calendar, 36% of the respondents believed this was "extremely important/very important." Other issues respondents ranked as "extremely important/very important" are below:

- 54% Providing **preschool facilities** to expand opportunities for early childhood education
- 52% Building **permanent classrooms** to replace the portables and trailers that are currently used in many schools
- 50% **Replacing schools** that were built before WWII
- 48% Building more K-12 **neighborhood schools**
- 41% **Replacing schools** that are over 75 years old

## Conclusion

When asked the direct question of whether it would affect the outcome if the voter knew that there was still \$4 billion remaining for school construction, the response was that it would not affect them if at the same time they were informed that the Office of Public School Construction (OPSC) has indicated that there is a \$15 billion need for K-12 school facilities.

The concern that the remaining funds would cause voters not to support a 2006 bond appears not to be a concern if the message is presented appropriately.

Based upon this survey, it appears the voters would be willing to support a major school bond in 2006, provided it was targeted to those areas that the voters believe have the greatest need. 

~Pamela T. Johnson, C.A.S.H. Chair and  
Tom Duffy, C.A.S.H. Legislative Director



# Herbert Ibarra Elementary School

Located in the City Heights area of San Diego, Herbert Ibarra Elementary School relieves congestion and overcrowding at nearby Euclid Elementary School. With enrollment currently exceeding 950, Euclid busses 400 neighborhood children to other schools due to lack of space. Ibarra's ability to accommodate these students saves the District approximately \$171,000 in annual transportation costs. The new school required the acquisition of one non-profit organization and 212 residences before construction could begin in January, 2004. Of those 212, 17 families were able to use relocation funds to become first-time homeowners.

Situated on an 8.26 acre site, the \$15.4 million, 56,000 square foot school features 32 classrooms, 68 parking spaces, and more than 90 trees across six buildings. The school is stuccoed in shades of tan and beige, and features contemporary designs, accentuated by slanting roofs and large banks of windows that provide an open, airy feel.


The multipurpose building and administrative offices are connected by two-story covered walkways, and energy efficient lighting is featured throughout

the campus. Classrooms have built-in sound systems, video projectors, laser printers, DVD/VCR players and cable access. Teachers also have wireless, hand-held devices that allow them to control software applications from anywhere in the classroom. The notes they write and the information they highlight on their hand-held devices is displayed on a pull-down screen in the classroom.

Ibarra Elementary School also includes joint-use soccer and baseball fields which are open to the public after

school hours, a library and media center, lunch shelters, faculty lounge and administrative center and is fully handicap accessible. Barnhart, Inc. provided design-build services. The school was designed by Ruhnau Ruhnau Clarke Architects.

The name "Herbert Ibarra" was selected by the community to commemorate the first Latino principal in the San Diego City Schools. He was influential in developing English as a Second Language instruction, first in San Diego, then for schools across the country. When he was appointed principal in 1971, only 11 percent of the district's student population was of Hispanic/Latino ethnicity. It is estimated that 77 percent of the school's current 630 students are of Hispanic/Latino descent.

The project was funded under Proposition MM, the \$1.51 billion bond measure passed by San Diego voters in 1998. The bond will fund the modernization of 165 existing schools and the construction of 16 new or rebuilt schools. The San Diego Unified School District oversees the education of more than 140,000 students in 187 elementary, middle, and high schools across 200 square miles of San Diego. The Herbert Ibarra Elementary School opened on time for the fall 2005 school year, despite four months of delays due to rain and other site challenges. 



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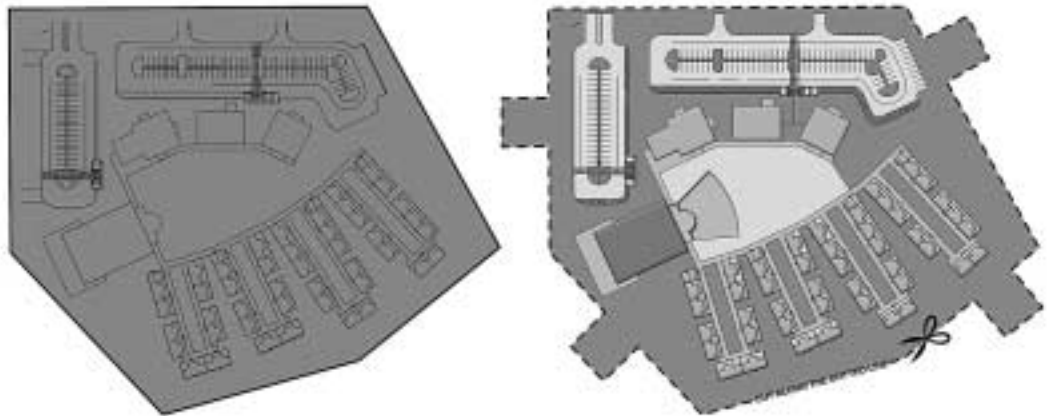
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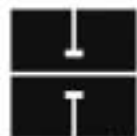
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# C.A.S.H. Meetings, Conferences & Workshops

<b>December 6, 2005</b> Tuesday	<b>What's Happening with California Department of Education (CDE) Site Reviews? (a.m. workshop) &amp; How Can I Reduce My Energy Costs This Winter? (p.m. workshop)</b> Doubletree Hotel, 2001 Point West Way, Sacramento, CA
<b>December 7, 2005</b> Wednesday	<b>General Membership Meeting</b> 1215 K Street, 14 <sup>th</sup> Floor, Sacramento, CA
<b>December 9, 2005</b> Friday	<b>What's Happening with California Department of Education (CDE) Site Reviews? (a.m. workshop) &amp; How Can I Reduce My Energy Costs This Winter? (p.m. workshop)</b> Ontario Airport Marriot, 2200 E. Holt Blvd., Ontario, CA
<b>January 24, 2006</b> Tuesday	<b>Workshops TBD</b> Doubletree Hotel, 2001 Point West Way, Sacramento, CA
<b>January 25, 2006</b> Wednesday	<b>General Membership Meeting</b> 1215 K Street, 14 <sup>th</sup> Floor, Sacramento, CA
<b>January 27, 2006</b> Friday	<b>Workshops TBD</b> Ontario Airport Marriot, 2200 E. Holt Blvd., Ontario, CA
<b>January 31, 2006</b> Tuesday	<b>Workshops TBD</b> Westin Santa Clara, 5101 Great America Pkwy., Santa Clara, CA
<b>February 20, 2006</b> Monday	<b>C.A.S.H. Annual Golf Tournament</b> Woodcreek Golf Course, Roseville, CA
<b>February 21-23, 2006</b> Tuesday – Thursday	<b>C.A.S.H. 27<sup>th</sup> Annual Conference</b> Sacramento Convention Center & Hyatt Hotel, 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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