



REGISTER

Volume XXVII, No. 3

THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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Oso Grande Elementary School

See page 9 for details

Message From The Chair



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

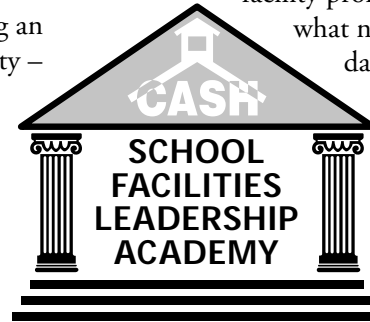
The Dream is Now a Reality

PURPOSE

California's current investment in public school facilities represents an acknowledgment of the key role buildings play in education as well as an enormous ongoing challenge in management and maintenance. A projected \$25 billion in new facility construction and modernization over the next decade – while providing an extraordinary opportunity – just adds to the complexity facing the educators who are responsible for the state's physical plant.

To fulfill the trust of California's taxpayers and to meet the expectations of the state's parents, teachers, and students, the C.A.S.H. School Facilities Leadership Academy has been established to give tomorrow's school facilities leaders the opportunity to learn from today's experts. The program's instructors are the unques-

tioned authorities on the subjects they will be teaching. The program itself has been designed and implemented by C.A.S.H. – the state's preeminent school facility organization, representing more than 1,500 school districts, architects, construction management firms, consultants and other school facility professionals. The scope of what needs to be learned is



daunting, ranging from project bidding and construction management, to facility maintenance and repair, to school board and public relations. This knowledge must be fully understood not

I mentioned to you in my opening address during the C.A.S.H. 27th Annual Conference, the decade-long dream for this organization to provide leadership training to its members. The dream is now a reality as we launch the C.A.S.H. School Facilities Leadership Training Academy.

just conceptually, but practically, as well. The stakes involved in school facility administration are enormous. Graduates of the C.A.S.H. School Facilities Leadership Training Academy will be prepared to deliver exceptional services in school facilities management.

The C.A.S.H. School Facilities Leadership Training Academy is a collaborative effort between California's Coalition for Adequate School Housing (C.A.S.H.) and the Fiscal Crisis and Management Assistance Team (FCMAT). The leadership and members of C.A.S.H. are recognized for their expertise and talent in addressing school facility issues facing California's school districts. FCMAT, as an independent state agency, has earned a statewide reputation for successful assistance in monitoring and maintaining the fiscal health of California's school districts. C.A.S.H. and FCMAT are committed to the training and professional development of the graduates who will take their places among California school districts to

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Volume XXVII, Number 3
March 2006

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ISSN: 1081-9088

Publisher: Coalition for Adequate School Housing • Editor: Greg Golik

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.

Governor and Legislature Miss Deadline to Place School Bond on June Ballot

As the March 10th deadline to place a bond on the June 2006 ballot approached, the Governor and the Legislature made a series of last minute efforts to place an infrastructure bond on the ballot. As you will recall, a school bond was part of this proposal, and included the following funding and programmatic provisions in an effort to address the continuing needs to build and modernize schools in California (see below for a detailed breakdown of the school bond proposal):

- New Construction
- Modernization
- Severe overcrowding
- Seismic safety retrofits
- Career technical facilities
- Small schools
- Joint use
- Sustainability

The Governor and Legislature's initial attempts to gain consensus on a proposal came in the form of a comprehensive "Mega Bond" that included not only a school bond, but also bonds for transportation, flood control and other infrastructure improvements. The Governor and Legislature were not able to reach agreement on this comprehensive approach.

As the March 10th deadline approached, the Assembly reduced the scope of their proposal to issues that appeared to have garnered wide support – school construction and flood control. Although the Assembly voted 60-9 to approve a \$23 billion school construction and flood control bond package, the Senate remained committed to an all-or-nothing mega-bond. Unable to reach agreement on a comprehensive bond package, the Senate approved \$1 billion for emergency levee repairs from the state general fund, and adjourned while the Assembly was still debating their school construction and flood control proposal. The result of all this commotion was that a school bond was not placed on the June 2006 ballot.

Between now and November, it is critical that C.A.S.H. members continue to communicate to legislators that changes to the current program are necessary to ensure that districts are able to build complete schools.

Next Steps

Since late 2005, the C.A.S.H. Board and our C.A.S.H. advocates have worked with legislators to raise their awareness of funding and programmatic issues that our membership has identified as problematic for building schools.

Although a school bond was ultimately not placed on the June 2006 ballot, C.A.S.H.'s efforts to ensure that issues critical to the school facilities community were included in the debate, now allow C.A.S.H. to use this momentum as a starting point in efforts to ensure that C.A.S.H.'s priorities are included in deliberations over a school bond for November 2006.

Between now and November, it is critical that C.A.S.H. members continue to communicate to legislators that changes to the current program are necessary to ensure that districts are able to build complete schools. For this reason, C.A.S.H. will focus on the following issues going forward:

- SFP grants adequate to build complete schools
- SFP eligibility issues such as eliminating the 6% "hit" that districts who do not operate MTYRE schedules must deal with
- Need for funding to address ADA compliance issues which currently eat up significant portions of modernization grants

Continued on page 4

Funding Per Program	2006	2008
• New Construction	\$1.9 Billion	\$3 Billion
• Modernization	\$3.3 Billion	\$1.2 Billion
• Overcrowded	\$1 Billion	\$1 Billion
• Charters	\$500 Million	\$500 Million
• Career Technical	\$500 Million	\$500 Million
• Small Schools[3]	\$200 Million	\$200 Million
• Joint Use	\$29 Million	—
• Sustainability	\$100 Million	—

Governor and Legislature Miss Deadline to Place School Bond on June Ballot

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For your reference, the following is a summary of the provisions of the school bond proposal[1]:

Bond Amount

- First (2006) \$10.416 Billion (K-12 portion \$7.329 Billion)[2]
- Second (2008) \$9.087 Billion (K-12 portion \$6.2 Billion)

Grant Adjustment

New Construction

- Elementary/Middle 6%
- High School 3%

Process and timeline for grant adjustment:

- “The board shall conduct an analysis of the relationship between the per-unhoused-pupil grant eligibility determined under this article and the per pupil cost of new construction for elementary, middle and high school pupils.”
- “On and after January 1, 2009 the board shall increase or decrease the per-unhoused-pupil grant eligibility by amounts it deems necessary to cause the grants to correspond to costs of new construction.”

Modernization

Proposal does not contain a provision to adjust Modernization Grants. In addition, the 2008 allocation for Modernization is \$1.2 Billion - this amount does not meet anticipated needs.

Developer Fees

Extends current statute relating to developer fees out until 2012.

Programmatic

Overcrowding/Portables

Defines eligible school site as one that has a pupil density equal to or greater than 175% of CDE site density recommendations as of January 1, 2006 *after* the pupil density is reduced by (1) the capacity created by multi-story construction and (2) approved COS projects. The Board shall adopt regulations to determine the aforementioned pupil density reductions.

On eligible school sites, pupils housed in portable classrooms identified in a district’s new construction eligibility baseline would be eligible for new construction funding if the district (excluding portable classrooms used for Class Size Reduction):

- Reduces the site density to 150% of CDE’s site density recommendations as of January 1, 2006
- Removes from service as a classroom the portable classroom within 6 months of the date of occupancy of the new facility
- Replaces the portable classroom with a permanent classroom
- Reduces the total number of portable classrooms district-wide

Applications will be approved on a semi-annual basis. If funding becomes unavailable, the Board shall prioritize and fund the applications based on the severity of pupil density at eligible school sites.

Note: *Version I* included the CSR exclusion in the “school site” provision. *Version II* moves this language to the “pupil” provision.

Seismic

Allows district to qualify for hardship assistance in extraordinary circumstances, which includes schools identified in DSA’s AB 300 report as “Category 2”. In addition, specifies that funds used for seismic mitigation or facility replacement will be allocated on a 50/50 basis, and allows a district to be eligible for new construction funding if

the board determines that seismic mitigation work is greater than 50 percent of the funds required to construct a new facility.

Note: *Version II* language improves upon the former version (*Version I*: “Unusual circumstances beyond the control of the district may include, but are not limited to, the need to repair, reconstruct, or replace school facilities determined by the Division of the State Architect to pose an unacceptable risk of injury to students or school staff in the event of an earthquake.”).

Sustainability (CHPS)

“A grant for new construction may also be used for the costs of designs and materials that promote the efficient use of energy and water, the maximum use of natural lighting and indoor air quality, the use of recycled materials that emit a minimum of toxic substances, the use of acoustics conducive to teaching and learning, and other characteristics of high performance schools.”

Note: This provision is permissive. Outlines characteristics of “high performance schools” but does not state that CHPS “standards” must be met. *Version I* was funded from existing new construction funds. *Version II* (current) provides \$100 million to provide incentives for the design and construction of high performance schools in addition to new construction funding.

Career Technical

“The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local education agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-

demand technical careers of today and tomorrow.”

Note: *Version II* changed this program from a 50/50 New Construction matching program to an “equal share” program. Does not specify a modernization match (i.e. 60/40). Contains a per-square-foot funding methodology and does not contain a waiver provision for the Financial Hardship Program. Capped at \$3 million per school for New Construction and \$1.5 million for Modernization (*Version I* capped per school grants at \$2.5 million for new construction).

Urban


“The board shall review the increased costs that may be uniquely associated with urban construction and shall adjust the per-pupil grant for new construction, or modernization, hardship applications as necessary to accommodate those costs. The board shall adopt regulations setting forth the standards, methodology, and a schedule of allowable adjustments, for the urban adjustment factor established pursuant to this subdivision.”

Note: This language is from current law.

Charters

School district eligibility held harmless, requires charter schools and traditional school districts to coordinate review of Proposition 39 plans. Allows charter schools facilities to be modernized at 15 years.

County Offices of Education

Specifies that New Construction funding can be used for special education and community day schools. 

[1] *Version I* [3-10-12/1:47 pm/RN 06 06681],
Version II [3-12-06/3:56 am/RN 06 06601] – Current version.

[2] Increased by \$100 Million for sustainability provision.

[3] From New Construction.

Former Assembly Member Marco Firebaugh Passes Away

Former Assembly Member Marco Firebaugh, who had battled a liver ailment during his time in the Assembly, succumbed to complications from liver disease on March 21.


Mr. Firebaugh served on the State Allocation Board and was passionate about providing school facilities for disadvantaged students across California.

Mr. Firebaugh served six years on the State Allocation Board (“SAB”). During his tenure on the SAB, California invested more than \$16 billion toward the construction and modernization of public schools, making it the largest investment in public school improvements in the history of the state.

From 2002 to 2004, Mr. Firebaugh served as Chairman of the California Latino Legislative Caucus. Under his stewardship, the Latino

Caucus grew from 22 to 27 members making it the largest and most influential Caucus in the Legislature.

Because of his effectiveness both as a policymaker and a political leader, Mr. Firebaugh was appointed Majority Floor Leader in 2002. Alongside former Speaker Herb J. Wesson, Jr., Mr. Firebaugh served as Floor Leader from 2002 to 2004 making him the highest-ranking Latino in the Assembly and one of the chief negotiators for Assembly Democrats.

He was also a Visiting Professor and Policy Fellow at the UCLA School of Medicine, Center for the Study of Latino Health and Culture. Mr. Firebaugh served in the California State Assembly from 1998 to 2004 representing the 50th Assembly District located in southeast Los Angeles County. 

The Dream Is Now A Reality

Continued from page 2

provide extraordinary leadership and stewardship of public school resources.

PROGRAM


This year-long, intensive program provides professional training to current and future school district facility leaders in areas including modernization, new construction and maintenance of the community’s public schools. The Academy begins with an institute in August 2006. Thereafter, classes are held on Friday afternoons and Saturdays, generally once a month. All classes are held at the Hawthorne Suites, 321 Bercut Drive in Sacramento. The first class will receive their diplomas during a graduation ceremony in June 2007.

The Academy is distinguished by the

following major elements:

- Each participant is teamed with a mentor
- Mentors frequently interact and evaluate participants’ progress
- Participants develop and respond frequently to self and group assessments
- Participants are expected to lead, assist, and follow within their selected teams
- Frequent team and individual presentations are required
- The Academy is limited to 25 applicants and 25 mentors

For an application to be a participant or mentor, please go the C.A.S.H. web site at www.cashnet.org or contact Gretchen Kocinsky at (916)448-8577 or gkocinsky@m-w-h.com

We look forward to receiving your application 

Pest Prevention

Outdoor Maintenance Practices

By Sewell Simmons



Introduction

Outdoor maintenance practices most essential to pest prevention in schools are those involving building exteriors and adjacent areas, lunch areas, athletic fields and playgrounds, landscaped areas, and refuse/recycling areas. Almost all indoor pests originate outdoors and gain access to the inside of buildings and other structures. Reducing and controlling the supportive habitat in building perimeter areas and eliminating pest access to buildings will do much to prevent structural pest problems. Pests of lunch areas, playgrounds, and refuse/recycling areas are attracted primarily by the availability of food. The common pests are rats, mice, flies, yellow jackets, and birds. In these areas, sanitation is the major maintenance requirement for prevention. In athletic fields and landscaped areas, turf pest control is best approached with preventive strategies, emphasizing maintenance of healthy turf. This involves proper selection of turf grass species for each environmental setting; proper irrigation, fertilization, drainage, mowing and aeration; and proper selection and placement of ornamental

plants that will not limit turf growth. In landscaped areas, pest prevention is best accomplished with a strong emphasis on proper plant selection, placement, and care.

Below are practices that will help managers, staff, and contractors in planning outdoor maintenance. Sources listed in the reference section contain many additional suggestions.

Outdoor Maintenance Practices

BUILDING EXTERIORS AND PERIMETERS:

Exclusion

- Keep vegetation and wood mulch at least 12 inches away from structures. Keep plants at least 12 inches away from breathing vents of a foundation.
- Keep tree limbs and branches that might provide vertebrate pest access to buildings at least six feet away from building exteriors (ten feet if tree squirrels are a problem).
- Seal all plumbing; heating, ventilation, and air conditioning (HVAC); and electrical service entrances.

- Seal, or exclude with netting, all bird access to nesting sites.
- Keep doors locked tightly; equip doors with self-closures and door sweeps.
- Repair all broken panes in windows and/or skylights.
- Monitor buildings for access holes. Repair/seal all holes, cracks, and crevices to discourage hiding places or entry points for pests.
- Clean up wood debris from under and around structures.
- Eliminate all soil-to-wood contact. Stack pallets off the ground and away from buildings.
- During landscape renovation, do not raise the soil level against the building.
- Avoid placement of discarded equipment and/or materials next to building(s).
- Store materials and equipment on elevated racks at least 12 inches off the ground.
- Clear weeds, grass, and brush from building perimeters and from fence lines.
- Keep walls reasonably clean and free of dust, moss, and debris.
- Ensure that paving is in good repair.
- Discourage feeding of birds and other wildlife on campus.
- Discourage feeding of dogs and cats (feral, stray, or domestic) on campus.

Moisture management

- Prevent sprinklers from wetting stucco.
- Keep area under structures dry. Maintain proper drainage away from structures.
- Keep drains free so water flow is unimpeded.
- Inspect roofs and basements periodically to ensure there is no standing water or flooding.

- Where feasible, install gravel on the area around foundations and grade these areas away from the building to avoid basement flooding.
- Prevent shrubbery from blocking breathing vents in the foundation.

PLAYGROUND, ATHLETIC FIELD, LANDSCAPE, REFUSE/RECYCLING, PARKING LOT, AND LUNCH AREAS:

Sanitation

- Allow food and beverages only in limited, designated areas.
- Regularly sweep, pressure wash, and/or steam clean outdoor lunch areas.
- Equip all outdoor garbage containers with plastic liners.
- Equip all outdoor garbage containers with tight-fitting, spring-loaded lids to exclude pests.
- Empty garbage cans in outdoor lunch areas immediately after lunch and remove any food debris on the ground so that insects, rodents and birds will not be attracted to the site.
- Empty outdoor garbage containers frequently to prevent accumulated trash, particularly near doorways.
- Collect and properly dispose of litter from all school ground areas at least once weekly.
- Collect and move recyclables and stored waste off site at least once weekly.
- Clean all garbage cans and dumpsters regularly. Wash outdoor garbage containers on at least a monthly basis, including spill-contaminated areas around containers.

Moisture management

- Eliminate standing water on school grounds that may attract pests.
- Correct improper grading and poorly functioning drainage that may lead to standing water.
- Remove containers, repair potholes, and correct other features that collect water.

Maintenance of healthy turf

Turf weed control is best approached with preventive strategies that emphasize the maintenance of healthy turf. This involves proper selection of turf grass species for each environmental setting; proper irrigation, fertilization, draining, mowing and aeration; and proper selection and placement of ornamental plants that will not limit turf growth. Check with your University Cooperative Extension service for recommendations on turf types and management practices specific to your area.

- Raise mowing height for turf to enhance its competition with weeds; adjust cutting height of mower, depending on the grass type; sharpen mower blades; and vary mowing patterns to help reduce soil compaction.
- Water turf infrequently but sufficiently during morning hours to let turf dry out before nightfall; let soil dry slightly between watering. Check with your local Resource Conservation District or Cooperative Extension service for information on soil types and watering needs in your area.
- Provide good drainage, and periodically inspect turf for evidence of insect pests or diseases.
- Allow grass clippings to remain in the turf (use mulching mower or mow often) or compost clippings with other organic material.
- Test soil to determine pH and fertilizer requirements. Time fertilizer application appropriately to prevent problems caused by excessive fertilization.
- Use a dethatcher to remove thatch. Do this in early fall or early spring when over-seeding operations are likely to be most successful.

Maintenance of healthy landscape

Pest prevention in landscape plantings is best accomplished with a strong emphasis on proper plant selection, placement, and care.

- Prevent water stress in plants, yet avoid over-watering. Whenever possible, group plantings with similar water and other maintenance requirements. Maintain the optimum moisture requirement for each plant type.
- Use the appropriate pest-resistant plant variety. Select replacement plant material that is disease-free, disease resistant, and locally adapted (check with your local Cooperative Extension service).
- Use correct planting techniques, such as proper backfilling and depth of planting. These are an invaluable investment in the future health of plants.
- Use established soil fertilization practices.
- Avoid mechanical injury to plants.
- Remove wind-damaged branches.
- Use sanitation practices including the removal of diseased plants, pruning infected parts of plants, and removal of diseased branches.
- Remove susceptible plants if plant disease recurs and requires too many resources to treat.

GARDENS

- One of the best strategies to prevent insect problems is to adopt practices that promote healthy plants. The better the plants' needs are met for moisture, nutrients, and sunlight, the healthier the plant will be and the better it will fight off insect pests.
- Choose plant varieties that are well adapted to the local conditions, especially those that are known to be pest resistant. Adopt sanitary practices such as removing dead or

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Thank You Contributors to the 2006 Statewide Bond Campaign *As of April 5, 2006*

The C.A.S.H. Board of Directors thanks the following members who have made generous contributions to our fundraising efforts for the 2006 Statewide School Bond Campaign. The Board encourages all members to make a generous contribution to our efforts. If you or your firm would like to make a contribution, please use the Contribution Form on page 12.

Double Diamond \$25,000 + Architects

- HMC Architects
- KPI Architects
- LPA, Inc.
- NTDSTICHLER Architects
- PJHM Architects, Inc.
- WLC Architects, Inc.

Construction Managers

- barnhart, inc.
- Bernards

Consultants & Planners

- California Financial Services
- Murdoch Walrath & Holmes
- School Facility Consultants

Financial Consultants/Institutions

- RBC Capital Markets
- Stone & Youngberg
- UBS Securities, LLC

Furniture & Equipment Dealers & Suppliers

- Virco Mfg. Corp.

Modular Building Manufacturers/Dealers/Suppliers

- Meehleis Modular Buildings

Diamond \$20,000 - \$24,999

Construction Managers

- Neff Construction

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

Architects

- AEDIS Architecture & Planning
- Kruger Bensen Ziemer Architects
- Westberg + White Architects

Construction Managers

- 3D/International
- PCM3, Inc.

Financial Consultants/Institutions

- Citigroup Global Markets Inc.

Modular Building Manufacturers/Dealers/Suppliers

- Current Enterprises Modular
- Saramark, Inc.

Program Managers

- PinnacleOne

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

Architects

- Carmichael-Kemp Architects
- Darden Architects
- Higginson + Cartozian Architects, Inc.
- Lionakis-Beaumont Design Group, Inc.
- Murray & Downs AIA Architects, Inc.

- PCH Architects
- PSWC Group Architects
- Rainforth Grau Architects

Attorneys

- Best, Best & Krieger
- Miller Brown & Dannis

Construction Managers

- Cumming LLC
- Erickson-Hall Construction Co.

Consultants & Planners

- Colbi Technologies, Inc.

Environmental/Toxics Consultants

- Earth System Services, Inc.

Financial Consultants/Institutions

- George K. Baum & Company

Bronze Level \$1,000 - \$4,999

Architects

- ATI Architects and Engineers
- BCA Architects
- Beverly Prior Architects
- Henry Woo Architects
- Imageworks Architecture
- Quattracchi and Kwok Architects

Attorneys

- Parker and Covert LLP

Consultants & Planners

- The Planning Center
- Vose Properties, Inc.

Construction Managers

- TBI & Associates
- TBI Construction & Construction Management, Inc.

Environmental/Geotechnical Consultants

- LFR, Inc.

Financial Consultants/Institutions

- Kelling Northcross Nobriga

Labor Compliance Consultants

- CS & Associates
- WCS/Ca, Inc.

Licensed Professionals

- Buehler & Buehler Associates
- Kanda and Tso Associates
- Lawrence Nye Andersen Associates
- LP Consulting Engineering

Other

- BP & Associates
- Henrikson Owen & Associates
- Konsortium 1
- KPFF Consulting Engineers
- Lee George Structural Engineers
- OMB Electrical Engineers


Pest Prevention – Outdoor Maintenance Practices

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decaying plant matter, keeping weeds at a minimum, and removing debris and standing water. Practice crop rotation. Physical barriers, like floating row covers, can be effective.

- To keep rats out of gardens, it is necessary to prevent their access. If possible, locate the garden in an area surrounded by open space, as rats are wary of crossing open spaces. Fencing and trenching are effective tools for further reducing access.
- Netting is available for protecting the garden from birds.

COMPOST PILES

- To discourage flying insect pests, do not place food scraps or animal manures in compost piles. Rats are also attracted to food scraps and to dry woody nesting materials.
- Discourage rats from nesting by turning and rebuilding the pile, paying special attention to shredding and moistening dry woody materials – rats dislike soggy conditions. 

REFERENCES

Integrated Pest Management Kit for Building Managers. Massachusetts Department of Food and Agriculture, Pesticide Bureau, 100 Cambridge Street, Boston, Mass. 02202. <http://www.pestinfo.ca/documents/IPMkitforbuildingmanagers.pdf>

IPM Institute of North America, Inc. Part I. IPM Standards for School Buildings. http://www.ipminstitute.org/school_buildings.htm

IPM Institute of North America, Inc. Part II. IPM Standards for School Grounds. http://www.ipminstitute.org/school_grounds.htm

Responsible Pest Management: Best Practices and Alternatives <http://www.pestinfo.ca/main/ns/9/doc/5>

Rodent-Proof Construction and Exclusion Methods. Internet Center for Wildlife Damage Management. <http://icwdm.org/handbook/rodents/RodentExclusion.asp>

U.S. EPA, Pest Control in the School Environment: Adopting Integrated Pest Management. <http://www.epa.gov/pesticides/ipm/brochure/>

Wisconsin's School Integrated Pest Management Manual, Section I: Essential Elements of IPM, <http://ipcm.wisc.edu/programs/school/sec1.htm>

Sewell Simmons is with the Department of Pesticide Regulation, Pest Management and Licensing Branch, and can be contacted at 1000 I Street, P.O. Box 4015, Sacramento, CA 95812-4015, by phone at 916-324-4245 or by email at ssimmons@cdpr.ca.gov.



Oso Grande Elementary School

Oso Grande Elementary School is the newest school in Capistrano Unified School District and is the final school to be built in the new master planned community of Ladera Ranch, California. The planning process for the school began in November of 2001, with the identification of the project site. At that point in time, it was determined by Capistrano Unified School District that the plan would be a re-use of the district's typical elementary school plan; this would become the eighth construction of that plan. With the use of an existing building plan, one that has been proven time and time again to fulfill the district's educational and programmatic needs, the challenge was to develop the building exterior and site planning to meet the unique

characteristics of the project location and community context. The planning team for the project included members of the Capistrano Unified School District Facilities and Educational Planning staff, the community master planners, architects and landscape architects, and the district's project architect and school design team. This was the same team that had worked together for years on the three previous school sites in Ladera Ranch. That history made the planning process simple and effective, as all team members were familiar with each other and the expectations that each organization had for the project.

From the time that it was identified, it was known that the project site presented some unique design chal-

lenges. The site is bordered by streets at the north and west, by a residential tract to the east, and a community park at the south. The street to the north is a major collector street, so it was not appropriate to locate the school entrance and parking lot to the north. The park to the south suggested a school playfield connection, so the entry and parking lot needed to both be oriented to the west. The relatively flat site grades contrasted the steeper street grades, which resulted in significant elevation differences at the northwest corner of the site, where the building entry would ideally be located. When the planning process began, the master developer indicated that for Oso Grande Elementary, a mission style of architecture would be appropriate in order to connect with the visual character of the surrounding community. This combination of site constraints and development imagery quickly led to the creation of exterior spaces on the site, particularly at the building entry. The mission style entry courtyard proved to be the key element that tied the building to the site and mitigated the grade differences between the site and the street. Designed as a procession to the school's front door, the courtyard also encompassed mission style planning concepts and set the tone for the school's exterior aesthetic. Those concepts were also repeated at the open-

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CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING
28th Annual Conference
February 26 – March 1, 2007
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

Workshops must consist of a moderator and **not more than two to three panelists**, one of whom must be a school district or county office of education 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.**

Workshop Proposal Submitted By:

Name _____

District/County Office/Company _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ Email _____

Strand Preference for Topic

Fiscal Management

Maintenance & Operations

School Architecture

High Performance

Planning

School Construction

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

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

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

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

1130 K Street, Suite 210, Sacramento, CA 95814

Submittal Deadline: Friday, May 26, 2006

CALIFORNIA'S COALITION *for* ADEQUATE SCHOOL HOUSING
28th Annual Conference
February 26 – March 1, 2007
Sacramento Convention Center/Hyatt Regency

Roundtable Proposal Form

How roundtables work: The roundtable moderator will provide a brief two to three minute overview of the topic, after which the moderator will open the forum for discussion, and questions and answers with the participants. After 45 minutes the participants will move on to other tables for other topics and a new group will join the roundtable discussion. The topic will be repeated two to three times. There will be up to eight roundtable discussions running concurrently.

A roundtable discussion should be a very interactive event as opposed to a presentation/lecture. Roundtable discussions should be structured to educate attendees. At no time should a roundtable discussion endorse a particular product or service.

Roundtable Title / Idea: _____

Description: _____

All Annual Conference Presenters Must be C.A.S.H. Members.

Submitted By: _____

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Contribution Request Form

Please take a moment and contribute to the Coalition for Adequate School Housing Issues Committee.

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Contributor Name: _____

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If Contributor is an individual, please include:

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591 Redwood Highway, No. 4000
Mill Valley, CA 94941
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To expedite recognition for your contribution on the C.A.S.H. web site, in the CASH Register, at C.A.S.H. meetings and other functions, please fax a copy of this form to the C.A.S.H. office at (916) 448-7495.

Contributions to the Coalition for Adequate School Housing Issues Committee are not deductible as charitable contributions for federal income tax purposes. Moreover, contributions are for the purpose of influencing voters on ballot measures and are regarded as payments for "grassroots lobbying" which are not deductible as a business expense (IRS Regulation 1.162-20 [b], [c]). Contributions from foreign principals may not be accepted.

Oso Grande Elementary School

Continued from page 9


ended courtyard at the rear of the school. Finally, the Food Services building was broken away from the main building and located on the site as its own 'villa' with an eating area courtyard. Such outdoor areas are natural for the school's location in Southern California, as the local climate is very hospitable for most of the academic year.

The Oso Grande site is located at the entry corner to the final phase of the development, which features an architectural imagery that references the nearby Mission San Juan Capistrano. This strong visual reference serves as a unifying theme throughout the southern portion of Ladera Ranch, and Oso Grande Elementary was designed to fit in with that theme. The mission style that was used also had some benefits to the school's energy performance. It is a standard feature in this elementary school plan to incorporate natural



daylighting into all learning environments. Classrooms, the Library and Multi-Purpose Room are all equipped with skylights for natural lighting. The deep exterior overhangs that are common to the mission style also help to shield classroom exterior walls from sunlight. This reduces the exterior heat loads in the classrooms and reduces cooling requirements. Energy costs and consumption will be reduced for both artificial lighting and air conditioning, which serves to make Oso Grande an environmentally friendly facility. The project has been

submitted to San Diego Gas & Electric for review under the CHPS program, and this building type has historically earned high ratings.

Oso Grande Elementary brings a unique character to the Capistrano Unified School District and the development of Ladera Ranch. The mission style of architecture will improve the school's energy performance, blends with the surrounding community, and led to outdoor courtyard spaces that resolved functional challenges as well as reinforced the visual character of the project. 

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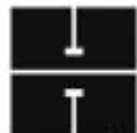
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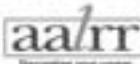
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Doubletree Hotel, 2001 Point West Way, Sacramento, CA

April 26, 2006
Wednesday
11:00 a.m. – 12:15 p.m.

General Membership Meeting
1215 K Street, 14th Floor, Sacramento, CA 95814

April 28, 2006
Friday

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May 15, 2006
Monday
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May 16-17, 2006
Tue. - Wed.

C.A.S.H. Spring Conference
Westin Horton Plaza, 910 Broadway Circle, San Diego, CA

May 24, 2006
Wednesday
11:00 a.m. – 12:15 p.m.

General Membership Meeting
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***Monthly C.A.S.H. meetings
are held from 11:00 a.m.
to Noon in Sacramento.
The monthly meetings
are always scheduled to
coincide with the monthly
meetings of the State
Allocation Board on the
fourth Wednesday of the
month, except in November
and December, to enable
C.A.S.H. members to
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