



# REGISTER

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THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

## *In This Issue...*

- 2 ▶ **Message From The Chair**
- 3 ▶ **C.A.S.H. CEQA Bill Keeps Moving**
- 3 ▶ **Bond Contributions**
- 4 ▶ **Contributors to the 2006 Statewide Bond Campaign**
- 5 ▶ **Public Opinion Surveys Indicate Early Support for School Bond**
- 6 ▶ **Joining Forces**
- 10 ▶ **DTSC Funds Available for Cleaning Up Contaminated Sites**
- 10 ▶ **SFP Study Completed**
- 11 ▶ **Construction Completed On Valle del Sol Elementary School for Coachella Valley Unified School District**
- 12 ▶ **Board Member Spotlight – Stephen Newsom**
- 12 ▶ **DSA Announces New San Diego Regional Manager**
- 12 ▶ **C.A.S.H. Membership Dues**
- 13 ▶ **FRC Update**
- 24 ▶ **Upcoming Meetings, Conferences & Workshops**

## Valle del Sol Elementary School

*See page 11 for details*



# Message From The Chair



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

As many of you know, the idea of a C.A.S.H. School Facilities Leadership Academy has been a dream of the C.A.S.H. Board of Directors since long before I became Chair, and its realization was one of the very highest priorities I set out for my tenure. I am pleased to say that as we approach the August 9 kick-off date for the Academy's inaugural year, the program


## ***C.A.S.H. School Facilities Leadership Academy***

is right on track and looking more impressive every day.

Of course, an Academy can be no greater than the people who participate, and we were very pleased by the size and quality of the applicant pool. It was a truly difficult task to cull the numbers to a class of 25. At one point, we even considered expanding the size of the class, but to offer a seat to everyone with exceptional qualifications the Academy would have become so big we would have lost the personal touch. Instead, we asked the many qualified applicants who were not chosen if they could please wait for Year Two. As a result, we were able to select a class representing a remarkably diverse set of backgrounds and experiences, including operations managers, superintendents, CBOs, and project managers. The one thing they all have in common is their ability and their drive.

As we noted in their acceptance letter, "C.A.S.H. has assembled the state's preeminent school facilities experts to provide you with the leadership program to match your talents and ambitions. Your fellow classmates will also bring useful experience and expertise into the Academy mix. By June 2007 you will have been exposed to a daunting array of both practical information and operational knowledge, and most importantly, leadership training which school facilities professionals need to be successful. By graduation, this training will be integrated into your current professional knowledge and expertise to certify you as an expert in school facilities ready to undertake a whole new level of challenges as a leader."

We have been working very closely with Bill Gillaspie of the Fiscal Crisis and Management Assistance Team, who has been extremely generous of his time as well as the experience gained from the first two sessions of the CBO Mentor Project, which he directs. As a result, we have been able to sidestep many of the mistakes that are a necessary component of any new endeavor, and we expect to offer an experience in Year One fully up to the highest C.A.S.H. standards.

We will keep you informed of the progress of the Academy as the year unfolds, but for now, mark a placeholder on your calendar. At the Annual Conference this February, I will host a reception for the 25 participants and their mentors. C.A.S.H. members and conference attendees will be invited to meet this remarkable group and hear about their experience to date in the Academy's inaugural year. 



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The CASH Register solicits articles on school facility-related topics from the membership. If you are interested in submitting an article, please send it or a letter of inquiry to: Editor, CASH Register editorial office, 1130 K Street - Suite 210, Sacramento, CA 95814. Sorry, we are unable to return or acknowledge unpublished manuscripts. The views expressed herein are those of the authors and not necessarily those of the Coalition for Adequate School Housing, its board, staff or general membership.

# C.A.S.H. CEQA Bill Keeps Moving

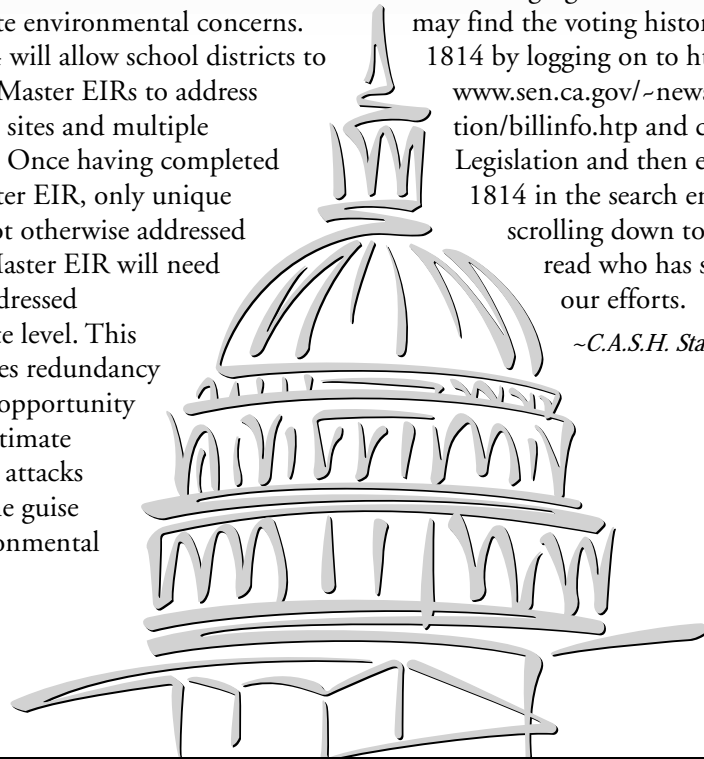
When the C.A.S.H. Board decided to sponsor legislation to amend the California Environmental Quality Act (CEQA), they were aware that CEQA is often referred to as the third rail of legislation. But Senator Torlakson was willing to undertake the struggle and his bill is now on its way to the Assembly Appropriations Committee. The bill has been receiving bipartisan support. In the Assembly the bill was double referred to both the Assembly Natural Resources Committee and the Assembly Education Committee and must receive approval by the Assembly Appropriations Committee before its final vote on the floor. Legislators on both sides of the aisle realize that school districts are often stymied in their efforts to build new schools to meet escalating demands.

While the bill proposes modest reform, it will give school districts a new tool in their compliance efforts. The C.A.S.H. Board recognized a need

for a way to develop a more comprehensive analysis of environmental needs without subjecting each project to a multiplicity of law suits and road blocks related more to NIMBY concerns than legitimate environmental concerns. SB 1814 will allow school districts to prepare Master EIRs to address multiple sites and multiple projects. Once having completed the Master EIR, only unique issues not otherwise addressed in the Master EIR will need to be addressed at the site level. This eliminates redundancy and the opportunity for illegitimate NIMBY attacks under the guise of environmental impact.

We urge members to recognize the importance of their individual legislator's vote in support of SB 1814 and Senator Torlakson's leadership on this challenging area of the law. You may find the voting history of SB 1814 by logging on to <http://www.sen.ca.gov/~newsen/legislation/billinfo.htm> and clicking Legislation and then entering 1814 in the search engine and scrolling down to Votes to read who has supported our efforts. 

~C.A.S.H. Staff



## Bond Contributions

C.A.S.H. thanks the many bond contributors that have already given to the 2006 school bond campaign. We are currently at \$760,000 in contributions. We have a ways to go to reach our goal of \$1.5 million. For a list of bond contributors to date, see page 4.

The 2006 school bond campaign will cost more than ever. With four other competing State bond measures and increased costs for TV, radio and print advertisements, it is estimated that it will take approximately \$9.5 million to run this campaign.

Contributions for the bond campaign go directly into the

C.A.S.H. Issues Political Action Committee which is administered by Nielsen, Merksamer, et. al. in Mill Valley, California.

Bond campaign contributions cannot be used for C.A.S.H. general operations, lobbying or other association expenditures. All fundraising is done by C.A.S.H. leadership and staff.


All bond contributions will be used to assist with the running of the campaign, which include TV, radio, and print ads as well as polling and other administrative costs.

Where will the other campaign contributions come from?

- Association of California School Administrators

- California Building Industry Association
- California Business Roundtable
- California Chamber of Commerce
- California Teachers Association
- University of California, California State University and Community Colleges
- Charter Schools

As you can see, the cost of running a campaign is very high these days. Please help C.A.S.H. reach its goal and give a generous contribution today.

For a contribution form, visit the C.A.S.H. website at [www.cashnet.org](http://www.cashnet.org). 

- CASH Staff

# Contributors to the 2006 Statewide Bond Campaign

(As of June 30, 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 visit the C.A.S.H. website for a printable form or to contribute online.

## **Double Diamond Level** **\$25,000 +**

### **Architects**

- HMC Architects
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- LPA, Inc.
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### **Program Managers**

- Capital Program Management

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

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- The Planning Center
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### **Construction Managers**

- Construction Controls Group
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- Buehler & Buehler Associates
- Kanda and Tso Associates
- Lawrence Nye Andersen Associates
- LP Consulting Engineering
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### **Other**

- Davillier-Sloan, Inc.
- Henrikson Owen & Associates
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- KPFF Consulting Engineers

### **Technology/Telecommunications Consultants**

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### **Nonmembers**

- BP & Associates
- Lee George Structural Engineers
- OMB Electrical Engineers Inc.

# Public Opinion Surveys Indicate Early Support for School Bond...But High Voter Dissatisfaction and Low Support for Local Bonds Urge Caution

As the final results of the June 2006 Primary Election are confirmed, it is a good opportunity to look forward to the November 2006 General Election where the issue of most interest to C.A.S.H. members will be considered by California voters – Proposition 1D, the \$10.4 billion bond to build and renovate schools. While preliminary results are cause for cautious optimism, a number of factors remind us that there is still much work to be done. The November ballot will carry large bonds for transportation, disaster preparedness and flood protection, and affordable housing. We need the help of C.A.S.H. members to launch an aggressive campaign to ensure passage of the school bond.

## Results of Recent Public Opinion Polls on Infrastructure Bonds

The Public Policy Institute of California (PPIC) released a survey on May 25, 2006 which examines early public opinion on the proposed State Budget, candidates for Governor, and the infrastructure bonds on the November 2006 ballot.

The PPIC asked the following question intended to gauge public support or opposition to the school bond: "...please tell me if you would vote yes or no if the election were held today...How about a bond of about \$10 billion for school and university construction and renovation?" The PPIC's survey indicated 68% support among likely voters. Further analysis of the survey shows Democratic support

at 80%, Republican support at 59%, and Independent support at 68%. The high level of support among Independents is a particularly positive sign. Concerning the other infrastructure bonds, the PPIC survey indicated support in the mid-sixties for the \$20 billion transportation bond and the \$4 billion flood protection bonds. Conversely, the \$2 billion housing bond polled at 49% among likely voters.

The Field Poll released its survey on similar issues as PPIC's survey, and while the Field Poll's survey also indicated greater support than opposition for the school bond, the support measured was at a significantly lower level. Specifically, the Field Poll survey indicates support for the school bond at 48%, which is 20 percentage points lower than PPIC's survey. For reference, the Field Poll survey asked the following question to gauge public support or opposition to the infrastructure bonds on the November 2006 ballot: "...would you be inclined to vote YES or NO on this bond proposal?...Prop. 1D, Kindergarten through University Public Education Facilities (\$10.4 billion)."

It is important to recognize that any public opinion survey results at this early juncture should be taken with a grain of salt as the November election is a long way away in a political context. In addition, although a somewhat arcane factor, the way a



survey question is composed can yield very different results. The PPIC asked, "How about a bond of about...\$10 billion for school and university construction and renovation?" while the Field Poll asked, "If the election were held today, would you be inclined to vote YES or NO on this bond proposal...Prop. 1D, Kindergarten through University Public Education Facilities (\$10.4 billion)." The PPIC's question provides more specificity concerning what the bond funds will be used for, while the Field Poll's survey used a more generic question. For reference, the C.A.S.H. public opinion survey conducted in October 2005 shows support for the school bond proposal in the mid-fifties to the low-sixties, depending on how the question was asked. C.A.S.H.'s survey questions were closer to the PPIC's than the Field Poll's.

*Continued on page 8*

# Joining Forces *By Mike Kennedy*

*“If you want something done right, you have to do it yourself.”*

Some education administrators may embrace that sentiment, but in an era of shrinking budgets and finite resources, schools and universities have a better chance of doing something right when they aren't going it alone.

Through joint-use agreements, education institutions forsake some of their independence for the benefits of collaboration. By partnering with municipalities, private groups or other education institutions, schools can build better facilities and offer more services to their communities.

“We're very open to it,” says Jim McConnell, chief facilities executive with the Los Angeles Unified School District, which has numerous joint-use projects in the works as part of its massive construction program. “Our toughest challenge is finding partners.”

But to be successful, schools and their partners must clearly establish the boundaries of the joint-use agreement – who will have control of the facilities and when, who will maintain the facilities, and who will be responsible when something goes wrong.

## ***Mutual benefits***

The ideal scenario for a joint-use partnership is one in which each side has something to gain. Schools and universities, always trying to squeeze more out of their budgets, can save money when they find a partner that will foot some of the bill for a new facility. Other governmental entities – cities, counties and other education institutions – have the same financial concerns and the same motivations for seeking joint-use arrangements.

As education institutions more

readily pursue stronger connections with the entire community, joint-use programs allow them to forge those bonds more effectively – providing entire communities with more access to facilities and services, often critically needed in some areas, and more efficient use of tax funds.

“We try to satisfy the social needs of the community as well as the school facility needs,” says McConnell.

Schools and universities also can team up with non-profit groups or private companies who want their own goals met, but in a way that will enable schools to offer facilities or services they couldn't on their own.

In the Rio School District in Oxnard, Calif., officials have entered into agreements with private developers of what will be known as the RiverPark community. About 2,800 new homes are planned for the development, and the district has neither the space for the anticipated spike in student enrollment nor the money to build new facilities. So the developers will build a middle and two elementary schools in RiverPark and turn them over to the school district. The first one, named Rio Del Mar Elementary, is scheduled to open later this year.

“There is certainly not enough money coming from the state to build a school of this kind,” says Hugh Pickrell, interim Rio superintendent.

Also part of the RiverPark development will be recreational space – three softball and four baseball fields. Oxnard and the Rio district have a joint-use agreement to share those fields, as well as a gymnasium planned for the middle school.

The district will have use of the facilities during the school day, and the city will use them in the evenings and on weekends. Pickrell says the city will

be responsible for ongoing upkeep of the fields.

“The city will do the mowing and pay the water bills,” says Pickrell. “It allows us to take a step back from playground management. Maintaining fields can have a major impact on the budget.”

For Oxnard, providing additional recreation opportunities for its 187,000 residents makes the joint-use plan desirable.

“Anytime you can add 350 acres of park, that's a good thing,” says Dean Yamamoto, park maintenance supervisor for the city of Oxnard. “From our standpoint, it's a win-win situation.”

Elsewhere, Coastal Georgia Community College took advantage of donated land to build a satellite facility in Kingsland, 35 miles south of its Brunswick campus.

The Camden Center jointly houses community college courses under the auspices of the University System of Georgia, and technical courses under the auspices of the state's Department of Technical and Adult Education. Tom Saunders, the school's vice president of business affairs, said it was complicated working out agreements to satisfy both state agencies.

“That was a little challenging,” says Saunders. “We had to balance having general-purpose classrooms, such as biology or chemistry, in the same building as a culinary program or a computer-aided drafting classroom. It's an odd mix.”

Navigating the bureaucracies of the two state agencies also was a challenge.

“You've got to be willing to put up with a lot of paperwork,” says Saunders.

The city of Kingsland, eager to accommodate a post-secondary presence, helped provide the infrastructure to the new campus.

"The city was pretty willing to work with us," says Saunders. "They helped build the roads and the parking lots."

Saunders says that although there is not a formal joint-use arrangement with the city, the college expects that the Kingsland community will be using the Camden Center's auditorium frequently.

## ***Seeking partners***

The Los Angeles district has some \$19 billion at its disposal for new and upgraded facilities, so potential candidates for joint-use arrangements might think the district doesn't have financial incentive for such partnerships.

The facts say otherwise. According to the district, it has 40 long-term joint-use agreements with municipalities for use of school facilities; and 26 ongoing joint-planning projects, as well as 366 short-term and 225 long-term leases with community groups for use of district facilities.

"We have a strong commitment to joint use," says McConnell. "We are seeking to create partnerships."

Joint-use projects in the Los Angeles district have led to an additional 244 acres of green space, 207 acres of hard-surface play areas, 570,000 square feet of gymnasium space (equivalent to 135 basketball courts), and 10 competition-size swimming pools.

Some examples of joint-use projects:

- ***New Academy Canoga Park Elementary School***

The campus was built as part of a joint-use project with a private developer. In addition to a new school, the project led to construction of 119 housing units adjacent to the school.

- ***Theodore T. Alexander Science Center School***

The district teamed with the California Science Center, a museum near the University of Southern California campus, to renovate an armory and create an elementary school. The school and museum share space and resources.

- ***Northridge Academy High School***

The district and the California State University at Northridge agreed to a

land swap that led to construction of a 1,000-student high school on a five-acre site adjacent to the university campus. The district was able to accommodate the school on a small site, McConnell says, because its agreement with the university allows students to use many of Cal State's facilities.

- ***Vista Hermosa High School***

The district is building a high school campus on the trouble-plagued site once known as Belmont, where they had to halt construction several years ago because of environmental concerns. The school will be smaller than the original Belmont plan, and the district is partnering with a state agency, the Mountain Recreation & Conservation Authority, to develop the freed-up space into badly needed park space.

McConnell says the Los Angeles district won't cut a deal with anyone looking merely to take advantage of school facilities and resources.

"The word 'partner' is the key to the whole process," says McConnell. "The toughest challenge is finding suitable partners. We steer away from entities that want to get involved under the auspices of joint use, but who don't bring sufficient resources to the table. They need to bring value to the enterprise."

In some cases, the partner is unable to live up to their side of the agreement. At the Los Angeles Center for Enrichment Studies, the district teamed up with the city of Los Angeles to build a swimming pool. But after the pool was built, the city did not have funds to pay for lifeguards, so the pool is not available for community use.

"There are hits and misses," says McConnell. "It tempers our enthusiasm."

Another missed opportunity in Los Angeles is partnering on libraries. Libraries shared by schools and municipalities are one of the more common types of joint-use arrangements (see sidebar, p. 20), but McConnell says the city upgraded its library facilities in the 1990s without the involvement of the

school district. Consequently, there is little need for new joint-use libraries.

McConnell cautions that potential partners must realize that signing a joint-use deal with the Los Angeles district is like hopping on a non-stop train – the district is striving to complete what has been called the largest school construction project ever in the United States: 150 new schools built between 2001 and 2012, as well as repairs and upgrades to 800 existing campuses (70 million square feet).

"We're driven by a very aggressive construction schedule," says McConnell. "Many private groups have the same sense of urgency that we have. You have to meet our timing imperative."

What seems like a fast pace to school officials might move slower for other groups not accustomed to the long and complicated process of getting school construction approved in California.

In other cases, groups don't have the money to form an equal partnership. Besides Los Angeles, 26 municipalities are within the borders of the Los Angeles district, but they have not shown as much interest in partnering as the district had expected.

"There just isn't that much money out there," he says. "We have more joint-use opportunities than the city and county are able to take advantage of."

## ***Making it work***

The key to making a joint-use agreement successful is clarifying the details early in the process.

"You have to make it perfectly clear from the get-go who has control," says Andrea Cohen Gehring, an architect with WWCOT, who is working on both the Vista Hermosa project in Los Angeles and the RiverPark project in Oxnard. "You have to get people involved early and respect each other's role so that there isn't any turf war."

McConnell adds that the most troublesome areas to work out are financial.

*Continued on page 8*

*Continued from page 5*

## **Many Variables for the November 2006 Election**

The generally high level of support for the school bond, even at this early stage, shows that the general public continues to place a high value on addressing overcrowding and repairing older schools; nevertheless, the wide variance in the public opinion surveys reminds us that approval of Proposition 1D is anything but assured.

Concerning the public's "mood", a difficult to quantify but an important indicator of voting behavior, the Field Poll survey asked the question, "Thinking of the state, do you think things in California are generally going in the right direction or do you feel things are seriously off on the wrong track?" The Field Poll indicated that 57% of survey respondents said that the state was on the "wrong track", while 32% of respondents said that the state was on the "right track". While not the highest level of voter "dissatisfaction" on record, it is certainly on the high end of the scale since the Field Poll started tracking this question in 1988. The C.A.S.H. survey shows "wrong track" numbers in the mid-fifties and "wrong track" numbers in the mid-twenties, depending on how the question is worded.

In addition to these concerns, more general issues such as high gasoline prices, a volatile stock market, rising interest rates and softening consumer confidence have the potential to significantly change the early indication of support for the school bond. Finally, Proposition 1D will be placed last in the sequence of infrastructure bonds on the November ballot, which is never an ideal placement when voters are being asked to approve billions of dollars for public infrastructure.

## **Indications from the June 2006 Primary Election**

The most notable result of the June 2006 Primary might be the general lack of interest among the general public – all indications are that voter turnout was around 30%, which is a historic low. The low voter turn out indicates that only the "base" in both parties cared enough to participate in this election. Voter turnout for the November General Election is expected to be higher, but the lack of voter interest in the primary is significant.

Another possible indication of support for the school bond in the November election includes the voters' rejection of Proposition 81, the reading/library bond on the June ballot, which failed passage with 53.1% voting NO and 46.9 voting YES. While the approval rate of public infrastructure bonds on recent ballots is one indication of how voters might respond to approving future public infrastructure bonds, it is important to note that Proposition 81 did not have an organized "YES ON" campaign, and voter turnout was very low as previously discussed. In light of the fact that Proposition 81 failed by a relatively small margin of 7%, it is not a reach to assume that with a well-funded campaign and better turnout, the voters might have approved the measure.

Another possible indication of support is the passage rate of local school bonds. While C.A.S.H. is still compiling the list of local school bonds and whether or not they were approved, preliminary indications are that 59% of local school bonds on the ballot were approved. This is a historically low rate of passage. Since 2001, 86% of Proposition 39 bonds have been approved by the voters and 55% of traditional two-thirds bonds have been approved. While many local voters are not aware of the necessity of having

both local and state funding to build schools, it is nevertheless an area of concern.

## **Support Needed to Pass the School Bond in November**


The financial support of everyone involved in school facilities construction and modernization is needed to deliver the message of the importance of the school bond, as well as to keep our \$1.5 million commitment to the campaign. Proposition 1D is not a sure win. The November ballot will also carry large bonds for transportation, disaster preparedness and flood protection, and affordable housing.

We need your help.

To make a contribution in support of C.A.S.H.'s campaign for the November 2006 statewide school bond, Proposition 1D, visit the C.A.S.H. website at [www.cashnet.org](http://www.cashnet.org).

## **Resources**

PPIC's full analysis is available at [www.ppic.org](http://www.ppic.org).

Field Poll survey available at [www.field.com/fieldpollonline/subscribers](http://www.field.com/fieldpollonline/subscribers) 

~Jan Padilla

## **Joining Forces**

*Continued from page 7*

"The two most important issues to resolve in a joint-use agreement are who's liable, and who's going to pay for maintenance," says McConnell.

## **Sharing libraries**

Libraries are obvious candidates for joint-use agreements. Most every school has one, and nearly every community also has a public library. Providing a facility that can serve both constituencies can save taxpayers money by avoiding the duplication of facilities

and materials, but the partners in such a project have to address many issues if they want a combined facility to be successful.

In "Combined School and Public Libraries: Guidelines for Decision Making," the Wisconsin Department of Public Instruction raises several questions that schools and municipalities should deal with before entering into a joint-use library agreement:

- **User eligibility**

Boundaries for school districts and municipalities often are not the same; the agreement should address who can use the library.

- **Employee qualifications**

Certification requirements may differ for school librarians and public librarians.

- **Differing missions**

School libraries need to focus narrowly on the needs of students; public libraries must provide materials and services for the entire community.

- **Different users**

"Some adults may not be comfortable in the presence of teenagers ... students may not be eager to return to school after hours, and students from another school might be uncomfortable," the guidelines state.


- **Geographical placement**

The best location for a public library may conflict with the best site for a school library.

- **Security concerns**

Providing access to adults may cause a security problem for schools.

- **Service conflicts**

Disagreements may arise over issues such as the content of the collection, hours of operation, programming and space. 


*– The preceding is an edited version of an article that appeared in the April 2006 issue of American School & University. Mike Kennedy, staff writer, can be reached at [mkenedy@asumag.com](mailto:mkenedy@asumag.com).*

## More Controversial Propositions Certified for the November Ballot

In addition to the new November Proposition for Parental Notification Before a Minor's Abortion, the Oil Profits Tax and Cigarette Tax initiatives have qualified for the November ballot.

The Oil Tax initiative would fund research into alternative fuels and more fuel efficient vehicles. Silicon Valley entrepreneurs and environmentalists will be supporting the proposal while big oil and others will be opposing. Because this would be a \$4.0 billion tax increase on oil company profits, expect an expensive campaign with a lot of television exposure and mailers.

The Tobacco Tax initiative would provide additional funds for preventative health services, emergency rooms services, uninsured children support, and numerous other health related activities. The initiative will be supported by health care advocates and others, while it will be opposed by big tobacco and others. Because this also is a multi-hundreds of million dollars issue, expect a well-funded campaign on both sides.

The list of initiatives is becoming more lengthy every day as the deadline for placement on the November ballot approaches. 

~C.A.S.H. Staff

## C.A.S.H. Update - Williams ERP/Preschool/Deferred Maintenance

The following is a summary of State Budget items of interest to C.A.S.H. members, as well as the proposed changes to the Emergency Repair Program contained in AB 607 (Goldberg):

### State Budget 2006-07


- Targeted Preschool Initiative (\$50 million)
- Child Care Facilities (\$50 million)
- The Deferred Maintenance Program (\$268 million)

### Changes to the Emergency Repair Program

As a result of the *Williams* Settlement, the Emergency Repair Program (ERP) was established to address emergency facility repairs that are considered a threat to the health and safety of students; however, because the ERP is a reimbursement program (requires districts to front the funding for emergency repairs and then be reimbursed by OPSC), many districts have not applied for ERP funds.

Specifically, \$201 million was made available last year to fund Emergency Repair projects, and \$137 million was just approved in the 2006-07 State Budget, for a total of \$338 million in the School Facilities Emergency Repair Program. To date, only \$2.6 million of this amount has been funded. C.A.S.H. and others have advocated converting the ERP program from a reimbursement program to a grant program to allow school districts a greater degree of confidence that they will receive funding when they submit ERP applications.

AB 607 (Goldberg) proposes to convert the ERP to a grant program to replace the reimbursement funding method. This bill also requires the State Allocation Board (SAB) to establish a process for schools to apply for grants and to provide certification of the completion of projects.

AB 607 was approved by the Senate Education Committee on June 28<sup>th</sup>. 

~C.A.S.H. Staff

# DTSC Funds Available for Cleaning Up Contaminated Sites


The California Pollution Control Financing Authority has recently implemented the California Recycle Underutilized Sites (CALReUSE) Program to assist Californians in the reuse and redevelopment of brownfields or underutilized properties with real or perceived contamination issues. The CALReUSE Program addresses a funding and information gap in the development of brownfields to help

bring these properties into productive reuse. To achieve this goal, CALReUSE provides funding for site assessment and characterization, technical assistance, remedial action plans and site access.

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work in conjunction with CALReUSE to prioritize and select projects, approve loans and administer the program.

For more information about the CALReUSE Program, please contact Ms. Sherri Kay Wahl, Program Manager of the California Pollution Control Financing Authority at (916) 654-5610 or swahl@treasurer.ca.gov. 

~C.A.S.H. Staff

## SFP Study Completed

The Coalition for Adequate School Housing contracted for a study to identify new requirements imposed on local school districts since the passage of SB 50 in 1998, which established the current School Facility Program (SFP). The study, titled "Locally Funded Requirements Imposed on California's School Facility Program After 1998", has been completed. A two-page summary and the full report can be accessed on the C.A.S.H. website in the June 26 Latest News "SFP Study Complete" update.


The study concluded that requirements imposed on school districts since 1998 have increased costs for new school facilities beyond the amount provided through increases in per pupil grants received by school districts. Other significant findings were the following.

1. During the period 1998 to 2005, the state has experienced rapidly rising prices for land (including land used for school sites) and rapid increases in construction costs for new school facilities. This increase in construction costs

has outpaced the increases in the state per pupil grant that have occurred during this period. Specifically, costs to build schools in California have increased by about 6.5 percent on average each year during the period 1999 to 2005 compared with a 4.4 percent annual average increase in the state per pupil grant. During the relatively short study period of seven years (1998 to 2005) costs to build new schools have increased by about 29 percent.

2. A number of newly imposed requirements have resulted in a lengthening of time required to complete new school facilities. While these requirements may serve important policy goals, taken as a whole, they have increased the time required to obtain approval for, and ultimately to build, a new school facility. In an environment of rapidly rising costs, these delays have had the effect of increasing costs beyond the direct cost of the requirements themselves.

3. While many of the newly imposed requirements have been accompanied by additional state reimbursements, others have not. As a result, in many cases districts are bearing the full cost of these newly imposed requirements. Even in cases where the state grant has been increased to accommodate these increased costs, local school districts still must bear at least a 50 percent share of the cost increase.

The full report describes the various program requirements in the SFP that have been imposed since the program was established in 1998; the costs those requirements have imposed on school districts; empirical analysis of the change in school construction costs since the SFP was established; and factors that appear to be driving those costs. 

# Construction Completed On Valle del Sol Elementary School for Coachella Valley Unified School District

PALM SPRINGS, Calif. – Construction has been completed on the WWCOT-designed Valle del Sol Elementary School in the City of Coachella, south of Palm Springs and opened on January 3, 2006 as scheduled, announced WWCOT Principal-in-Charge Pam Touschner, AIA.

The new K-6 elementary school was developed from a prototype classroom “POD” concept WWCOT created for the Coachella Valley Unified School District’s Saul Martinez Elementary School, a K-6 school, which originally opened in 2000. The design works for the CVUSD with reference to their overall teaching philosophy and curriculum delivery. Valle del Sol also was site adapted for the new West Coachella Elementary School, currently under construction, according to Touschner.

“The POD design approach focuses on teaching at each grade level by clustering each grade in their own classroom building,” says Touschner.

Housing 900 students, Valle del Sol contains six PODs, each with five to six classrooms and a separate building for four kindergarten classes all directly connected


by landscaped walkways to an auditorium/cafeteria building that also serves as a multi-purpose room, and administration/library building. All facilities were constructed in stucco, featuring exterior undulations, asymmetrical elevations and a color scheme of tan, brown and light green to match the surrounding desert topography.

The residents of Thermal also will benefit with after-hours and weekend access to the library, multipurpose room and playground, which will serve as a local community center. Importantly, the campus is designed to allow public access to those facilities, while securing access to other school buildings.

At Valle del Sol, each grade-specific POD contains classroom wings designed around a common area as an attempt to scale down the massiveness of the school. The design creates more intimate and interdisciplinary learning opportunities and has been shown to help districts and schools improve test scores, according to Touschner.

“What is so special and significant about this campus is that children attending have the opportunity to either walk or ride their bikes to this

community elementary school,” says Carey Carlton, Assistant Superintendent, Business Services for the Coachella Valley Unified School District. “The District is excited to have provided a brand new state-of-the-art school that is truly part of the community....a real neighborhood school.”

Recognized as one of the fastest-growing architectural firms in the nation, Santa Monica-based WWCOT (WIDOM WEIN COHEN O’LEARY TERASAWA) is a more than 100-person firm with additional offices in Palm Springs, Riverside, Moorpark, and Shanghai, China. Since the firm’s establishment in 1964, WWCOT has developed a long-standing reputation for implementing solutions that contribute to their clients’ success. WWCOT provides a full spectrum of services that includes programming, strategic and master planning, architectural and interior design, architectural forensics, and construction support services for a wide range of healthcare, governmental, educational, senior living, multifamily residential and corporate clients. 



# Board Member Spotlight




**Stephen Newsom**

Stephen Newsom is the newest board member and Chair of the C.A.S.H. Architects Committee. He has been involved with C.A.S.H. over the years by serving as a moderator, panelist and Annual Conference Planning Committee member. As the Chair of the C.A.S.H. Architects Committee, Stephen is the voice of architects in the K-12 community, conveying information on matters affecting the design, approval and construction of school facilities.

Stephen is a Project Director with LPA, Inc. in Roseville. Prior to joining LPA, he was the senior architect at the California Department of Education (CDE). While working at CDE, Stephen chaired the committee and was

the principal writer of the *AB 1402 Design-Build Guidelines*, which is an informational document designed to assist school districts in implementing the design-build process for K-12 school facilities.

Stephen earned a Bachelor of Environmental Design from Texas A&M University, and a Master of Architecture from the University of Colorado, Denver.

Stephen lives in Roseville with his wife, Laura, and three children. He regularly volunteers and assists in fundraising for his children's neighborhood public school, which keeps him acutely aware of the ongoing need for C.A.S.H. advocacy. 

## DSA Announces New San Diego Regional Manager

DSA has officially announced the appointment of Craig Rush as the new regional manager of the San Diego Office. The official effective date of the appointment is July 1st, 2006. Mr. Rush's contact information will be as follows:

Craig Rush, S.E.  
Regional Manager  
DSA San Diego  
16680 West Bernardo Drive  
San Diego, CA 92127  
858-674-5413 Direct phone  
916-376-6361 Direct fax  
craig.rush@dgs.ca.gov



**Craig Rush**

## C.A.S.H. Membership Dues

The Board of Directors, at its May 24 meeting, approved a 10 percent dues increase for C.A.S.H. membership. Dues have not been increased since July of 2002. This increase will help with the organization's operations and allow us to continue the high level of service and advocacy to which its members are accustomed.

~C.A.S.H. Staff

# FRC Update

The following **updates** can be found on the Facility Resource Center at <http://www.cashnet.org> by entering **updates** in the **Search Resource Center** box.

## 0.10.14 Where Are We Now and Where Are We Going?

Kathy Hicks, OPSC, March 2006

This **update** includes dates on funding projects under “piggyback” contracts conditions.

## 0.10.1 OPSC Program Services Update

Carol Shellenberger, Steve Paul, Lisa Constancio, and Eric Bakke, OPSC, February 2006

This **update** deals with piggyback contracts, unused sites, SFP joint-use, the Emergency Repair Program, and AB 491 regulations (Goldberg 2005).

## 1.4.27 Refresher On CDE Site Approval Requirements

Michael O’Neill, CDE and Tom Payne, CDE, February 2006

This **update** outlines exactly what the CDE looks for and will accept in site approval.

## 3.4.21b Environmental Challenges: Storm Water Update

Cathy Allen, Placer County Office of Education, July 2005

This **update** deals with the regional approach, minimum control measures, construction site storm water runoff controls, pollution prevention, monitoring and reporting.

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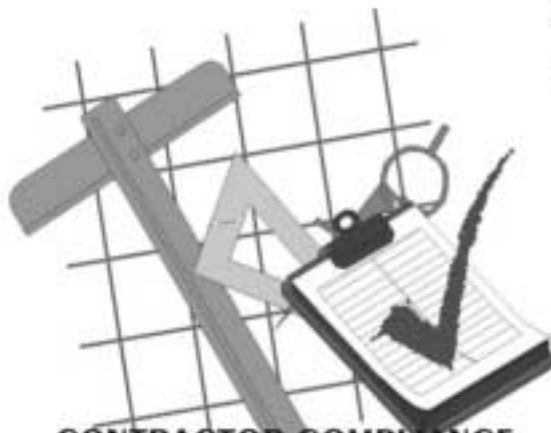
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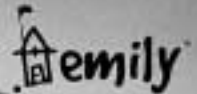
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Tuesday

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Doubletree Hotel, 2001 Point West Way, Sacramento, CA

**July 26, 2006**

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**July 28, 2006**

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**How Do I Get My Emergency Repair Program (ERP) Money? (AM) and You Really Do Need a Facilities Master Plan (PM) Workshops**

Ontario Airport Marriott, 2200 E. Holt Blvd., Ontario, CA

**August 22, 2006**

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**August 23, 2006**

Wednesday

11:00 a.m. – 12:15 p.m.

**C.A.S.H. General Membership Meeting**

1215 K Street, 14<sup>th</sup> Floor

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**August 25, 2006**

Friday

**TBD  
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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 attend the SAB's afternoon session. Both SAB meetings and General membership meetings are subject to change.***



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