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REGISTER

THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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Dena Primary Center

See page 9 for details



Message From The Chair



Ted E. Rozzi, C.A.S.H. Chair

On March 21st of this year, I had the honor of representing C.A.S.H. at a reception held at the California Museum for History, Women and the Arts commemorating the first hundred years of the State Architect's office in California. C.A.S.H. has joined as a Principal Benefactor with the American Institute of Architects, California Council (AIACC), to sponsor this year long celebration that will include

a traveling exhibit and special publication to illustrate the impact the State Architect's office has made on public building architecture and safety throughout our state.

One of the main duties of the C.A.S.H. Chair is to continually build relationships with our state agencies, school districts and associate members to help solve California's school facility challenges.

Along with Pam Tuschner, AIA, President, AIACC, and Will Bush, Undersecretary of the State and Consumer Affairs Agency, I had the opportunity to address the 300 guests in attendance and honor the past and current state architects for their public service to the citizens of California. It has been a pleasure working with Pam Tuschner and AIACC over the past three months on the CASH Annual



Past DSA Architects Fred Hummel, FAIA, Barry Wasserman, FAIA, Michael Bocchicchio Sr., AIA, Harry Hallenbeck, FAIA, David Thorman, AIA (current State Architect), and Stephan Castellanos, FAIA



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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 Sorry, we are unable to return or acknowledge unpublished manuscripts.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.

Conference Design Awards and the Division of the State Architect's (DSA) Centennial Celebration. C.A.S.H. hopes to build on this partnership with the AIACC and DSA by the development of a 5th Grade Curriculum Guide on the subject of the State Architect, the Field Act and school architecture in California. I have also made a recommendation to David Thorman, our current State Architect, that C.A.S.H., DSA and AIACC sponsor a symposium on how school design and construction will change in the next 100 years. Finally, C.A.S.H. has been invited by DSA and the State and Consumer Affairs Agency to serve on the steering committee for the proposed 2007

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Governor Schwarzenegger Appoints David Long Secretary of Education

Governor Arnold Schwarzenegger announced on March 28, the appointment of David Long as Secretary of Education.

“David will add tremendous knowledge and skill to our great education team and I know he will work in a bipartisan effort to make sure our kids come out on top,” said Governor Schwarzenegger. “I am excited to work with David on improving student achievement, bringing up low-performing schools, hiring and keeping quality teachers, building new facilities, promoting career tech, increasing accountability and helping kids pass the high school exit exam.


“I also want to thank Acting Secretary of Education Scott Himelstein for all of his hard work these past couple of months while we have searched for a new secretary. His commitment to quality education that is accessible to all Californians has been a great service to the State.”

Long has more than 40 years of experience in the field of education and for 21 of those years he taught in a classroom. Since 1999, he has served as the superintendent of schools for Riverside County where he oversees 23 school districts and more than 400,000 students. Long previously was the superintendent for the Lake Elsinore Unified School District from 1992 to 1999 and held the same position with the Banning Unified School District from 1989 to 1992. Prior to becoming superintendent, Long was assistant superintendent for Mason City Community Schools in Mason City, Iowa from 1987 to 1989 and principal of Roosevelt Middle School from 1985 to 1987. He also served as associate principal for Mason

City High School from 1982 to 1985. Long began his teaching career in 1961 as an instructor at Sheffield High School in Sheffield, Iowa where he also was the athletic director and coach for several of the School’s sports teams. He serves on the Board of Directors for the California County Superintendents Educational Services Association, where he is also immediate past-president. Long also serves as chair of the Federal Education Safe and Drug Free Schools and Community Advisory Committee, which reports directly to U.S. Secretary of Education Margaret Spellings. In addition to his career affiliations, Long has been deeply involved in his community. He currently serves as a commissioner for the First 5 Commission of Riverside and chair of United Way Educational Countywide. Long also initiated an annual Educational Summit in Riverside County, which last year drew more than 450 educators, legislators and community leaders together to address key issues facing Riverside schools.

“I am privileged to be able to continue to serve the many students of California through this new position as secretary of education,” said Long. “I look forward to working with the Governor to ensure every Californian receives the best possible education and every teacher and faculty member is provided the tools and resources needed to make that happen.”

Long, 67, of Canyon Lake, earned a doctorate degree in educational administration from Iowa State University, a master’s degree in physical education from Missouri State College and a bachelor of arts degree in physical education from the University of Northern Iowa. This position does not require Senate confirmation and the compensation is \$175,000. Long is a Republican.

The Office of the Secretary of Education is the primary education advisor to the Governor and is committed to creating, promoting and supporting the Governor’s policies that ensure access to quality education for all Californians. 

C.A.S.H. Welcomes New Members

Architects

Scott Griffith, HMC Architects – Tulare Office

Consultants & Planners

Steve Frederick, STF Development

Energy Consultants

Lynn Benningfield, Benningfield Group

HVAC

Jim Olsen, Thermal Aire

~C.A.S.H. Staff

Spring Conference Update

You will not want to miss out on getting the latest information on timely topics at the C.A.S.H. Spring Conference at the Westin Horton Plaza in San Diego.

There is something for everyone, districts that are growing, districts that are declining. C.A.S.H. has put together an information packed event!

Lori Morgan, Acting Executive Officer of the Office of Public School Construction and State Allocation Board, will update attendees on the topics of declining enrollment and the status of funding and regulations for Proposition 1D programs:

- New Construction \$1.9 B
- Out of new construction \$199.5M for Seismic Retrofit
- Out of new construction and Modernization "up to" \$200M for Small High Schools
- Modernization \$3.3 B
- Charter Schools \$500 M
- Overcrowded Schools Grant \$1B
- High Performance Schools Grant \$100M
- Joint Use \$29M
- Career Technical Education \$500M

Mavonne Garrity, Assistant Executive Officer of the State Allocation Board, will cover hardship program issues and other SAB topical issues.

Kathleen Moore, Director, California Department of Education School Facilities Planning Division, will talk about work being done on what is a complete school and other facilities related issues.

Dave Thorman, State Architect, Division of the State Architect will present on the collaborative process, UBC update and the Centennial Celebration of the State Architect. The Centennial traveling display will be on hand at the conference.

Hamid Saebfar, Division Chief, Department of Toxic Substances Control will update attendees on the latest issues surrounding his office and the work that is currently being done with districts.

JUST ADDED!

Many districts around the state are experiencing declining enrollment. In an effort to ensure we cover topics that affect all of our members, C.A.S.H.

has added the topic of declining enrollment to the Spring Conference agenda. In particular, districts will learn about how to deal with boundary changes, surviving closing schools and opportunities to restructure programs.

Other conference topics to be covered will include but are not limited to:

- How Do I Fund My Facilities Local Match? These will be intensive breakout sessions covered by professionals from districts and companies that are experts in this area.
- OPSC Project Close Out and Audit. This will be an in depth two-hour session presented by OPSC staff on the requirements, processes, and procedures involved in project close out and audit.
- Legislative and Californians for School Facilities updates.

For a full brochure and registration visit the C.A.S.H. website at www.cashnet.org.

- C.A.S.H. Staff

DSA Hosts New Website

The Division of the State Architect (DSA) hosts a new web site devoted to Excellence in Public Educational Facilities. Excellence in Public Educational Facilities is accessible through the DSA Advisory Board page or through the Excellence in Public Buildings page.

This web site has been designed to make available to DSA stakeholders concepts that the Excellence Committee of the DSA Advisory Board (DSAAB) believe to be important

considerations in design, construction, occupancy and maintenance of schools in California. It seeks to raise the bar on quality, incorporating values of sustainability and student success into the criteria on which the planning process for public schools is based.

Excellence in Public Educational Facilities, while not a mandatory program, is a great opportunity for you to see that the Division of the State Architect, which coordinated the development of this web site, is here to

help you build better schools and to be more than just your "Building Official."

Decision-makers are encouraged to utilize Excellence concepts in design and construction of school projects. However, the design and construction process is a collaborative effort between multiple state agencies and stakeholders, the complexities of which may cause districts to lose sight of desirable

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March 2, 2007 SAB Implementation Committee Meeting Notes

There were three items scheduled for the March 2 SAB Implementation Committee meeting:

1. Continuation of the discussion of AB 2947 (Goldberg) regarding the transfer of special education programs and facilities from one LEA to another
2. Discussion of eligible grants for administration and application filing fees for the Emergency Repair Program
3. Implementation of SB 1415 (Scott) regarding the use of proceeds from the sale of surplus property

Prior to the discussion of the above three items, the SAB Implementation Committee Chair stated that the Seismic Mitigation Program, the last of the Proposition 1D new programs, should be heard at the April or May Implementation Committee.

At the end of the meeting, OPSC announced that the Governor's Task Force on Career Technical Education would meet in Torrance on March 13. The Governor's Task Force meeting is by invitation only, but OPSC will conduct a workshop in Torrance in the afternoon following the Governor's Task Force meeting that is open to everyone. For more information, contact OPSC.

Transfer of Special Education Programs

Most of the discussion centered on what to do about program and title transfers that occurred prior to the effective date of the bill, January 1, 2007. The SAB attorney opined that any transfer taking place after the establishment of both entities' baseline eligibility can be adjusted as of January 1, 2007, even if the transfer occurred

prior to January 1, 2007, but only if an appropriate share of any financial hardship assistance is remitted to the State. The OPSC staff write-up also stated that the law requires that if the grantee does not qualify for financial hardship at the time of the facilities transfer, the State will determine the amount of money owed based on prorating the State funding initially apportioned to the project by a square footage of facilities transferred, less any site acquisition for the project (unless the transfer includes land acquisition.)

Staff of the bill's author stated that it was never the author's intent to capture state funds for transfers that occurred prior to the passage of the bill. It was the author's intent that the requirements of the bill be prospective, not retroactive. Almost everyone agreed from a policy standpoint that program and title transfers that occurred prior to January 1, 2007, should not be treated the same as entities involved in such transfers after January 1, 2007. However, because the SAB's legal counsel opined that there was no legal basis to separate the two actions, and if an entity wanted their eligibility adjusted they would have to remit "a proportionate share" of any financial hardship assistance to the State, several suggestions were made to interpret the law regarding "proportionate share of any financial hardship assistance" in ways that are beneficial to the entities involved in such transfers that occurred prior to January 1, 2007.

One suggestion was that the SAB declare the entities involved in such transfers prior to January 1, 2007, as meeting the SAB's financial hardship criteria. Then there would be no remittance required to the State.

Another suggestion was that since the law did not define "proportionate share," the SAB could establish their own definition and define proportionate share for transfers taking place before January 1, 2007, as being very nominal, such as a \$1. Staff will take all of the discussion into consideration and bring the item back to the SAB Implementation Committee for further discussion.

Emergency Repair Program

OPSC proposed to limit the amount of funding provided for administrative fees (application filing fees only, not other expenses such as preparation of cost estimates and cost benefit analyses for ERP projects) to two percent of the eligible costs or \$5,000, whichever is less. After a lot of discussion regarding what's involved in the ERP process, OPSC was asked to change their limit from two percent to five percent, retain the \$5,000 figure, and clarify what is and is not considered application filing fees. OPSC stated that they would try to get more data on actual costs of such fees so they could evaluate whether two percent or five percent limit is most appropriate. They also stated that they believed most of the work being done is eligible for reimbursement; it's just filling out the application that OPSC is trying to cap.

Because current applications are being negatively impacted by not having a SAB regulation regarding the application filing fee, the chair stated that she wants this issue to go to the March SAB. OPSC will do their analysis of the two versus five percent cap and take the item to the March SAB.

Site Sale Proceeds

SB 1415 extended the ineligible period to file applications for State school facility funding following the sale or lease with an option to purchase of surplus property from five years to ten years if the district deposits the

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March 28, 2007 State Allocation Board (SAB)

Note: At the C.A.S.H. General Membership meeting Dave Zian from OPSC stated that there was no news on the appointment of an Executive Officer to replace Luisa Park. Lori Morgan continues as Acting Executive Officer.

Executive Officer Statement

Lori Morgan informed the board that the regulatory amendments to the Excessive Cost Hardship Grant for accessibility and fire code requirements in mod projects should be approved by the Office of Administrative Law (OAL) in late April. In the meantime, OPSC and DSA have posted to their web sites a checklist that districts will be required to submit with their plans once the regulations are approved.

Status of Funds

There is approximately \$3.6 billion available for new construction, \$2.9 billion for modernization, and \$320 million for the Emergency Repair Program (ERP).

Regulations

Emergency Repair Program: At the January 2007 SAB meeting, the board adopted changes to the ERP pursuant to AB 607 with the exception of the provision proposing that administrative and application filing fees be ineligible expenditures. The SAB asked staff to discuss that issue at the next SAB Implementation Committee. The item was discussed at the March 2 SAB Implementation Committee. OPSC proposed a limit of two percent of the eligible project costs or \$5,000, whichever is less for administrative and application filing fees. The Implementation Committee recommended that the limit be five percent or \$5,000. In the March 28 SAB write-up OPSC recommends their original limits of two percent and \$5,000. They also clarify

what services they are recommending fall within the limits for eligible and ineligible expenditures. Basically they state that the regulation amendment does not propose to limit reimbursement for soft costs such as inspection of components to verify qualifying emergency repairs (e.g., hiring a plumber to test and validate a leak in the gas line when a gas odor is present), preparation of cost estimates, inspection, and testing for ERP projects.

The SAB approved the item and requested that OPSC staff report back within six months after the Office of Administrative Law approves the regulations on how the regulation is working.

Repayment Schedules for Amounts Due to the State

The SAB adopted proposed emergency regulations at the October 25, 2006 meeting to allow a repayment schedule under the SFP if repaying the lump sum within 60 days would cause the district to be in jeopardy of becoming financially insolvent. The item on the March 28 SAB agenda responds to comments submitted during the public comment period and states that if no further public comments are received based on the newly adopted regulatory language, OPSC will complete the rule-making process by submitting the rulemaking file to the Office of Administrative Law.

The SAB approved the item but directed OPSC staff to continue working with the representative from San Bernardino City USD on their request to allow a repayment schedule for SFP Financial Hardship Districts.

Surplus Property Site Sale Proceeds

SB 1415 amends ECS 17462, which requires school districts to use funds derived from the sale of surplus property for Capital Outlay or maintenance

of school district property. SB 1415 extends the lockout period to file applications for school facility funding from five years to ten years; limits the authority of a school district to use proceeds for General Fund purposes for "One-time Expenditures"; and prohibits the use for "Ongoing Expenditures". The proposed regulations define One-time and Ongoing Expenditures for purposes of ECS 17462.

The SAB approved the item and voted to ask for an Attorney General opinion regarding whether funds used to reduce a district's liability for health benefits are considered one time or ongoing expenditures. Senator Scott, author of the bill, had raised that issue as something that came up after his bill passed.

Reports

Adequacy of New Construction Grants

OPSC reported that they were continuing to work on the issue of grant adequacy. They have asked CDE to provide a definition of a complete and adequate school. CDE stated that right now they can provide a representative sample of schools that would qualify as complete and adequate schools. As a future step, CDE stated that we need to look at what has changed in the academic world since the passage of SB 50 in 1998 that impacts the design and construction of school facilities.

OPSC stated that they want to require that a "Project Information Worksheet" be submitted with a request for construction funds so they can determine the change in construction costs (on price per square foot) from one year to the next.

The SAB accepted the OPSC report.

Labor Compliance Program Audits

OPSC reported that of 245 projects they closed out, 51 new construction and 194 modernization projects (about 87% combined) spent less than the State's portion of the LCP grant, thereby not requiring the district to utilize the

district's share of the LCP grant.

Tom Duffy, representing C.A.S.H., requested that the SAB chair contact the Department of Industrial Relations (DIR) and ensure that a contact and mechanism be established to resolve any problems or issues that might come up related to the LCP.

The SAB accepted the OPSC report, and the SAB chair agreed to contact the DIR.

Labor Compliance Program Grant for Joint-Use Projects

The SAB attorney provided a written legal opinion that Labor Code Section 1771.7(e) authorizes the SAB to augment grant amounts for the purpose of reimbursing a school district for the costs of initiating and enforcing a labor compliance program, including a project for which a LCP is not mandated by statute and the district voluntarily implements a LCP.

The SAB attorney stated that the SAB must amend its regulation to cover the "voluntary" situations since the regulations currently only address projects that statutorily require a LCP. Until the regulations are amended and approved by OAL, the SAB cannot provide the additional grant in the voluntarily situations.

The SAB voted to amend the regulations to allow augmentation of the grant to address the voluntary situations.

Overcrowding Relief Grant


At the February 2007 SAB meeting a question was raised regarding how the ORG projects interact with the SFP projects to replace single-story facilities with multistory facilities. OPSC reported that they want to make sure projects do not receive duplicate funding. They concluded that the combination of ORG with SFP grants to replace single-story facilities with multistory facilities should be allowed provided the district meets the requirements of SFP Regulation 1859.73.2 and the single-story facilities to be replaced do not generate funding under both the ORG and SFP. The district

must still demonstrate that it is more beneficial to tear down a single-story building and replace it with a multi-story building than to build the ORG project on a new site.

The SAB accepted the OPSC report.

LAUSD School Building Program Update

LAUSD reported on their building program. They stated that their average school construction cost (excluding such things as underground parking) was \$425 a square foot; that the State/local split on \$12.4 billion in recent construction was 23% State and 77% local funds; and that over the past five years construction costs have increased approximately 2 percent per month.

The SAB adjourned at 7:00 P.M. The next SAB meeting is April 25, 2007. 


Message from the Chair

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Green California Schools Symposium to be held later this year.

In the past month, I have had the opportunity to meet with Guy Mahula, Chief Facilities Executive for the Los Angeles Unified School District to discuss the specific school facilities issues facing LAUSD on how C.A.S.H. can support LAUSD initiatives regarding declining enrollment funding eligibility and asset management that can benefit all school districts in California.

C.A.S.H. will always be willing to take the lead in addressing school facilities issues, legislation or funding challenges that face our members; however, we cannot succeed alone. With the California Department of Education School Facilities Planning Division, the Department of Toxic Substances Control, the Division of the State Architect, the Office of Public School Construction and the State Allocation Board, C.A.S.H. has developed excellent working relationships with our state agency partners over the past 29 years and with those dedicated individuals that lead our state agencies. C.A.S.H. has great friends in Kathleen

Moore at CDE, Maureen Gorsen at DTSC, David Thorman at DSA, Mavonne Garrity with the SAB and Lori Morgan as she begins her tenure leading OPSC. The strength of the C.A.S.H. organization is our members and our partners. I look forward to this year's challenges and the friendships we will develop. 

March 2, 2007 SAB Implementation Committee Meeting Notes


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proceeds in the district's general fund. SB 1415 also limited the authority of a school district to use the surplus site sale proceeds only for general fund expenditures that are one-time expenditures and prohibited the use for ongoing expenditures. The law requires the SAB, in consultation with CDE, to adopt regulations defining "On going Expenditures."

Staff proposed that "On going Expenditures" be defined as, "costs paid by the general or special funds of a local educational agency in support of employee salaries, benefits and other costs that are associated with ongoing or sustained operations and services."

The write-up also stated that because ECS 17463.8 is scheduled to sunset on January 1, 2010, it should not be referenced in the regulations and that reference to the California School Accounting Manual in the definition of One-time Expenditures should be deleted because the manual does not contain a definition of that term. Staff proposed that "One-time Expenditures" be defined as "costs paid by the general or special funds of a local education agency that are nonrecurring in nature and do not commit the local educational agency to incur additional costs in the future, and are exclusive of Ongoing Expenditures."

There was very little discussion regarding this item, and it will go to the March SAB as proposed by staff.

The next SAB Implementation Committee meeting will be Thursday, April 5.  ~C.A.S.H. Staff

C.A.S.H. Participates on Panel to Examine Implications of Growth in the Central Valley

The Society for Marketing Professional Services (SMPS) invited C.A.S.H. to participate in a luncheon panel to discuss the implications of population growth in the Central Valley on the region's future social and infrastructure needs. SMPS's mission is to "...educate, connect, and advocate for leaders in the building industry," and represents business development professionals from architectural, engineering, planning, interior design, construction and specialty consulting firms. Ian Padilla represented C.A.S.H. on the panel, which also included Allysunn Williams from the California Partnership for the San Joaquin Valley, Susan N. Filios from the San Joaquin Council of Governments, and Fred Harris from the California Community College Chancellor's Office.


Ms. Williams and Ms. Filios began the presentation by providing an overview of the goals and activities of the California Partnership for the San Joaquin Valley and the San Joaquin

Council of Governments respectively. Specifically, the objective of both organizations is to develop and sustain a plan to address the regional challenges of the Central Valley such as transportation, educational attainment, air quality and other significant social and infrastructure challenges. Mr. Harris discussed the role that community colleges could play in addressing these challenges and encourage attendees to consider joining the Community College Facilities Coalition (CCFC) in light of the increased facilities funding available from Proposition 1D.

Asked to discuss the implications of population growth in the Central Valley on school facility needs, Mr. Padilla began by informing attendees about C.A.S.H.'s mission, history and accomplishments. Mr. Padilla continued with an overview of California's historic investment in school facilities with the passage of Propositions 1A, 39, 47, 55, 1D and the Governor's most recent proposal concerning a 2008 school

facilities bond, a brief history of how schools are funded in California (the evolution from local funding before Proposition 13 to state and local funding after Proposition 13) and current trends and challenges in school facilities (declining enrollment, price escalation, overcrowding, career technical education, charter schools, seismic safety, etc.).

Mr. Padilla concluded with a PowerPoint presentation which outlined projected enrollment growth in the Central Valley through 2015, statewide decline in enrollments in the last five years, the projected increase in enrollments from 2008 through 2015, projected enrollment forecasts by grade level, and projected high growth counties through 2015.

Visit the February 19, 2007, Latest News Update on the C.A.S.H. website for a copy of the PowerPoint presentation. 

~C.A.S.H. Staff

Cost of Constructing New Schools in California in Comparison with Other States

U.C. Berkeley's Center for Cities and Schools is conducting a study of the factors affecting school construction costs in California. The study is funded by the American Institute of Architects, California Chapter (AIACC). UCB plans on issuing their report in June 2007.


UCB held the second of two focus groups on February 20, 2007 in Los Angeles. As with the first focus group that met on December 7, 2006 in Sacramento, C.A.S.H. was well represented. Ted Rozzi, Lettie Boggs, and Don Yamagato representing Pam

Johnson were key contributors to the February 20, 2007, focus group.

The focus groups are exploring four broad questions pertaining to the cost of building schools in California.

1. What are the factors that determine cost to build new schools in California?
2. How do those factors affect cost in school construction?
3. Which ones appear to be unique to California?
4. How can we begin to talk about these factors in comparison to other states?

At both focus group sessions it became apparent that the work that C.A.S.H. and others have pursued over the past several years and continue to pursue regarding grant adequacy and locally funded requirements imposed on school districts by the State School Facility Program are key parts of the UCB discussion and study.

We will keep C.A.S.H. members informed as the study progresses and the report is issued. 

~C.A.S.H. Staff



New Primary Center Features Bold Design and Smart Materials for New Community-Based School Concept in Los Angeles

Dena Primary Center is among the first of a new breed of smaller, community-based schools for the Los Angeles Unified School District.

The first primary school built in the once-historic Boyle Heights neighborhood in 50 years, Dena is surrounded on all sides by the urban landscape of East Los Angeles. To the north, downtown Los Angeles looms on the horizon; to the south, a heavy industrial area, just behind the site is a busy commercial street, and directly across the street are public housing projects that are home to many of the neighborhood's primarily Hispanic residents.

The School District commissioned Rachlin Architects for this significant project -- the first of its kind to be predicated on a new concept of smaller, community-based schools -- by presenting Rachlin with the three-acre site and a generic "kit of components" to be incorporated in the school from the District's newly developed guidelines. These guidelines entailed new standards for classroom dimensions, controlled campus entry access, and finishes that

include cabinetry and flooring.

Program requirements for the Dena Primary Center dictated two kindergarten and eight primary classrooms for 250 students, a library, multipurpose space, food service, and administrative offices, and auxiliary playground space reserved for the future addition of classrooms. The District also wanted the new school to augment the very limited public gathering spaces in the neighborhood.

Rachlin's Educational Design Group committed itself to developing a dramatic contemporary design for the school that could serve as a functional yet aesthetic anchor for the surrounding neighborhood.

The design concept evolved from the school's functional elements. Each program element was interpreted with distinctive geometric forms. The shapes were then arranged around a central elliptical courtyard. Designed in an amphitheatre style, the courtyard was conceived as the nexus of the school complex and as both a formal and informal gathering space for students and the local community.

Focusing on a few key elements that refined the design, the building cluster showcases the central courtyard, sculptural walls and a multipurpose building with soaring ceilings and a glass and aluminum façade. Along with the building's lively geometric forms, textural and sculptural details, and vibrant color palette, the architects envisioned a lively, highly functional environment that could offer identity to the surrounding urban neighborhood.

Early concept drawings for Dena went for review before the District's design advisory committee, which included local architects and urban planners, and after minor modification, plans were developed in collaboration with the school's principal.

The largest structure in the complex houses the administrative offices as well as classrooms and was designed to mirror the topographical curve of the street. In order to maintain the symmetrical geometry of the classrooms and use the standardized interior components required by the District, the firm devised a double-wall between classrooms to offset the nonrectangular space created by the exterior wall's curvilinear surface.

Rachlin used an aluminum frame system of windows with double-glazed low-emission coating for the administrative offices facing the courtyard to provide maximum visibility from the interiors out into the school grounds.

Cement plaster punctuated with galvanized zinc paneling was used throughout, including roof overhangs, stair towers and segments of the exterior walls, offering visual and textural interest as well as durability and minimal maintenance. To complement the zinc elements, galvanized ribbed-steel decking was employed for the covered walkways that connect the buildings.

The school was completed in September 2005, and more than 200 parents, neighbors, and local school

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Moving Toward Better Ant and Weed Management in Schools

Belinda Messenger, Thomas Babb and Sewell Simmons

California schools are taking great steps forward in implementing integrated pest management (IPM) policies and practices according to a recently released report from the Department of Pesticide Regulation (DPR). Almost 70% of school districts reported adoption of an IPM program in 2004 and many now have policies that support IPM, such as requiring the use of least-toxic pest management practices or pest monitoring.

The widespread adoption of IPM in California schools appears to have been inspired by the passage of the Healthy Schools Act (HSA) in September of 2000. The Healthy Schools Act requires school districts to provide parents and guardians with written notification of pesticide products expected to be used in the district during the school year, keep a registry of parents and guardians wishing to be notified of individual pesticide applications, post warning signs on school grounds if pesticides are applied, and keep records of pesticide use for four years.

IPM is a voluntary component of the HSA but school district staff quickly found that an IPM program also helps in complying with the mandatory aspects of the law. For instance, use of self-contained baits is exempt from the posting and notification portion of the law. If a school chooses to use ant bait stations instead of an aerosol insecticide to control ants, they can eliminate the cost and labor associated with HSA required posting and notification of pesticide applications. This contributes to making IPM cost-effective in many cases.

According to the 2004 survey, large districts (those with over 7,500 average daily attendance), high school districts, and districts in large cities are most likely to have an IPM program. IPM programs

are often not a priority for maintenance staff in small districts and are frequently seen as separate from maintenance programs. However, the key to IPM success in any district is to focus on pest prevention during routine maintenance. This could include caulking cracks in foundations, sealing around plumbing, heating, ventilation and air conditioning units, and other exclusion efforts that keep pests out of buildings. Simple steps like keeping exterior doors closed when not in use also keep many pests out. The most cost-effective approach to pest prevention is to combine pest management tasks with regular maintenance activities.

The trend in schools is toward IPM-compatible ant management: using ant baits and sanitation instead of aerosol insecticides. In 2004, 69% of districts used ant baits, up from 50% in 2001. Improved sanitation helped 80% of the respondents manage ants, an increase of nearly 20% since 2002. Sanitation is a simple technique, and 90% of those surveyed in 2004 said it was at least somewhat effective in managing ants. Ant baits also scored high in effectiveness but not as high as sanitation. Baits must be placed correctly and monitored to ensure that ants are taking the bait. Prevention is key to managing ants and sanitation is an important part of prevention. In addition, good sanitation is essential to the long-term success of a baiting program and should be integrated into routine maintenance.


IPM-compatible weed management is not as commonly used as IPM-compatible ant management. Herbicides are still used extensively in California school districts, even though physical methods are common – cultivating, hoeing, mowing and hand-pulling. Most districts manage weeds with spot treatments of herbicides

(82%) and some (38%) still use broadcast herbicide treatments, an increase of 15% since 2002. In an IPM program, herbicides should be used as a last resort and only after any underlying problems have been addressed. Herbicide use without adequate irrigation, fertility, aeration or drainage frequently leads to unhealthy turf and more herbicide use. Weeds, almost by definition, thrive in poor cultural conditions. Some progress in weed management has been made. More districts (30% since 2001) are using mulches and physical controls for weeds. Increase in the use of these and other IPM-compatible weed management methods indicate schools are making progress towards fully putting into practice the IPM element of the Healthy Schools Act.

So what are some low-cost ways to implement IPM-compatible weed management? Reducing excessive irrigation in a lawn can improve the competitiveness of some turf types and reduce the amount of common weeds like plantain, nutsedge and dallisgrass. More frequent aeration is an inexpensive practice and will help manage common knotweed. A higher mowing height can reduce spurges and Bermuda grass. You're never going to eliminate all weeds in a lawn, but with proper maintenance practices, you can stop them from becoming a problem.

Most California school districts are aware of IPM and have policies to support monitoring for pest presence and the use of least-toxic pest management practices. School maintenance personnel report greater use of self-contained baits and increased emphasis on sanitation to control ants. The 2004 survey found that weed management is more challenging for school staff than ant management, even though they are

aware of and use some IPM-compatible weed management practices.

The groundwork has been laid for more extensive adoption of IPM in California schools. DPR will continue to assist schools by offering hands-on IPM training workshops and IPM resources, such as the SIPM Guidebook and web site, www.schoolipm.info. The entire 2004 school IPM survey can be found on the school IPM Web site at <http://www.cdpr.ca.gov/docs/pmap/schoolipm.htm>. 

Dena Primary Center

Continued from page 9

officials attended a community ribbon-cutting event in October.

Culver City-based Rachlin Architects has designed more than 150 K-12 schools and higher-education facilities in California. The Dena Primary Center represents a renewed dedication to design creativity and materials exploration by the firm. Says Michael Rachlin, "As we did with the Dena

project, we continue to explore the possibilities that new materials can offer, both in terms of their functionality and their aesthetic properties. We're always looking to discover what materials can work best for our clients' needs. Currently, we're carrying out a program to restore the integrity of the Santa Maria High School's historically significant Romanesque and Classical Renaissance-style buildings and expand the campus with context-appropriate buildings.

Part of Los Angeles Unified School District's major building effort, the Dena Primary Center alleviates overcrowding at the community's neighboring Dena Elementary School. As a result, the original Dena Elementary School is in the process of transitioning from its year-round multitrack schedule, which was intended to expand the School's overloaded capacity to house students, back to the traditional-track school year now that the Dena Primary Center is on line. In addition, the new Dena Primary Center provides a lively

visual and highly functional environment for five-to-eight-year-olds in kindergarten through second grade.

Students, parents and community have embraced the new campus, using it for student gatherings, concerts and community gatherings. School principal Patricia Romero and her staff have been energized by the new center: "This school's design gives us opportunities for greater creativity in teaching and student interaction; we've only just begun to discover the many ways we can use our new space," said Romero.

Rachlin has been recognized for the school's successful design with a Leroy F. Greene Design Award of Honor in the New Built category, as well as an Honorable Mention in *Learning by Design*. Other recognition includes Architectural Portfolio Citation Winner and Educational Interiors Showcase Outstanding Project in *American School & University*, as well as an Education Design Showcase Award of Distinction in School Planning & Management. 

Beware of Ozone Generators!

Portable electronic air cleaners are often suggested to solve indoor air problems, and they can be helpful in some cases. But health and air quality professionals warn against using intentional ozone-generating air cleaners inside of occupied classrooms and residences.


Air cleaners come in various sizes and shapes and include filter devices, ionizers, electrostatic precipitators, and ozone generators. "Ozone generators" are designed to intentionally emit ozone into the room to oxidize indoor contaminants. Manufacturers advertise that the air cleaners emit "activated oxygen," implying that ozone is a healthy form of oxygen or that their air cleaners produce clean air like

the lightning during a thunderstorm. However, ozone can irritate and inflame the cells lining a person's respiratory airways and lungs. Mild exposures can lead to coughing, chest tightness and shortness of breath. Breathing ozone can worsen asthma symptoms, and elevated exposures can cause permanent lung damage. Children are especially susceptible to the ill effects of breathing ozone.

Laboratory tests by the Air Resources Board and others show that intentional ozone generators can emit enough ozone in just minutes to exceed the outdoor health standards. The test report is available online at <http://www.arb.ca.gov/research/indoor/o3g-rpt.pdf>.

Air cleaners that use only filters do not emit ozone. Ionizing air cleaners

and electrostatic precipitators do emit a small amount of ozone, but usually much less than intentional ozone generators.

Additional information including fact sheets about ozone generators and how to select an appropriate air cleaner, along with a list of ozone generators, can be found at: <http://www.arb.ca.gov/research/indoor/ozone.htm>. Later this year, an Air Resources Board hearing will consider a regulation to severely limit the emissions of ozone from portable air cleaners. Further information about the regulation is available at: <http://www.arb.ca.gov/research/indoor/aircleaners/aircleaners.htm>. 

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February 25-28, 2008

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: _____

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29th Annual Conference

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Sacramento Convention Center/Hyatt Regency

Workshop Proposal Form

Workshop Title / Idea: _____

Description: _____

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 which 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.**

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C.A.S.H. Annual School Tour Stops Off At Twelve Bridges Elementary and Middle Schools

On February 28, 2007, a select group of C.A.S.H. Conference attendees boarded a tour bus outside of the Sacramento Convention Center and set off to explore two local schools: Twelve Bridges Elementary School and Twelve Bridges Middle School, both of the Western Placer Unified School District. Leading the tour was Jordan S. Knighton, AIA, Principal of **NTDSTICHLER** Architecture, along with several of his colleagues and design partners. Over fifty architects, engineers, school officials, and contractors from throughout California were in attendance for the tour, which has been an annual tradition at the C.A.S.H. conference since 1996.

A Community Vision

Twelve Bridges Elementary School and Twelve Bridges Middle School are both key components of a community-based master plan that was developed by the Architect, the District, and the City of Auburn in the mid 1990's to embrace recent demographic changes. This vision placed a strong focus on building the "community as a learning laboratory" and "schools as the center of the community." Also included in the masterplan are Twelve Bridges High School, Lincoln Public Library at Twelve Bridges, and the Outdoor Learning Environment located in historic Parker-Whitney Ranch. The result is a community that fosters learning and cooperation and reinforces the District's goals of embracing science, culture, the environment, technology and wellness.

Bus Stop #1: Twelve Bridges Elementary School

The first stop of the tour was at Twelve Bridges Elementary School in Lincoln, California. Winner of a 2003 Leroy F. Greene C.A.S.H./AIACC

Design Award of Honor, this 59,418 square foot school sits on 10.5 acres of land, 4.8 acres of which are dedicated as joint-use. The educational curriculum of the elementary school focuses on the exploration of science, culture, the environment, and technology. As the school is located in an agricultural community, the science department reflects heavy influences of biosciences and agriculture.

Upon arrival at the school, tourists were directed through administrative offices, kindergarten classrooms, the dedicated kindergarten playground, and on to a "typical" classroom cluster. Unique to such clusters are *project gardens*, which are bands of unlandscaped terrain where classes can experiment with growing their own plants and crops. Inside the "typical" classroom, tourists were able to gain a feel for what students experience in regards to daylighting and the learning atmosphere.

From there, the group was led to the media center, which features a dedicated computer lab and science classroom. The outdoor portion of the media center, referred to as The Crooked Mile, offers several stations set up to allow for varying learning experiences with such elements as solar technology, physical science, astronomy, agriculture, sculpture, and weather. The Crooked Mile, named for its long and awry pathway, leads students on a journey through the campus and inspires interactivity between them and their environment.

The elementary school tour concluded with a visit to the joint-use multipurpose room, which offers performing arts, fine arts, galleries, an amphitheater, and a sculpture garden. Located at the campus entry, the multipurpose entry double-functions as an art and technology gallery that displays student work and celebrates student achievement. From there,

tourists regrouped on the bus and headed off to their next destination.

Bus Stop #2: Twelve Bridges Middle School

The second stop of the tour was at Twelve Bridges Middle School, also located in Lincoln and winner of a 2004 Leroy F. Greene C.A.S.H./AIACC Design Award of Honor. The variety of unique features offered by the campus has led it to be described as being as advanced as most high schools.

Similar to the start of the elementary school tour, visitors were first led through the administrative portions of the campus, which are separated into areas specified for discipline and general use. They then moved on to the media center, which offers students both a dedicated computer lab and a library, and continued on to the multipurpose building. Far more advanced than similar facilities of most middle schools, this portion of the campus features a performance stage, a band and choir area with a practice room, and a drama room with separate dressing areas, embracing the school's dedication to the performing arts.

From there, tourists were whisked off to visit the campus gymnasium, which they were pleasantly surprised to find in use by the girls' basketball team. This allowed visitors the opportunity to see first-hand how students interact with their athletic environment. Outside of the gymnasium, they visited hard courts that overlook a joint-use park housing softball fields, a concession stand, bathrooms, a "tot lot," and community trailhead.

Just prior to concluding their tour, the visitors were directed through various career exploration labs focusing on the studies of art, computer technology, and science. After taking the time to see a typical classroom and small group room,


they reboarded the bus and headed back to the convention center.

Sustainability

Sustainable design is emphasized throughout both campuses through high performance concepts such as an energy efficient building shell, high performance HVAC and lighting systems, sustainable building materials, an environmentally responsive site plan, native plantings, daylighting, deep overhangs, shade trees, and hi-tech glazing.

Children Today, Leaders Tomorrow


As the touring team boarded the bus to return to the C.A.S.H. Conference,

they were each handed cookies and milk, courtesy of the tour leaders as a thank you for their participation. Their journey through the two community-focused, highly sustainable schools doubtlessly led them to reflect on their own experiences as elementary and middle school students, and likely caused them to realize how much community-based planning tactics of today are shaping the future of the educational environment. For the students of today will soon become the leaders of tomorrow, and it is the duty of our communities to ensure that they are properly prepared to tackle this hefty undertaking. 

DSA Hosts New Website

Continued from page 4

goals of excellence and sustainability. Excellence in Public Educational Facilities has been designed to facilitate school project success.

The information in this site has been compiled by public- and private-sector experts aware of the challenges of school construction and modernization projects. Their message is clear: Quality and cost-effectiveness are within the reach of every school district and facilities planner today. Excellence in Public Educational Facilities will show the way. 

~DSA Staff

C.A.S.H. School Facilities Leadership Academy "Follows the Money"

At its March Session – the sixth of nine sessions in the inaugural year of the program – the C.A.S.H. School Facilities Leadership Academy tackled the critical issue of program funding and financing, with the help of a number of public and private sector guest presenters who added their perspectives and expertise to those of the core faculty.

Even judged by the rigorous standards set in prior months, the March session schedule was relentless. The sessions continued through every meal, participants received minimal breaks, and the material covered was both broad and deep.

DGS Deputy Director Rob Cook walked the Academy through the multiple charges of his labyrinthine department and shared some of the managerial and operational innovations that are increasing efficiency and productivity, particularly interagency. He also took notes of some ideas from Academy participants for increasing the level of service DGS could provide for the school facility community.

Juan Mireles, Barbara Kampmeiner and Jessica Love of Office of Public

School Construction then walked the group through the technical heart of the program – eligibility – and even helped the participants through an actual eligibility computation exercise, which the participants undertook with various levels of enthusiasm and familiarity.


Saturday morning brought a string of visits from the C.A.S.H. family, with Ariane Lehew of School Advisors and Jeff Baratta of UBS Securities talking about bonds – how to pass them, how to size them, how to finance them. The C.A.S.H. Legal Advisor, Steve Hartsell, and Marilyn Cleveland of Miller Brown & Dannis dove deep into developer fees and agreements, including cutting edge practice and case law, and offered a generous helping of pro bono advice to the Academy participants who had real world questions from their day jobs.

Core presenter Eric Hall took the lead, responsible for enumerating and detailing all of the wide-ranging funding sources for facilities. Fellow core faculty members Lettie Boggs and Bill Savidge added insight into project accounting and managing cash flow.

One of the session highlights was a recap – in a simulated TV interview – of the past three decades of crisis and response in California's school facility world and the key role that C.A.S.H. played during that period.

Trading places as interviewer and guest were two of the intimate participants, C.A.S.H. Founding Chair Gene Hartline and former chair turned C.A.S.H. Legislative Director Tom Duffy. For many of the attendees this session was an epiphany, threading together many of the seemingly unconnected events such as Proposition 13 and the SB 50 package into a coherent story with a single plot – delivering the facilities that California schools deserve.

For its April session, the Academy will tackle school construction. Program management and accountability will follow in May, and Maintenance and Operations – and graduation – will take place in June.

Year Two begins in August 2007. Applications are now available on the C.A.S.H. website, with an application deadline of May 18, 2007. 

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<i>Elona Cunningham</i>	<i>Tamara Caspar</i>
<i>Lindsay Keyes</i>	<i>Tom Fehr</i>
<i>Kaisaundra Nootenboom</i>	

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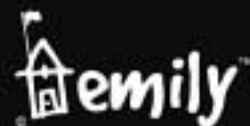


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C.A.S.H. Meetings, Conferences & Workshops

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| May 14, 2007
Monday
12:00 – 4:00 p.m. | The Marina Case/CEQA Workshop
Westin Horton Plaza
910 Broadway Circle, San Diego, CA |
| May 15-16, 2007
Tue. - Wed. | C.A.S.H. Spring Conference
Westin Horton Plaza
910 Broadway Circle, San Diego, CA |
| May 23, 2007
Wednesday | General Membership Meeting
1215 K Street, 14 th Floor
Sacramento, CA 95814 |
| June 26, 2007
Tuesday | DSA Annual Update Workshop
Doubletree Hotel
2001 Point West Way
Sacramento, CA |
| June 27, 2007
Wednesday | General Membership Meeting |
| June 29, 2007
Friday | DSA Annual Update Workshop
Ontario Airport Marriott
2200 E. Holt Blvd., Ontario, CA |

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



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