



REGISTER

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THE NEWSLETTER OF THE COALITION FOR ADEQUATE SCHOOL HOUSING

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Eric J. Hall, Chair of C.A.S.H., Joins Governor Gray Davis at a Press Conference in San Diego



Eric J. Hall, Chair of C.A.S.H. and Assistant Superintendent, San Dieguito Union High School District, stands alongside Governor Gray Davis, who visited San Diego High School to announce the release of nearly \$1.7 billion in funding for Critically Overcrowded Schools. Pictured from left to right are Dr. Peggy Lynch, Superintendent, San Dieguito Union High School District; San Dieguito Un. HSD Board Member Deanna Rich; Governor Gray Davis; and San Dieguito Un. HSD Board Member Joyce Dalessandro.

The DIR Has Approved Your LCP.

Now What?

There is one way to learn how to run a Labor Compliance Program (LCP) – and that is to experience it. AB 1506 thrust districts into the new role of LCP Administrator – with little planning and very short deadlines. Districts had three months to comply with the new law with no experience and few available resources.

Thus, districts faced the challenge of learning the new law while subsequently enforcing it. As many districts will attest, the time to learn about prevailing wage law for public works projects is not when a district is applying to OPSC for funding. Unfortunately, there are no hard-and-fast rules about how this is supposed to be done.

The state's goal in enacting AB 1506 was to ensure compliance and enforcement of prevailing wage law for public works projects. Although this goal appears relatively uncomplicated, the administration of LCP's is not. To ensure full compliance with AB 1506, a district must consider all facets of its building program. This is where the process becomes more complicated.

In the government's "perfect world" (according to the codebook), the

By Joan MacKenzie, MacKenzie & Company Consulting Services Inc.

contractors who are bidding public works would know all of these laws and how to abide by them. In reality, most contractors (whether large or small) are relatively unaware of California's prevailing wage laws and how to comply with them, and although most of them are willing to learn, few have the time necessary to learn this complicated statute.

So where is the happy medium? Will good builders be lost because the costs to comply with LCP requirements are too high? Let's face it – it is easier for contractors not to bid public works; although the money is good (and guaranteed), it's not worth the bother and complexity.

District personnel involved in facilities planning and construction will be directly involved in the maintenance and success of the LCP. The Labor Compliance Officer (LCO), accounting, construction, and facilities departments must work as a team to ensure compliance. Scheduling is as important

to the LCP as it is to keeping on top of construction.

How successful a district is will depend on how each runs and administers its LCP. Districts need to hire the best person to do the job and keep a "team" attitude, work with the contractors, and help them to comply by making an effort not to let little errors become big ones.

Knowing the basics of LCP and putting it into effect are two different things. Until AB 1506 came along, there were only a few school district LCP's running that were approved by the state. There are not a lot of free agents out in the field, including the state employees, who have actually run an LCP.

An LCO with limited experience administering an LCP may have trouble recognizing compliance problems early. This alone can cause serious liability issues for school districts and their contractors. LCO's have to know the laws, interpret them correctly, enforce them, and protect the district at the same time – a very large task.

To meet the requirements of this task, an LCO must:

- Have experience in each component of an LCP – law, bookkeeping, and construction.
- Understand how the program works and subsequently implement the program.
- Know how to locate the resources to answer questions and find determinations or interpretations of the laws.
- Have confidence in the knowledge that they can distinguish between a correct answer and an incorrect one.
- Recognize compliance problems and know how to deal with them.
- Learn how to work with the



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The CASH Register is published eleven times a year (January through November) by the Coalition for Adequate School Housing (C.A.S.H.) and distributed to C.A.S.H. members. Over 1,000 rapidly growing school districts, county offices of education, architects, attorneys, bond counsel, financial institutions, developers, contractors, consultants, inspectors, licensed professionals, manufacturers of portable classrooms, maintenance suppliers and others who are concerned about school construction issues hold C.A.S.H. memberships.

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

contractors in a fair and timely manner.

- Know which agency to go to for answers or problems, as well as how to communicate questions to them in a format that will yield the correct answers.

This last point, in particular, begs another question: Since it is plausible to ask four people the same question and receive four different answers, how does one get reliable answers to LCP questions?

This problem has been expressed multiple times to the DIR, and the agency has made an effort to provide the necessary information and resources online. For district practitioners, however, the timelines required can prove to be challenging. For example, you cannot require a wage determination from the DIR forty-five (45) days in advance of releasing an advertisement


to bid and receive an answer by the time you award the contract. It is unrealistic for a contractor to try to perform the contract on a day-to-day basis without an hourly rate for a special determination while you are waiting for an answer. How is he supposed to pay his workers? This is just one example of the potential problems an LCO will encounter and deal with almost daily.

The state agencies involved have neither the budgets nor the manpower to handle the volume of questions relative to compliance with AB 1506 that will arise from school districts.

So far, the state has kept all of its promises (good response, reasonable turnaround times when reviewing LCP's for approval), but it is going to get rough now that a lot of the LCP's are up-and-running and we have more

questions than answers. The state's next big challenge is to figure out how to deal with the volume of questions.

Whether a school district chooses to use a Third Party Administrator or an "in-house" administrator, it needs a guide to setting up and running a Labor Compliance Program – a handy, methodical tool for adopting, establishing, maintaining, and enforcing an LCP that is geared toward someone without experience.

As districts continue to face the challenges of LCP administration, remember the saying, "When you are at the bottom, there is no way to go but UP!" 

Joan has designed many forms and training tools and has published a beginner, day-to-day manual for Labor Compliance. She has also spoken at several C.A.S.H. conferences and taught the subject to both districts and contractors.

STATE ALLOCATION BOARD MEETING

August 25, 2003

The State Allocation Board (SAB) approved \$1,697.9 billion for Critically Overcrowded Schools projects. Seventeen school districts with 438 projects applied, which oversubscribed the amounts available for the program. Following the priority formula, fifteen districts and more than 400 projects were funded. In addition, \$58.7 million went to regular new construction projects and \$160.6 million went to modernization projects. The SAB has established a modernization unfunded list because the Proposition 47 modernization funds are now almost fully committed.

SB 575 Grant Adjustment

The Office of Public School Construction (OPSC) reviewed the grant adjustments for automatic fire detection/alarm and automatic sprinkler systems required by SB 575 (2001). After surveying districts and reviewing project data, the data

indicated that the grant adjustment had been set too high for automatic detection systems and too low for sprinkler systems. Working with the Implementation Committee, a new grant adjustment schedule was sent to the Board. The SAB approved the new schedule, which will be sent to the Office of Administrative Law (OAL) for approval and will be operational in 3-4 months.

Alternative School Loading

After many months of study, review and discussion in the SAB Implementation Committee, reduced loading standards for continuation high schools, community day schools, county community, and county day schools went to the Board. This study, report, and recommendation were required by AB 659 (Mazzoni) of 1999. However, it was held over for one month at the request of the Department of Finance. Their primary concern dealt with potentially creating an eligibility pool of "un-housed" students.

180-Day Rule

The SAB dealt with the "180-day rule" this month. Before the change, a district had to file an application for funding no later than 180 days after signing a construction contract for building or leasing a facility. If the district did not do so, the classrooms became a part of the district's existing school building capacity, thus reducing the district's available new construction eligibility for funding and precluding reimbursement of the costs for the project.

The statute requires the classrooms to be counted when the classroom is "provided," which is defined as 180 days after signing the construction contract. OPSC and the Implementation Committee agreed to move that point in time to the date the building is occupied. In the future, after OAL approval, districts must file an application for funding prior to occupancy or they

Continued on page 9

ISSUES COMMITTEE

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

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To expedite recognition for your contribution on the C.A.S.H. web site, in the CASH Register, at C.A.S.H. meetings and other functions, please fax a copy of this form to the C.A.S.H. office at (916) 448-7495.

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

Thank You, March 2004 Bond Contributors

(as of August 22, 2003)

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Proposition 53

California Twenty-First Century Infrastructure Investment Fund

Background

The state has hundreds of billions of dollars invested in infrastructure. The major areas of state-owned infrastructure include highways, universities, parks, office buildings, and prisons. In addition, the state provides funds for local infrastructure in the areas of K-12 schools, community colleges, local streets and roads, local parks, wastewater treatment, flood control, and jails.

The state needs to renovate and replace existing facilities in order that they can continue to serve their intended purposes. In addition, as the state's population continues to increase, the need for investment in new capital facilities will also grow. Over the next five years, California has an estimated \$54 billion in identified state infrastructure needs.

Funding for State Infrastructure.

Traditionally, the state has funded its infrastructure projects in the following ways:

- **Dedicated Revenues.** Some programs have dedicated revenues that must be used for specific purposes. Transportation-related infrastructure (highways and mass transportation) is currently the only major state infrastructure program that is funded by dedicated revenue sources (such as state gasoline taxes and federal funds). Over the past five years, the state has spent approximately \$2.3 billion annually on transportation-

related projects.

- **Bond Financing** Other than transportation, most other state program areas have relied on long-term infrastructure financing through the sale of general obligation bonds and lease-revenue bonds. (The debt service on both types of bonds is typically paid from the state General Fund.) In recent years, the state has issued large amounts of bonds for K-12 schools, higher education, and protection of natural resources. Those capital programs funded through general obligation bonds must wait for a bond authorization to be placed on a ballot and approved by the voters. Those capital programs that use lease-revenue bonds require legislative approval of the bonds in legislation. The state has spent approximately \$4.2 billion annually in bond proceeds over the past five years.
- **Direct General Fund Appropriations** Some infrastructure programs use direct appropriations, also called "pay-as-you-go" financing, from the General Fund. However, these appropriations can vary significantly from year to year. For example, in the early 1990s, there were no General Fund appropriations for infrastructure due to state budget difficulties. Over the past five years, the state has spent approximately \$275

million annually using direct General Fund appropriations.

Proposal

Proposition 53 would increase the amount of General Fund revenue committed to pay-as-you-go capital outlay projects for both state and local governments.

Beginning with the 2006-07 fiscal year, this measure would transfer 1 percent of General Fund revenue to the newly established California Twenty-First Century Infrastructure Investment Fund (Infrastructure Fund). The amount of the transfer would increase by 0.3 percent annually under specified conditions until reaching a maximum of 3 percent of General Fund revenues in 2013-14.

The measure requires the Legislature to allocate annually the moneys in the Infrastructure Fund for capital outlay purposes – 50 percent for state-owned infrastructure and 50 percent for local government infrastructure. The measure requires the Legislature, in subsequent legislation, to set forth the approach and method to be used in the annual allocation of the Infrastructure Fund for local government infrastructure projects. The local funds could go for any capital outlay purpose except for K-12 school and community college projects, which presumably would continue to receive funding from state bond measures.

K-12 School Facilities Excluded


Proposition 53 specifically excludes K-12 school construction modernization or repair from Proposition 53 fund expenditures. K-12 schools would still be dependent on state bonds placed on the state ballot by 2/3 of the Legislature and then voter approval. If state bonds were not placed on the ballot or if they were not approved by the voters, K-12 schools would be without adequate facility funds.

Revenue Triggers. Proposition 53 contains a variety of adjustments or "triggers" that would reduce or elimi-

nate the transfer to the Infrastructure Fund when General Fund revenue performance is poor or less than estimated.

- **Year-to-Year Changes.** When revenues are estimated to decline from the prior year, there would be no General Fund transfer into the Infrastructure Fund. (In addition, the subsequent-year transfer would be reduced by half.)
- **Revenue Declines Within the Year.** When estimates of General Fund revenue for a given year decline significantly from earlier estimates, the scheduled annual transfer amount would be reduced (by either one-half or one-quarter, as specified).

Special Adjustments The measure also contains the following special adjustments that could serve to limit the amount of an otherwise scheduled transfer to the Infrastructure Fund:

- **Debt Service.** This measure contains a special adjustment to cap the Infrastructure Fund transfer to the difference between 7.5 percent and the percentage of General Fund revenue devoted to prior-year debt payments on state bonds (known as the debt service ratio). For instance, if the state's debt service ratio were 6 percent, the Infrastructure Fund transfer would be capped at 1.5 percent (7.5 percent less 6 percent) – even if the transfer schedule called for a higher percentage.
- **Proposition 98.** The measure would reduce the transfer amount when the percentage growth in the K-14 public school funding guarantee (known as the Proposition 98 guarantee) exceeds the percentage growth in General Fund revenues. This adjustment would only occur when none of the other triggered reductions or adjustments are in effect that year. Proposition 53 would not directly affect the amount required to be spent under Proposition 98. 

It's Official - The Cal-Fed School Infrastructure Coalition Has Changed Its Name

The Cal-Fed School Infrastructure Coalition has been searching for a new name to represent the association. Temporarily, the association was renamed Federal Action for California School Facilities (FACSF). Because FACSF was highly unpopular with the membership, the association voted, without contest, to officially change its name to: **CALIFORNIANS FOR SCHOOL FACILITIES (CSF).**

CSF is a coalition of California school districts and business groups striving to obtain federal assistance for California's school infrastructure. Additionally, CSF works to ensure that federal regulations help, not hurt, California schools.

CSF Washington, D.C. Legislative Visit Scheduled for September 30 - October 1, 2003

One of CSF's most powerful advocacy tools is its biannual Washington, D.C. legislative visits. Through the Washington, D.C. trips, CSF works closely with the U.S. Department of Education, the Treasury Department and members of Congress to provide a clear understanding of the school construction needs in California.


Specifically, CSF works to demonstrate how programs like the Qualified Zone Academy Bond Program (QZAB) and the Federal Renovation Program can foster productive partnerships between districts, the federal government, and private entities, while preserving local decision-making responsibilities.

Participation in the CSF Washington, D.C. legislative visits establishes ongoing relationships with Congress-

sional Representatives and their staffs and serves to keep them abreast of the school construction needs in California. The legislative visits also facilitate the development of relationships with the U.S. Department of Education and other key Administration Departments.

Last spring, the focus of the CSF Washington, D.C. trip was to meet with as many members of the California delegation as possible as well as to target our Republican Representatives. After meeting with over 30 members and staff, CSF considered the trip a great success.

CSF presented members of the California delegation with a booklet highlighting successful QZAB projects in California and detailing the overall school construction need in California. Our Representatives were impressed by the work completed in California as well as the amount of remaining unfunded projects. For the first time, CSF received commitments of support: agreements to co-sponsor a letter to the House Ways and Means Committee asking for an extension and expansion of the QZAB program as well as some additional co-sponsors to the America's Better Classroom Act, a \$24.8 billion dollar school construction measure currently in the House of Representatives.

Please help CSF keep the momentum rolling and join us on the next CSF Washington, D.C. Legislative Visit, which is scheduled for September 30-October 1, 2003. For more information on CSF membership and the D.C. trip, please contact Emily Stone at (916) 441-5063. 

C.A.S.H. Legislative Update

With only two weeks left in the current Legislative Session, the Senate and Assembly Appropriations Committees have been reviewing bills at a furious pace. Following is the most recent information concerning the status of bills of interest to C.A.S.H. members. Once the Legislature completes its business on September 12th, the Governor has until October 12th to sign or veto bills that are sent to his desk. C.A.S.H. will provide members with a full status update on what was approved and what was vetoed at this time. A full legislative update will be given at the C.A.S.H. Fall Conference in Costa Mesa concerning the content and significance of approved legislation.

Senate Appropriations Committee **AB 264 (Mullin), Passed as Amended**

AB 264 would allow a school district with an enrollment of less than 11,000 pupils that is experiencing declining enrollment to deposit no more than 25% of surplus from the sale of property into the district's general fund for a one-time expenditure without losing eligibility for state school facilities funding.

AB 296 (Mullin), Suspense File

AB 296 would make legislative findings regarding the impact of aircraft noise on the educational environment and would require the California Department of Education to convene an advisory group to study the impact of aircraft noise on schools and make preliminary and final reports to the Legislature and Senate and Assembly Education Committees by April 1, 2004, and July 1, 2004, respectively.

AB 324 (Diaz), Enrolled, To Governor

AB 324 would require all school district labor compliance programs (LCPs) to be approved by the Director of the Department of Industrial Relations. The bill would further require

the State Allocation Board to increase the per-pupil grant amounts to reflect the cost of LCPs and would remove the restriction of a per-pupil basis and the requirement to adjust them by July 1, 2003.

AB 598 (Hancock), Inactive File

AB 598 would encourage all modernization projects to have an adequate number of functional, sanitary drinking fountains for the intended population.

AB 736 (Hancock), Suspense File

AB 736 states the intent of the Legislature to encourage school design and construction to meet the criteria established by the Collaborative for High Performance Schools (CHPS) and subsequently to create incentives and increase the grant amounts for school designs that incorporate energy efficiency, conservation, cost-effectiveness, and environmental standards. Proceeds for such incentives and grant adjustments would come from a school facilities bond approved by the voters after 2004.

AB 1008 (Dutton), To Third Reading

AB 1008 would allow the State Allocation Board to adjust the grant amount for New Construction and Modernization projects if the actual costs of DTSC-required evaluation and remediation of hazardous materials exceeds the estimates on the approved project applications.

AB 1051 (Goldberg), Passed As Amended

AB 1051 would authorize a public agency utility to charge public agency customers monthly or periodic service rates or charges on the same basis as a comparable nonpublic user, except for "capital facilities fees," which a public agency utility must negotiate with schools and public higher education state agencies.

AB 1244 (Chu), Passed as Amended

AB 1244 would allow school districts to receive state funding for modernization projects every 25 years for permanent buildings and every 20 years for portable classrooms.

AB 1647 (Wiggins), Passed, To Third Reading

AB 1647 would require the Division of the State Architect (DSA) to conduct a study and inventory of all prefabricated buildings and modular units in use in school districts in the Riverside and San Bernardino Counties prior to January 1, 2004, as well as units authorized by DSA between January 1, 2004, and January 1, 2005, and report to the Assembly and Senate Education Committees and the Committees on Labor and Employment by July 1, 2005.

Assembly Appropriations Committee **SB 15 (Alpert), Passed as Amended, Enrolled**

SB 15 has three key facilities provisions. First, the bill would allow for state funding of modernization projects for permanent and portable classrooms every 25 and 20 years, respectively. Second, SB 15 would grant greater flexibility regarding the source of local matching funds for AB 16 joint-use projects by allowing a school district to contribute the full 50% match from local bond funds that were specifically earmarked by the local voters for the joint-use project. Finally, SB 15 would remove the "pilot program" provision of charter school funding.


SB 352 (Escutia), Passed as Amended

SB 352 would require a school district seeking state funds to certify that it intends to take reasonable steps to mitigate air quality problems as a result of being sited within 500 feet of a freeway or busy roadway. The bill would further prohibit a governing school board from approving a school site that is within 500 feet of a freeway or busy roadway unless prescribed conditions are met.

SB 588 (Johnson), Passed as Amended

SB 588 would allow a school district to deposit into its general fund, for general fund purposes, proceeds from the sale, lease or leaseback of real or personal property. If, however, the property was purchased with general obligation bond funds or developer fees, the allowable sum deposited into the district's general fund could not exceed the percentage resulting from the difference between the purchase price of the property and the proceeds from the transaction divided by the amount of the proceeds from the transaction as defined in the bill.

SB 892 (Murray), Passed as Amended

SB 892 would require, as a condition of receiving funds from the State School Facility Program, that a school have a sufficient number of fully functional, regularly maintained and cleaned, and stocked restrooms open during regular school hours. 

State Allocation Board Meeting

Continued from page 3

will be precluded from receiving reimbursement for the project. Projects that had not been funded because of the 180-day rule will have 120 days to file for funding under the new regulations. The SAB approved this item. It will now go to the OAL as a non-emergency item.


Deferred Maintenance

The Deferred Maintenance Extreme Hardship Program was updated to allow districts the flexibility of replacing materials or equipment with different, newer, or more cost-effective materials instead of "like-for-like." The end result will be greater efficiency and cost-effectiveness in the deferred maintenance projects.

Reports

Finally, there were three reports given

to the Board: School Facility Program (SFP) application activity report, a joint-use report, and a Department of Industrial Relations (DIR) report. The SFP application activity report noted a decline in the number of applications OPSC was receiving, but, based on interviews with school districts, they anticipate another \$1 billion will be apportioned in the next 6-9 months. All funding should be apportioned by summer 2004. The joint-use report identified four major reasons for reduced participation and concluded that the solution might lie in statutory amendments. The DIR report informed the Board that there have been 325 Labor Compliance Programs submitted to DIR, with 305 having received approvals. DIR has worked well with school districts in turning around approvals promptly.

The SAB adjourned into executive session. 

Kids Learn About Construction From 'Builder Bob'

LANCASTER, CA - For second and third grade students at Jack Northrop Elementary School, recess is the best time to run to the fence and watch their brand-new elementary school being built. The fence is gripped with sticky fingers clawing to get a peek at the construction teams from Current Enterprises, Inc. raising the walls to the new Jack Northrop Elementary School, scheduled for completion January 2004.

The reason for the excitement, as explained by School Principal Mrs. Stults, was that the children felt a part of the building process since the first wall of the school was raised at an assembly held last month. Bob Allison, President of Current Enterprises, Inc., the project's general contractor, rode up on a skiploader to greet the children who were bustling to get up front closer to

Bob, whom they happily renamed "Builder Bob." He took the children on a walking tour of the foundation of the school, explaining construction basics like general tools and where bolts would go and talked about every section of the school, including where the library, classrooms and offices would be.


Stults said, "Bob was so patient with the kids, listening and answering many questions so the kids felt like they understood a little bit better... the kids felt like they had input and ownership over the school, which is important for them."

The children then watched in awe as the first wall of their new school was raised, hammered in by Principal Stults and Lancaster School District Superintendent Steve Gocke.

"The kids were excited to know that they had seen the first wall being raised. They almost feel like they put

up that first wall," Stults said. "So now they stand there at recess, hands gripping the fence, watching the building. They are truly amazed to see each stage of it. They are getting excited."

"Builder Bob" and his crew, then gave each student a carpenter's pencil as a souvenir and answered more questions. Their visit to the construction site helped to teach lessons about space and perimeter that have been incorporated in many class lessons and activities by the staff of 100 at Jack Northrop Elementary School.

"You're not going to find 800 students who are more excited because the school is being built right in front of them. It means a lot for the students to know that 'Builder Bob' is taking care of them, building their new school," Stults said. 



WESTVIEW HIGH SCHOOL

Poway Unified School District

Poway, California

Contact: Doug Mann

Contractor: Douglas E. Barnhardt

PROJECT SUMMARY:


The school's architecture is organized as a series of formal building types. Large curved roof forms enclose the primary public spaces while shed forms define the smaller repetitive classroom units. Covered walkways are treated as arcades and provide sheltered access between each building. Buildings vary in scale from one-story structures and loft spaces to a two-story research complex. Campus buildings are arranged radially to foster a sense of connectedness for students and staff alike. A commons area at the core of the campus is ringed by a pedestrian boulevard designed to encourage interaction among students. Interior spaces throughout the project are designed with flexibility in mind to accommodate changes dictated by future information and communication needs. As a major presence within this new community, the district sought a school where architecture spoke to the future of education as an unexplored, challenging adventure that while basic and fun remains an extremely powerful link to the 21st century.

At 221,150 square feet, Westview serves grades 9 through 12. It is designed with 45 Standard Classrooms, 12 Science Labs, 5 Special Education Classrooms, 5 Art Labs, 2 Music Classrooms, 1 Drama Classroom, 11 Vocational Education Classrooms/Labs, 1 ASB Classroom, 6 Physical Education Classrooms, a Research Center, Gymnasium, Shower & Locker Facilities, Performing Arts Complex, Administrative Facilities, Food Service, and miscellaneous support facilities.

Westview is designed to meet the demands of the 21st century. At the core of the school's design are four essential elements of learning, including connectedness, flexibility, collaboration, and communication. The radial layout of the campus instills a sense of connectedness between all of the core elements. A two-story crescent-shaped building fronts the campus consisting of Administrative & Staff Support areas, Food Service Facilities, Research & Development Labs, and the Research Center on the upper story. Central staff support areas allow staff to collaborate in creating cross-curricular educational materials. Flexible space planning in the Research & Development Labs allows outreach to the business community for participation. Students extend learning beyond the walls of the traditional classroom by participating in on-site real world conditions. The

Research Center is designed to provide for complex information and communication needs. Spaces allow for individual and collaborative research and presentation as well as casual reading. At the core of the campus is the common area that is ringed by a pedestrian boulevard designed to foster a sense of interaction and communication as well as address the needs of individuals. Academic core areas proximate to the campus commons are designed with flexibility to serve either student grade level or academic village methodology. Flexible space planning allows these academic areas to adapt to future educational trends as they unfold. The Fine Arts Village is designed to blend traditional mediums of visual arts, drama, and music with emerging electronic trends. Physical separation of the three art functions provides outdoor patio spaces for additional work area as well as instruction. The Physical Education Village lies on the opposite side of the campus commons from the Fine Arts Village. A competition-size Gymnasium, Weight Room, Training Room, Shower and Locker Facilities, Gymnastics, Aerobics, Dance Rooms, Outdoor Stadium, Baseball and Softball Fields, Track & Field Facilities, and other support spaces will assure that Westview will share in the District's winning athletic traditions.

The School is designed as a state of the art facility with a school-wide data and multimedia network that allows any work station on campus to access a central database of information, share relevant software, access the internet, and, where appropriate, manage student information data, both for the campus and the School District. The multimedia network will allow all appropriate spaces to create, send, and receive video communications.

The school is designed initially for approximately 2268 students. Accommodations have been made in the overall campus plan for an additional 20 relocatable buildings in the future if needed. 

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Complete and return with a check or purchase order made payable to:

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Questions? Please call Emily Stone at (916) 441-5063




Ronald W. Bennett

Mr. Bennett has served as Chief Financial Officer and Deputy Superintendent in Long Beach, Fresno, and ABC Unified School Districts. As the chief business official, he was responsible for all business activities, including accounting, budget, facilities, maintenance, computer services, food service, transportation, risk management, and purchasing. He was also responsible for offices of grants and technology, state and federal programs, student services, internal audit, and the Fresno School for Adults. Long Beach and Fresno are the third and fourth largest school districts in California, both with nearly 80,000 students, 8,500 employees, and \$500 million budgets. Mr. Bennett evaluated, selected, and implemented new instructional and administrative information systems in both districts.

Mr. Bennett's consulting experience

includes participation in a Management Information and Financial Systems Review for the Oregon Department of Education, an Education Finance Reform Study for the Wyoming Legislature, and dozens of school business engagements.

Raised in California, Mr. Bennett earned his Bachelor's of Business Administration at the University of Oklahoma and his MBA from Michigan State University. He is licensed as a Certified Public Accountant in the State of Oklahoma. He retired as a Lt. Colonel from the United States Air Force, where his last assignment included controller responsible for the Air Force Audit Agency and controller for all business operations in the 13th Air Force operating area in the Far East. 

Ronald W. Bennett currently serves as President and CEO of School Services of California, a legislative advocacy and consulting firm serving school districts, county offices of education, and community colleges. Following are some highlights of Mr. Bennett's more than 25 years of experience in public business and finance.



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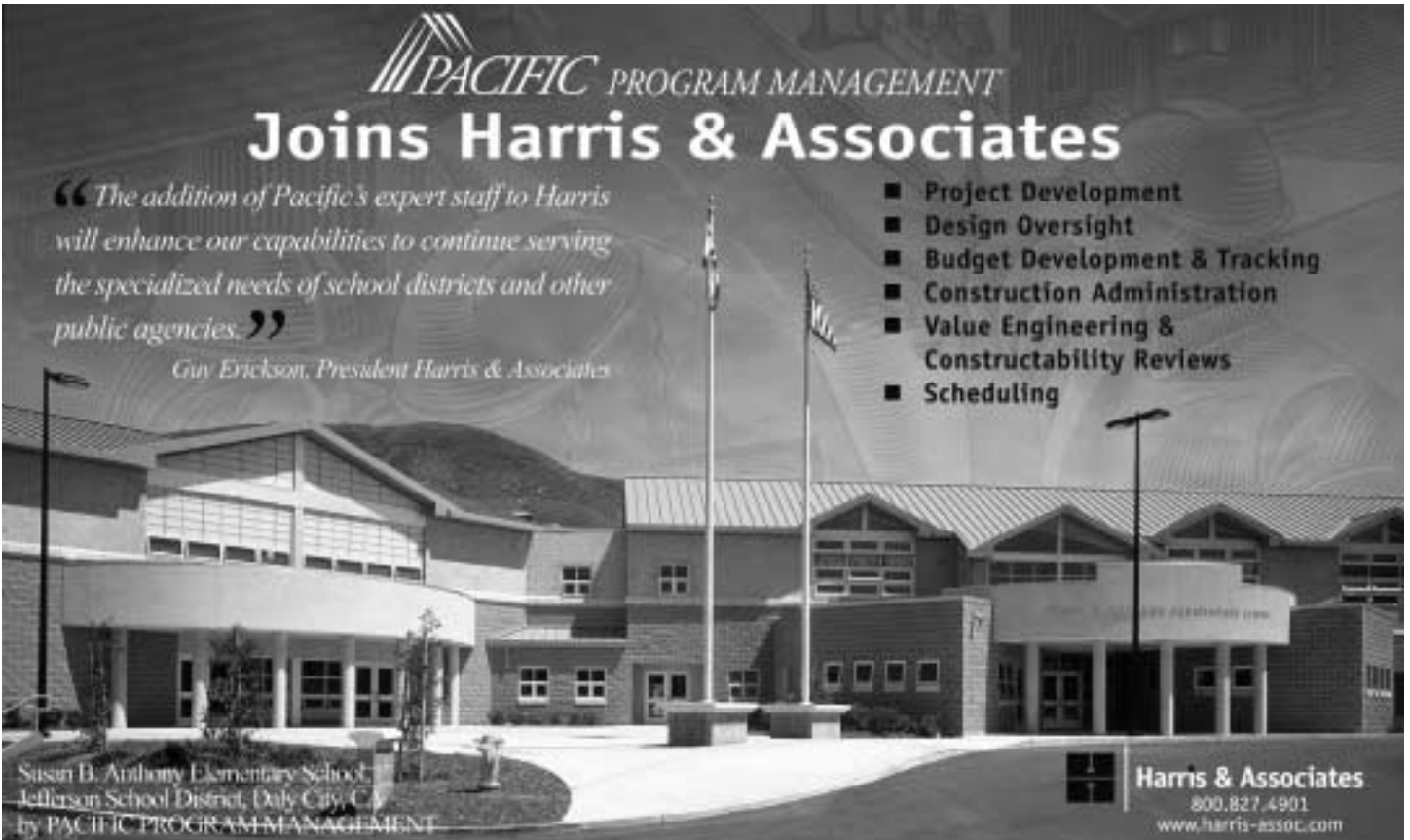


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C.A.S.H. MONTHLY MEETING MINUTES

August 27, 2003

C.A.S.H. Chair Eric J. Hall called the meeting to order at 11:10 a.m. New members and guests were welcomed and introduced. He also introduced new Board members Kenn Young of Lake Elsinore USD and Lynn Halfhide of McCarthy Construction.

LEGISLATIVE REPORT - Tom Duffy, Assembly Member Robert Dutton (R-Rancho Cucamonga)

Tom Duffy introduced special guest Assembly Member Robert Dutton. Assembly Member Dutton is the son of Ted Dutton, who has worked with C.A.S.H. over the years as a state agency representative and in the private sector.

Assembly Member Dutton thanked the members and gave a background of his interest in education and in property management. As a freshman legislator, he said he keeps in mind the words of the late Senator Leroy Greene: "Children are neither Democrat nor Republican." His philosophy was to look for a win/win scenario for all of the parties involved in an issue. He noted that through his father he had learned a lot about the various internal problems affecting school construction. As an example of his efforts, he cited his bill, AB 1008, which would give the SAB the authority to adjust grant amounts for new construction or modernization projects for districts subject to additional fees for environmental review. The bill was on the consent calendar but was withheld by the Department of Finance. Assembly Member Dutton complimented C.A.S.H. legislative advocate Ernest Silva for his work on this legislation.

Assembly Member Dutton took questions from the members and discussed the legislative session about to commence. He said that legislators were trying to get as many bills as possible to the Governor before the deadline of September 12. He noted that because of the upcoming Recall Election, California was in uncharted territory and there was uncertainty as to what the legislative year would hold. He predicted that if the recall is successful and a new governor is elected, the Legislature will probably hold an emergency session.

Assembly Member Dutton said that education would always be the number one priority, but that commitment to education goes beyond how much money is spent. Accountability and results were equally or more important.

Another question from the members dealt with prevailing wage. Although he stated he was not against a reasonable wage, Assembly Member Dutton suggested that enforcing urban-level wages could hurt rural districts. He reiterated that districts need flexibility.

Assembly Member Dutton described his bill, AB 1126, a two-year bill intended to streamline the allocation process for facility funding. The Assembly Member and his staff are working with C.A.S.H. and other interests on critical areas of this legislation.

Assembly Member Dutton discussed the Budget recently passed by the Legislature, which he acknowledged was unpopular with many. He said that due to the economic boom of the "dot.com" years, there was a lot of spending on special interests that could not be maintained during the current recession. He said one of his priorities was to give districts more flexibility to spend their funds where needed and give them some freedom from mandates that may be unnecessary to their particular region.

2004 BOND CAMPAIGN UPDATE - Dave Walrath

Dave Walrath gave an update on the 2004 bond campaign. He said that polling done in August indicated that support of the state bond stands at or near the levels enjoyed by Proposition 47 in 2002. Dave said that because of the many unknown factors, such as the recall, and the short timeline to campaign, it was imperative that the C.A.S.H. Issues Committee step up its efforts. He urged members to match or increase their Proposition 47 donations, and for individuals to give contributions as well. He added that members of the Fundraising Committee would be contacting firms in the near future.

STORMWATER MANAGEMENT - Nina Young

Nina reported that the C.A.S.H. Storm Water Committee held their first meeting on July 22. She said there was great participation from C.A.S.H. members and from state agency representatives, particularly the State Water Resources Control Board. She said that the workshops presented by the Storm Water Committee this week were very well attended.

LABOR COMPLIANCE - Bill Savidge

Bill said that the Labor Compliance Group had been meeting via teleconference over the last month to develop a Best Practices Manual. The group would meet later today to review the draft. Bill said that the group's goal was to present the manual to the C.A.S.H. membership during the Tuesday Pre-Conference Workshop during the Fall Conference, October 14, 2003, in Costa Mesa.

ARCHITECTS COMMITTEE - Dennis Dunston

Dennis reiterated the importance of the work of the stormwater committee. He also said that the architects were monitoring the adoption of either the International Building Code or the NFPA 5000. The architects committee's August meeting was cancelled; the next meeting would be held in conjunction with the Fall Conference.

ANNUAL CONFERENCE PLANNING COMMITTEE - Eric J. Hall

Eric said that the theme for the 25th Annual Conference was "Today's Silver is Tomorrow's Gold." The Planning Committee would meet later in the day. He also said that the Call for Entries for the 2004 C.A.S.H./AIACC Leroy F. Greene Design Awards was out.

CALIFORNIANS FOR SCHOOL FACILITIES - Mike Vail

Mike said that CSF was working with Congressman Matsui on a California delegation to authorize QZABs for new construction. The group also hoped to get the Federal Renovation Program, a one-time allocation, reauthorized. The Washington, D.C. legislative trip is scheduled for September 30 through October 1. He urged members to attend if they could find the funding.

CALIFORNIA DEPARTMENT OF EDUCATION - Fred Yeager

Fred noted that the department was now budgeted for travel. He said that due to the hiring freeze they still needed to be watchful of staffing.

IMPLEMENTATION COMMITTEE - Dave Zian

The meeting scheduled for September 5 was cancelled. The next meeting would be Friday, October 3.

OFFICE OF PUBLIC SCHOOL CONSTRUCTION/STATE ALLOCATION BOARD - Dave Zian

Dave reported on the status of funds available for school districts. He said there was \$1.69 billion being allocated for COS on today's SAB agenda. He noted that most of the funds from the November 1998 bond were allocated and that they were moving quickly through the Proposition 47 bond funds. He said that staff was recommending an adjustment to the fire alarm/sprinkler requirements. They also were recommending approval of revisions to the funding regulations for alternative education schools.

The meeting adjourned at 12:00 p.m.

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

September 23, 2003

Tuesday
9:00 a.m. – 3:30 p.m.

September 24, 2003

Wednesday
11:00 a.m. - Noon

September 26, 2003

Friday
9:00 a.m. – 3:30 p.m.

October 14, 2003

Tuesday
12:00 – 4:00 p.m.

October 15-16, 2003

Wednesday -Thursday

October 22, 2003

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Monday

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The November/December C.A.S.H. monthly meeting workshops, committee meetings and State Allocation Board meeting dates will be determined at a later date

C.A.S.H. monthly meetings are held from 11:00 a.m. to noon in Sacramento on the 4th Wednesday of the month to coincide with the monthly meeting dates of the State Allocation Board. Workshops are scheduled on the 4th Tuesday of the month in Sacramento and repeated on the 4th Friday of the month in Ontario. Workshop and meeting locations are subject to change. Workshops are not held in February, May and October.



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