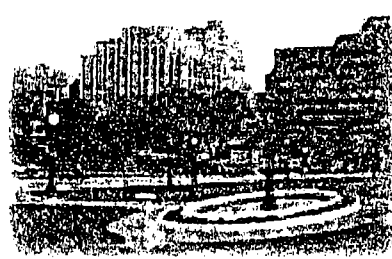
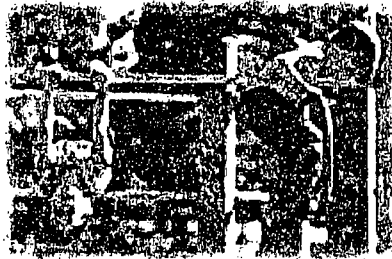


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New Schools • Better Neighborhoods*

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BRIEFING BOOK—TABLE OF CONTENTS

Tab 1	NSBN Project Overview
Tab 2	Symposium I
Tab 3	Cahuenga Case Study
Tab 4	Siting & Design Review
Tab 5	Media Coverage
Tab 6	NSBN Summer Work

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NSBN Project Overview

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August 25, 1999

To: NSBN Participants

From: David Abel—NSBN Chair

We are at a critical point in the L.A. metropolitan area. The Los Angeles Unified School District, the nation's second largest, is poised to spend approximately \$1.8 billion on 51 new schools, primarily in our most overcrowded neighborhoods. At the same time, billions of dollars have been authorized by the voters for investment in parks and libraries throughout the city.

The Los Angeles school system is in a physical crisis. District planners face the difficult obstacles of high land costs and the safety issues associated with large, but often toxic industrial sites. In the meantime, local communities agonize over residential displacement due to the need for large school sites.

So we need to ask, how—through creative siting, design, programming and joint-use with parks, libraries, healthcare and others agencies—we can leverage these unprecedented opportunities in order to create *better learning environments and better neighborhoods for the region.*

The New Schools/Better Neighborhoods Project began with a symposium at the Getty Center this past May to deal squarely with these kinds of issues. Attending the symposium were a manageable group of about 150 local, regional and statewide leaders. The subjects for discussion were broad in scope, from vision and goals to policy and regulation.

The first day of the symposium was spent getting to know the problem. Presentations and panels focused on exploring obstacles and opportunities for an expanded vision of schools that could better serve students, educators, neighborhoods and communities. The second day focused on local case studies that address these issues in ways that were both informative and insightful.

The essential points that came out of the conference are: keeping an eye on the ball of student achievement. Many schools built today do not provide for current best practices in teaching and learning. Too many communities have gotten locked into a cycle of repeating things simply because they have done it before.

The best way to plan these facilities is with community involvement so that we don't have a top-down process that often leaves the most important people out of the process. Building facilities through an inclusive community process helps build vital bonds in the neighborhood.

At this point, most of the consensus has developed around what doesn't work. Large classes and large schools, once seen as the panacea for increasing curriculum options and financial efficiency, have more recently become the subject of serious scrutiny and a new movement towards smaller and more intimate learning settings. Also, consensus seems to be coalescing around the long-held suspicion that the

bureaucracy of large school districts may be too cumbersome to deal with the more intimate and urgent needs of local communities.

This summer NSBN workgroups have been meeting to focus the momentum of the May Symposium into discussions to identify and tackle the three most pressing issues for L.A. schools today:

1. ***Defining the Vision: 21st Century Community-Based Schools***—What can our new schools be from an architectural, educational and community point of view? Leading innovators in community-based school design will share their experiences with us.
2. ***Regulatory Barriers to Achieving this Vision***—What currently prevents us from creating community-based schools and reaching highest levels of design? What keeps neighborhood stakeholders from being able to shape the uses and community facilities in their own communities?
3. ***Leveraging Joint-Use Opportunities***—How can the L.A. Unified School District leverage the efforts and resources of other City and County agencies to maximize the returns to L.A.'s neighborhoods?

We very much hope you can join us in our summer long efforts which will coalesce at the Fall Symposium scheduled for later this year.

Sincerely,

Steven L. Soboroff
David Abel
Prop. BB Citizens'
Oversight Committee

Ted Mitchell
Mark Slavkin
Getty Education Institute
for the Arts

Dr. Ruben Zacarias
Hon. Victoria Castro
Los Angeles Unified
School District

Richard A. Lawrence
Urban Land Institute
L.A. District Council

Paul Vandeventer
Community Partners

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California State Architect

Connie Rice
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New Schools • Better Neighborhoods Project **Overview**

Goal of the New Schools Better Neighborhoods Project:

- Provide a framework for the best way to site, design and build public schools.
- Create a strategy for including community dialogue as a component in determining the siting and design of public schools.
- Move from the outmoded models that now define our public schools to a 21st century-vision of community-focused schools, anchoring our increasingly diverse communities.
- Understand how joint ventures between schools and other services can help make schools the centers of their communities and bring valuable services closer to those who use them.
- Understand if and how we must change our statutes, regulations and/or decision-making processes, and/or procedures to implement this vision.
- Ensure that thoughtful design is included as a major component of any solution to social challenges.
- Build a permanent constituency group of stakeholders to support and implement these goals.

Timeline/Subgoals of New Schools • Better Neighborhoods Project

1. **May 26th/27th—Symposium I**—Define Vision/Scope of Work for the New Schools • Better Neighborhoods project.
2. **Summer 1999—Working Groups Meet**—Develop recommendations and action plans.
3. **Fall 1999—Symposium II**—Reconvene. Working groups present findings/action plans to LAUSD, local, State and Federal government, and project stakeholders.

Goal of Symposium I, May 26th & 27th, 1999

- Identify the vital issues involved in how schools are sited, designed and built in Los Angeles.
- Define a vision for the community-focused school of the 21st century.
- Define the scope of work for summer activities leading up to the fall New Schools symposium.

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Defining the Vision: **Community-focused Schools of the 21st Century.**

I. What is the vision of the Community-focused Schools of the 21st Century?

1. Should we be building schools into the 21st Century using outmoded models?
2. What values and goals should the best designed schools incorporate?
3. What is the role of a community in shaping the vision of its school(s)? What specific steps can the LAUSD take to cultivate a productive relationship with the communities it is serving?
4. How do we design schools not just for neighborhoods, but families as well?
5. How has technology changed teaching and learning of our schools?
6. Currently, most public school facilities are designed very similarly, even though student bodies and communities differ. What are the parameters of what we can or should provide in schools?
7. Is the existing LAUSD process for siting, designing and building schools the best way to achieve these goals?

II. Should urban design and architecture be priorities?

1. What is the educational value of good design?
2. What determines the ideal size for a school?
3. How should a school building be designed if it is to be used before and after the normal school day?
4. What communities provide good examples for school design and community engagement?

III. What is the Agenda for the Summer?

1. What are the most important questions this summer's Vision working group should pursue?
2. What needs to be included in the summer working group's action plan to be presented at the fall New Schools symposium?

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Regulatory Barriers to Siting, Designing & Building New Schools

I. What are the current processes and constraints for siting, designing and building schools in the LAUSD?

1. How is environmental quality—both internal and external—addressed?

II. What are State regulatory processes and constraints?

1. How does the Field Act restrict school districts engaged in school building?
2. How is the regulatory process difference for private and public charter schools than for standard public schools?

III. What additional processes and constraints are presented by joint-use?

1. Should school districts be engaged in joint-use agreements?
2. What are the lessons of the Belmont Learning Complex?
3. What are the potential liabilities facing school districts and other partners in joint-use agreements?

IV. Do we need to reexamine current statutes, regulations and public policies that effect the siting, designing and building of new schools?

1. What are the priority areas for change?
2. Should we—and can we—change the Field Act?

V. Summer work

1. What are the most important questions this summer's Regulatory Barriers working group should pursue?
2. What needs to be included in the summer working group's action plan to be presented at the fall New Schools symposium?

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Leveraging Joint-Use Opportunities for Better Neighborhoods

I. Is there a need for joint-use?

1. What are issues surrounding costs and efficiencies we need to consider?
2. Can joint-use arrangements provide revenue streams for a school district? What are the implications of depending on joint-use for revenue generation?
3. What are the potential educational and community benefits of joint-use?
4. How can joint use further the objective of making schools comprehensive neighborhood centers?
5. When is joint-use not appropriate?

II. If there is to be joint-use, who will be the users?

(For example, parks, libraries health facilities.)

1. What security concerns are raised by opening public school sites to other users?

III. What is the agenda for the summer joint-use working group?

1. What are the most important questions this summer's joint-use working group should pursue?
2. What needs to be included in the summer working group's action plan to be presented at the fall New Schools symposium?

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SYMPOSIUM PROGRAM

Wednesday, May 26th & Thursday, May 27th, 1999
The Getty Center, Los Angeles, California

Day 1—Morning Session

- 8:00 a.m. Registration
Upper Tram Plaza
- 8:50 a.m. Welcome: New Schools/ Better Neighborhoods (website: www.urbaninfrastructure.org)
Lecture Hall
Steve Soboroff, Prop. BB Citizens Oversight Committee Chair; Ted Mitchell, Getty Education Institute for the Arts; Dr. Ruben Zacarias, Supt., LAUSD
- 9:15 a.m. Overview of Symposium: Schools As Centers of Community
Lecture Hall
Briefing for Break-out Panels & for Case Studies
David Abel, Ted Mitchell & Steve Soboroff; and Chairs of Three Panels Lay Out
Agenda/Charge for the Workshops
- 9:25 a.m. Keynote: Steven Binger, Architect/Planner, Consultant—U.S. Dept. of Ed.;
Lecture Hall
Three National Case Studies of New Schools/Better Neighborhoods
Panelists: Marlin Foxworth, Supt. Hayward School District; Andy Lipkis, TreePeople Founder and President
- 10:30 a.m. Break
Lobby
- 10:45 a.m. The Realities of Facilities Siting, Design & Joint Use
Lecture Hall
Moderator: David Abel
Panelists: Ron Prescott, Deputy Supt., LAUSD (The Challenge/Opportunities); Karen Bass, Executive Director, Community Coalition (Community Perspective); John Mockler, State Education Consultant; Bong Hwan Kim, MultiCultural Collaborative; Michael Lehrer, LA-AIA President; Linda Quinn, Former Principal in Residence—U.S. Department of Education; Fred Hummel, FAIA, State Architect; Richard Weinstein, UCLA School of Art & Architecture
Audience Discussion
- Noon: Working Lunch: Box lunches provided

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Day 1—Afternoon Session

- 12:45 p.m. Schools You Can Use: A Local Analysis of the Opportunity & Challenges
Lecture Hall
Moderators: Paul Vandeventer, Community Partners; David Tokofsky, LAUSD Board
Panelists: Caprice Young, IBM; Ruben Lizardo, Community Development Tech.; Connie Rice, Advancement Project; Leon Whiteson, Architectural Critic.
- 2:00-3:10pm Break-out Sessions: Round One (Three Panels Simultaneously—Choose One)
1A—Vision for 21st Century Community-based New Schools
Lecture Hall
Panel Chairs: Ted Mitchell and Connie Rice, The Advancement Project
Panelists: Dean Guilbert Hentschke, USC School of Education; Morgan Binswanger, CAA Foundation; Paul Possemato, Former Dep. Sup't for Instruction LAUSD; Ruben Lizardo, Community Development Tech.; Jim Konantz, Dir. Of Ed. Technology, LAUSD; Hector Perez-Pacheco, Latino Children's Action Council; Dean Bob Timme, USC School of Architecture
- 1B—Regulatory Barriers to Siting, Designing & Building New Schools
Herculaneum (Staff will escort you)
Panel Chairs: Lynn Roberts, LAUSD and John Mockler
Panelists: Con Howe, LA City Planning; Fred Hummel, FAIA State Architect; Sharon Sprowls, CFN; John Francis, ULI; Ron Prescott, LAUSD Dep. Superintendent; George Shaw, State Dept. Of Education; Tom Soto, PS Enterprises; Bret Moxley, Calif. Center for Land Recycling; George Minter, Sempra Energy Services; Chester A. Widom, AIA, Widom Wein Cohen
- 1C—Leveraging Joint-Use Opportunities for Better Neighborhoods
Studios A & B (Adjacent to Lecture Hall)
Panel Chairs: Steve Soboroff and Alex Rose, ULI
Panelists: Barbara Zeidman, Fannie Mae L.A. Partnership, GM; Carmen Martinez, LA City Library Dept.; Steven Ross, Playa Vista; Jefferson Crain, Board Sec., LAUSD; Andy Lipkis, TreePeople; Martha Welborne, USC Architectural Guild; Kate Diamond, Siegel Diamond Architecture
- 3:20-4:50 Break-out Sessions: Round Two (Three Panels Again Simultaneously)
2A—Vision for 21st Century Community-based New Schools
Herculaneum (Staff will escort you)
Panel Chairs: Paul Possemato and Michael Jimenez, Chair, TreePeople
Panelists: Marqueece Harris-Dawson, Community Coalition; Michael Horst, EDAW; Fritz Edelstein, U.S. Dept. of Education; Richard Weinstein, UCLA School of Art & Architecture; Adi Liberman, L.A. CD 6; Kelly Candaele, L.A. Community College Board; Peggy Funkhauser, LAEP
- 2B—Regulatory Barriers to Siting, Designing & Building New Schools
Studios A & B (Adjacent to Lecture Hall)
Panel Chairs: Mark Slavkin, Getty Education Institute for the Arts; Rod Hamilton, Catellus Dev.
Panelists: Andrew Adelman, General Manager, L.A. City Building & Safety Department; Robert Niccum, LASUD Real Estate Dept.; O'Malley Miller, Esq., Munger, Tolles & Olsen; Lillian Kawasaki, General Manager, L.A. City Environmental Affairs Department, Steven Mark, LAUSD Special Educ.
- 2C—Leveraging Joint-Use Opportunities for Better Neighborhoods
Lecture Hall
Panel Chairs: Zev Yaroslavsky and Frank Acosta
Panel: Dr. Neal Halfon, UCLA; Carrie Sutkin, Sup. Molina's Office; Harold Williams, J. Paul Getty Trust, President Emeritus; Chris Hammond, Capital Vision Equities; Bishop Leon Ralph, LAOIC; Dr. Mary Spangler, Pres., L.A. City College
- 5:00 p.m. Tour of Getty (Self guided)
- 6:30 p.m. Dinner— Getty Center Main Dining Room
Remarks: Howard Miller & Fritz Edelstein

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Day 2—Thursday, May 27th

- 9:20 a.m. Welcome and Comments
Lecture Hall
Steven Soboroff, David Abel & Steven Bingler
- 9:40-10:30 Case Study 1—Cahuenga Elementary School
Presenters: Bob Niccum, LAUSD; Bruce Takeguma, LAUSD
Responders: USC's Robert Harris, FAIA; Dr. Harry Handler, UCLA, Ted Dutton, State Director of Public School Construction
- 10:45-11:35 Case Study 2—Pueblo Nuevo Charter Academy
Presenters: Rev. Philip Lance, Paul Cummins, Anita Landecker
Responders: Con Howe, LA City Planning; Brenda Levin, FAIA; James Goodell, Goodell Brackenbush; Barbara Zeidman, Fannie Mae L.A. Partnership Director
- 11:45 a.m. Lunch
12:15 p.m. Symposium Remarks
Felicia Marcus, Regional Administrator, EPA Reg. 9
- 1:00 p.m. Setting An Agenda for Summer Research/Fall Symposium
Howard Miller, David Abel and Chairs of Three Breakout Panels
Audience participation and interaction
- 1:45 p.m. Panel: Elected Representatives' and Officials' Perspectives
Moderator: Steven Soboroff, BB Chair
Panel: State Legislators, LAUSD Board Members David Tokofsky, Valerie Fields, Julie Korenstein; Gabriel Monares, Office of LAUSD Board Member Vicki Castro; Eloisa Klementich, Office of Assemblyman Tony Cardenas; Ted B. Dutton, State Director of Public School Construction, Representatives of State Senator Richard Alarcon & L.A. County Supervisor Gloria Molina
- 2:45 p.m. Closing Comments & Adjournment
Start summer work

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Project Website: www.nsbns.org

Building A Community Based School

By Steven Bingler, AIA
Concordia, Inc.

The Los Angeles school system is in a physical crisis. As student populations increase and class sizes are reduced, the number and size of educational facilities must be adjusted to meet the need. Obstacles faced by district planners include high land costs and the environmental issues of safety associated with large, but often toxic industrial sites. In the meantime, local communities are agonizing over the displacement of the residential uses that will be needed to create large school sites.

These problems in Los Angeles are in step with a national trend, where school enrollment will increase by 1.6 million students over the next 8 years and 60% of these students will live in urban areas.

There is an urgent need for creative answers to the problems facing the planning and design of the next generation of America's schools.

At this point, most of the consensus has developed around what doesn't work. Large classes and large schools once seen as the panacea for increasing curriculum options and financial efficiency, have more recently become the subject of serious scrutiny and a new movement toward smaller and more intimate learning settings. Another looming consensus seems to be building around the long held suspicion that the bureaucracy of large school districts may themselves be too cumbersome to deal with the more intimate and urgent needs of local communities.

The New Schools/Better Neighborhoods symposium was just the kind of venue needed to deal squarely with these kinds of issues. Attending the symposium were a manageable group of about 150 local and state-wide leaders. The subjects for discussion were broad in scope, from vision and goals to policy and regulations.

The first day of the symposium was spent getting to know the problem. Presentations and panels focused on exploring obstacles and opportunities for an extended vision of schools that could better serve students, educators, neighborhoods and communities. The second day focused on some local case studies that address these issues in ways that were both informative and insightful.

The first case study was presented by Bob Niccum, the dedicated and hard working Director of Real Estate and Asset Management for LAUSD whose responsibilities include managing the process for school site selection. In his presentation, Bob reviewed the recently completed site selection for the new Cahuenga Elementary School, which falls within one of the most overcrowded attendance areas in the District.

Over 1,600 students living within Cahuenga's attendance area are bused to other locations every day. Bob worked in earnest to meet the goals for the site selection process. The process proceeded according to the book, following the Site Acquisition Flow Chart developed by the LAUSD's Real Estate Branch. The chart stipulates 124 functions, notifications, meetings and actions required for the approval and acquisition process. Included are three meetings with the neighborhood.

A community meeting was held on November 9, 1998 to invite suggestions for possible locations and explain the need for the new 1,600-student school. A professional real estate consulting firm was employed to drive each block in the study area and identify three potential locations. In February 1999, staff reviewed the recommendations. No community suggestions

were received. The staff recommended by consensus a 4.75-acre site the currently houses 21 single-family homes and an 8-unit apartment building. The site was approved in March 1999. Six and a half million dollars were set aside for site acquisition.

In the meantime, George Richter, a neighborhood resident and president of the Beverly-Kingsley Neighborhood Association had been meeting with members of the community. The site selected included 19 of the community's most prized Craftsman bungalows that had been nurtured by the neighborhood association for years.

At the symposium, George presented an alternative community-designed plan that would redistribute the 1,600 students into three smaller schools. He proposed specific sites that would eliminate some of the community's most blighted properties and put the schools closer to the heaviest concentrations of students.

The second case study was led by Rev. Phillip Lance, director of Pueblo Nuevo Development. Along with other community leaders and organizations, Rev. Lance is proposing to create the Camino Nuevo Charter Academy, a 240-student charter school. The Academy would occupy an existing 1/3-acre shopping center site in the MacArthur Park neighborhood. Recreational activities will be accommodated through a joint use arrangement with MacArthur Park, which is three blocks away.

The total capital costs for the project are estimated at \$650,000 for site acquisition and another \$350,000 for construction, or an averably with that of a spanking new facility at Cahuenga, the lower cost and lack of complexity of the smaller project, and the opportunity to house large quantities of students in smaller, more intimate educational settings provided a compelling comparison. And given the large quantity of small, faltering shopping center sites available throughout the Los Angeles region, the lack of disruption to existing residents while improving the urban fabric of the adjoining commercial streets presented another clear advantage for planning at a smaller scale.

In many ways, all of the case study presentations shared a similar kind of David vs. Goliath sub-theme. In the face of limited resources and policy hurdles, battles have ensued against the behemoth LAUSD and its policies.

But one of the most enduring qualities of the case study presentations was the spirit of comradeship that prevailed through the many alternating moments of frustration and revelation. No one stood up to blame Bob Niccum for what seemed to some like an impending boondoggle at Cahuenga. Bob, with clearly honorable intentions, came off more as a victim than a perpetrator. Sympathy also prevailed for the plight of Reverend Lance and his associates in their quest for approvals and charter status.

One of the most powerful lessons of the two-day symposium was that it's not the people, but the system that seems to be the problem. The issue of large vs. small scale was a recurring theme for planning as well as design.

By the end, it appeared that the goals prescribed by the conference organizers for defining issues and a vision for the community-focused school of the 21st century had met the mark.

CAMINO NUEVO CHARTER ACADEMY

Case Example

New Schools Better Neighborhood Symposium

Introduction

The Camino Nuevo Charter Academy will be an “independent public school” established as part of the community development strategy of Pueblo Nuevo Development (PND), a nonprofit corporation. PND is the community development arm of a grass roots cluster of organizations including a church, thrift store and worker-owned janitorial company. Today, the various Pueblo Nuevo organizations employ 50 neighborhood residents. Their businesses generate over \$800,000 a year in sales. PND hopes to raise \$1 million this year from grants and gifts to establish Camino Nuevo Charter Academy. In the same way that many community-based organizations have created affordable housing and jobs, neighborhoods can also create their own schools.

Charter schools are funded by the California Department of education and operate autonomously in accordance with a charter document granted by the local school district. In addition to providing an outstanding education to the children, we anticipate that Camino Nuevo will become a virtual community center offering an array of educational and other services to all age groups. Camino Nuevo Charter Academy will be a nexus for neighborhood cohesion and empowerment.

The Neighborhood

Camino Nuevo Charter Academy will be located in the McArthur Park neighborhood, just west of downtown Los Angeles, in a community with the poorest census tracts in the City. It is the most densely populated neighborhood in California. Some census tracts in McArthur Park neighborhood have 145 persons per acre compared to the citywide average of 14.4 persons per acre. Extended families are overcrowded in single and one-bedroom units. The majority of residents are immigrants from Latin America. Over half the population reports that no person in the household over the age of 14 speaks English “very well”.

Neighborhood children attend one of four elementary schools that are all overcrowded. The schools are Evelyn Gratts, Union Avenue, Tenth Street, Esperanza, and Hoover Elementary, all within the Belmont Cluster of L.A. Unified School District. Enrollment in these elementary schools range from 1,000 to 2,515. The percentage of students who are eligible for Free/Reduced Lunch ranges from 93.8% - 99.1% of the student body. Approximately 45% of the families receive AFDC. The percentage of Limited English Proficiency (LEP) students ranges from 89.4% - 93.8% in those schools. Ninety five percent of the students are Hispanic in these local schools. Approximately 2% are Filipino, 2% Black and 1% Asian. The Stanford 9 test scores for these schools are around 11%.

The McArthur Park neighborhood has suffered economic decline during the past decade; however in spite of these problems, the area has much strength. There is an entrepreneurial spirit among the residents. Many operated small businesses in their countries of origin and are street vendors in the neighborhood. The high density and pedestrian traffic contribute to strong retail sales in the community. This is a poor neighborhood, but one that has an active interest in

transforming itself into a healthy neighborhood. An excellent public charter school is integral to this transformation.

School Program

Camino Nuevo's key programmatic goal is to have all children achieve full literacy in English. A survey of parents in the immediate neighborhood echoed this sentiment; they want their children to become both literate and fluent in English. Test scores also indicate that the children need to improve literacy throughout the curriculum. Math and reading scores are under the 20th percentile. Consequently, literacy is at the pillar of Camino Nuevo's mission and curricular program. Camino Nuevo will create a *Comprehensive Literacy Program*, which will focus on increasing literacy in:

- The English language: reading, writing, speaking
- The standard Anglo cultural history
- Multi-cultural histories
- Ecology
- Media/Communications
- Technology
- The Art of Critical Thinking
- The Arts, with specific focus on music and visual arts

A second programmatic goal is to have a high percentage of graduates, by the end of 5th grade, internalize the values and vision of seeking higher education. Camino Nuevo students will have developed the confidence to believe they can successfully complete high school and college

We believe there are two critical structural ingredients to quality education:

- **Small Schools.** We believe between 200-300 students per school allows for a greater sense of community and more individual attention.
- **A longer school year.** A preliminary survey of parents in the neighborhood of Esperanza Elementary School showed that these parents were vehemently opposed to year-round education, but wanted their children in school for more days.

▪ *Development of governance and management structures:*

Camino Nuevo Charter Academy will be a separate non-profit organization with a 501(c)3 status. Pueblo Nuevo and the New Visions Foundation will jointly appoint its board members. As proposed the Board will hire and fire the principal, have fiduciary responsibility for the school and provide overall educational vision and policy guidance. The school developers have contracted with EXED, LLC to manage the business affairs (budgeting, accounting, human resources, payroll, purchasing, etc.).

▪ *Facility*

Pueblo Nuevo Development is in escrow on a brand new, vacant building, which is likely to be the site for the Camino Nuevo Charter Academy. The site was built for a corner, retail strip mall, but the project was abandoned after it was 95% complete. It is across the street from Pueblo Nuevo offices. Approximately \$500,000 has been raised toward the \$650,000 purchase price from the Ahmanson Foundation, The Capital Group Companies, The Ralph Parsons

Foundation, the Weingart Foundation and several individuals. Grant requests are pending with the California Community Foundation, Bank of America Foundation, and Wells Fargo Foundation. Upon closing escrow, we expect to spend another \$350,000 to complete construction, seismic upgrades and school improvements. Assuming that total facility costs equal \$1 million dollars and the school enrolls 240 students, the cost per child for the building will be \$4200, dramatically less than the typical District expenditure.

Charter school buildings must comply with all building code standards and regulations adopted by the city and/or county agency responsible for building safety standards. Charter schools are not required to conform to the standards established by the state agency, which oversees public school construction (The Division of State Architecture).

The school property is quite small by LAUSD standards, sitting on about 1/3 acre (14,500 square feet). The gross building area has 10,045 square feet that could house 12 classrooms of 20 children each. In addition it boasts a two level subterranean parking garage containing parking for 26 cars. The school has surface parking for 18 cars. This space will be redesigned to serve a joint use as playground/lunch site during the daytime and parking on evenings and weekends. Because of limited recreation space, school leaders will seek to negotiate use of the Esperanza Elementary School playground (one block away) and may also consider a long-term lease on a nearby parking lot. The school is located three blocks from MacArthur Park which has large grassy lawns and playground equipment.

PND is working close with Project New Hope, an affordable housing developer to acquire the property on the north side of the building, an abandoned apartment building that is slated for demolition by the City. On the south side of the property is a small (7500 square foot) commercial building housing four retail businesses. Pueblo Nuevo Church is currently negotiating a lease/option to buy with the owners of this property. A successful collaboration between the PND, the Church and Project New Hope could result in master plan which includes educational space, affordable housing, a chapel, and retail uses.

▪ ***Collaboration***

Community Participation

Pueblo Nuevo Development will lead the community outreach effort. PND is in regular contact with neighborhood parents through the thrift store operation, the employees of the janitorial company and community programs. A group of parents have met several times to begin the design and development of the school. The plans for a focus on English literacy, a single-track and a longer school year, all come from the involvement of parents and community members. Prior to submission of the charter, there will be at least two large parent/community meetings to review the ideas of the development team. We anticipate a smaller parent committee working closely with the development team to review the charter proposal.

Pueblo Nuevo Development is a six-year old organization started from unemployed immigrants meeting once a week in the open air of McArthur Park and evolved to a cluster of autonomous self-supporting programs and businesses which are operated by and for the people of the neighborhood. Its mission is to create self-reliant community based organizations which offer the means for economic, educational and spiritual empowerment. Thus far, their businesses

include Pueblo Nuevo Thrift Store, and Pueblo Nuevo Enterprises, which is an employee owned janitorial company. The janitorial company is a for-profit corporation that currently earns \$650,000 per year and employs 36 people. (They recently signed a contract for janitorial services for a charter school in LA.)

Pueblo Nuevo Development's founder and Executive Director is Rev. Philip Lance. Prior to entering seminary, Philip Lance was a teacher in public and private schools. Following seminary he helped establish a Spanish language ministry in Echo Park. In addition to being a pastor to the poor and disenfranchised of central Los Angeles, Rev. Lance is a proven entrepreneur, an effective manager and a regular speaker to churches and community groups throughout the city. Pueblo Nuevo Development has been recognized on a national level with a feature story in Forbes Magazine.

New Visions Foundation is an outgrowth of Crossroads School, a very successful independent school in Santa Monica. The Foundation is dedicated to designing and founding new schools---schools devoted to diversity, academic excellence, a rich curriculum and an integrated and supportive community. New Visions has also started New Roads, which includes an elementary school in the Baldwin Hills area of Los Angeles. New Roads has a 61% minority enrollment.

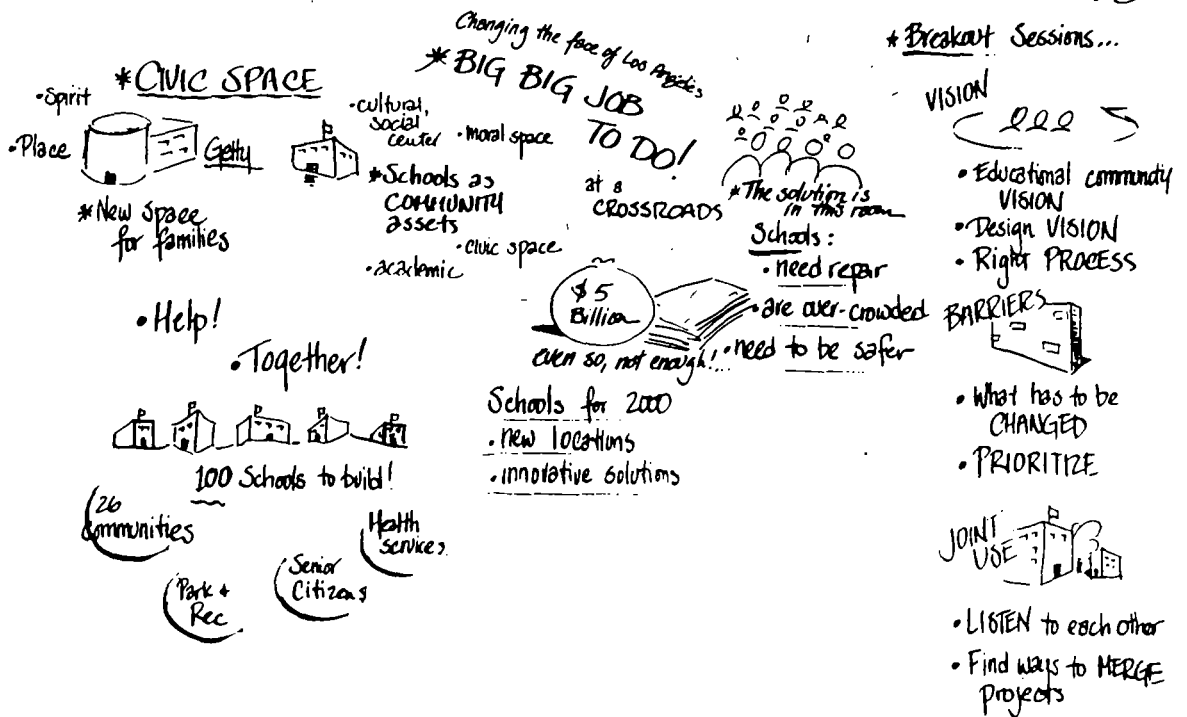
The New Visions Foundation is led by Dr. Paul Cummins, the Founder and President of Crossroads, grades K-12. He is also the Executive Director of Crossroads Community Foundation-P.S. Arts, a program which brings arts programs to low income elementary schools. He has taught English at Harvard and Oakwood schools and was Headmaster of St. Augustine's Elementary School. He has written several books, including a recent one on education, For Mortal Stakes: Solutions for Schools and Society. He has a BA from Stanford University and MA from Harvard University and a Ph.D. from the University of Southern California.

EXED, LLC is a company devoted to well-managed public charter schools. EXED's mission is to create efficiencies that result in more money reaching the classroom, and ultimately the students. For Camino Nuevo Charter Academy, EXED staff is assisting in the planning, implementation and management stages of the new school. EXED will work with the Camino Nuevo board and leaders to draft the charter petition, negotiate funding with the school district, assist in the resource acquisition, facility financing and budgeting. Some of the management services which will be provided are: accounting, payroll, attendance tracking, budgeting, forecasting, purchasing, maintaining liability and property insurance, groundskeeping, revenue entitlement procurement, workers compensation, required reporting, medical benefits, pension, and site operations.

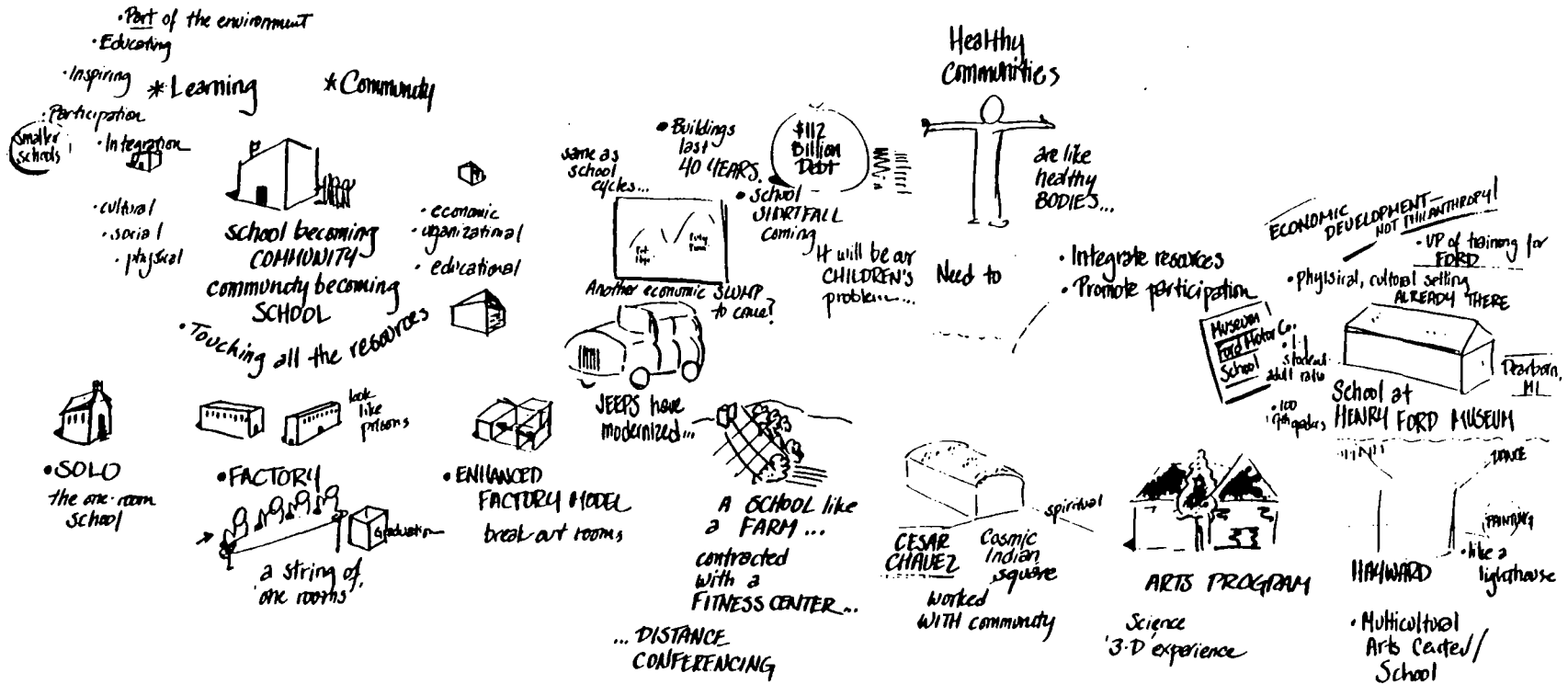
EXED joins this Camino Nuevo Charter Academy team as the experts in fiscal management. Bill Siart, former CEO of First Interstate Bank started the company, after he competed to be the Superintendent of Los Angeles Unified School District. He devoted a substantial amount of time learning about public education and specifically public charter schools. He brings a wealth of knowledge and financial management judgement to EXED. Bill Siart serves on numerous Boards of organizations working to improve the quality of education in California.

Students from SCI-ARC school of architecture along with Professor Norman Millar prepared the visual components of this presentation. A grant from the Cultural Affairs Department of the City of Los Angeles has enabled this group to research, imagine and plan for ways in which Camino Nuevo Charter Academy can become part of a larger plan including adjoining properties which will serve the community in multiple ways.

WELCOME! NEW SCHOOLS • BETTER NEIGHBORHOODS

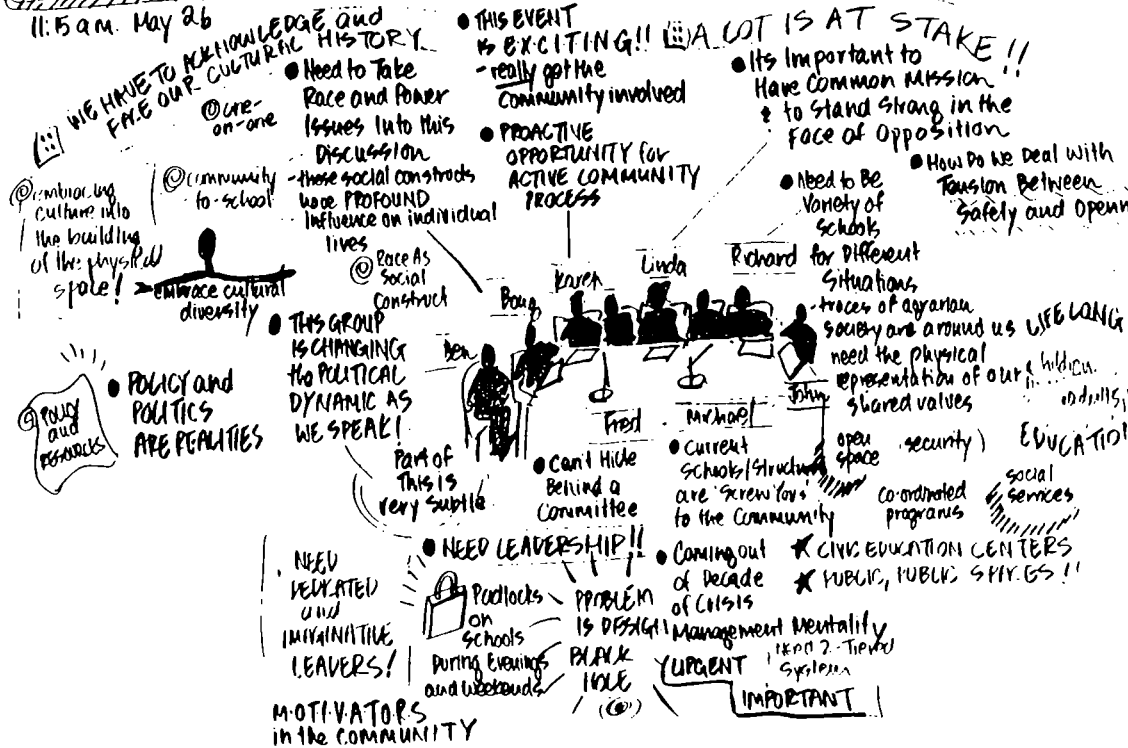


THREE NATIONAL CASE STUDIES



EXCERPTS FROM:
THE REALITIES OF FACILITIES SITING, DESIGN & JOINT USE
MODERATOR: DAVID ABEL

11:15 a.m. May 26



THE QUESTION OF IMMANENT DOMAIN
- doesn't have to mean that people are thrown out of their homes

NEED to CONSIDER the AVAILABILITY & FREEDOM OF ASSES and DOLLARS

- break down asset income barriers
- schools are built one-at-a-time

CURRENTLY WE TRY HAS ACTION OF MISSING THE LEAST AMOUNT OF PEOPLE OFF IN GOING IN AND GETTING SCHOOL SITES

POLITICS, COURAGE, RESISTANCE!!

- deal with small mindedness in the individual communities

- currently we listen to those that scream the loudest!

local politics, ethnic politics, inner city, urban politics, legal politics

4.

EXERCISE FROM SCHOOLS YOU CAN USE: A LOCAL ANALYSIS OF THE OPPORTUNITY & THE CHALLENGES

MODERATORS: PAUL VANDEVENTER & DAVID TOKOFFSKY

In Honolulu - we sought community input

orchestra
YMCA

using downtown as learning center

* WISCONSIN: twin center is school
* AUSTRALIA: new communities not just schools

* SCALE IS AN ISSUE: Work + Play + Living

Problems are INTERNATIONAL

CLASS IS THE ISSUE:

other factors: Race, class

CIVIC CULTURE Needs to be mapped to find input / find the leaders - they do know what they want (has to be a driver influenced by good process)

must make it accessible - to those not able to attend conf like this



How to generate ENTIRE infra-structure

* POLITICAL HANDED GENERATION PROCESS

IT'S ENCOURAGING THAT WE AREN'T IN DENIAL ABOUT BUREAUCRATIC PROCESSES AND POLITICAL WILL NECESSARY



CHALLENGE of walking the TALK

WE'VE GOT TO HURRY!!

Get Community Involved upfront and early

A DISJUNCTURE between our DREAMS and REALITY: What WILL build STRONGER SCHOOLS?



DO I HAVE the HEART and COMMITMENT? Faith is required
COMMITMENT BACKED UP WITH FAITH and PERSEVERANCE !! ...

Education as TRANSFORMATIVE Process

WHAT IS THE PROCESS for determining the schools AT THE GITS?

parent involvement

How will we sustain it?

It's going to cost

MONEY

CLASS is the problem we have here

City planning

History, the PERSONAL effect families

PARADIGM SHIFT:

- Away from Form Based
- specifically on function
- How can we Engage the schools in Improving Community
- Get into Community Development
- commitment requires energy and money

ONE SIZE DOES NOT FIT ALL

need to reflect the community values

LOCAL must be site based! High Handed is Beginning to Aspirations / Discourages that we have such A Vague Definition of Community Good Architecture doesn't Create Community

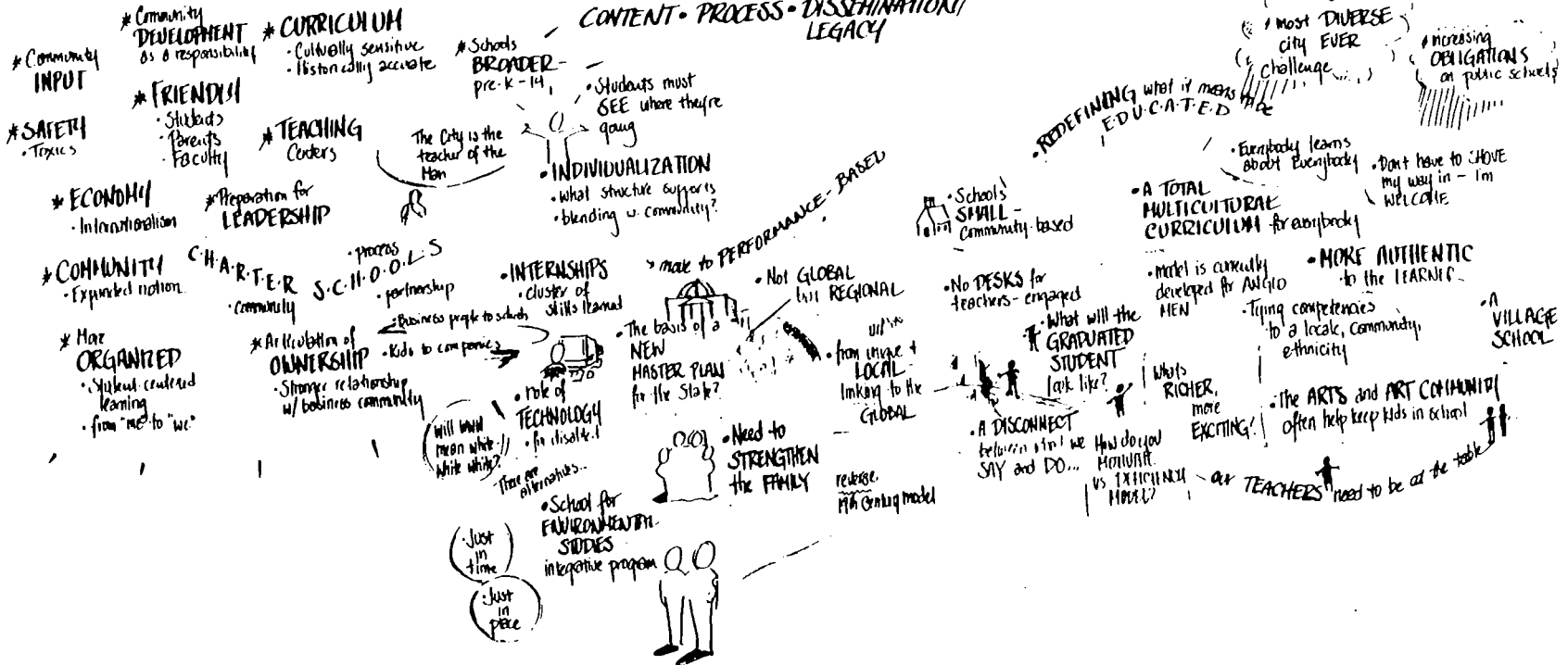
ITS the OTHER WAY AROUND!!

We Aren't Listening too well

Do we really know what they want?

VISION

CONTENT • PROCESS • DISSEMINATION/LEGACY



BREAKOUT GROUP OPPORTUNITIES FOR JOINT USE
2 p.m. May 26/99

IMAGINATION

- WE HAVE the ^{DE FUNDS} MONEY: \$900 M. NEW FUNDS!
- bond measure will provide matching funds
- we need a process but we don't have the time for one!
- not sure its possible to do it from one spot!
- PUTTING OUR SCHOOLS INTO the PARK SYSTEM

- MAYBE WE NEED LESS SITES ... BUT 24 HOURS

• In Our District we've signed 19 Joint Usage Agreements in the last month



Engage the Community and Meet the Lawyers, Engage It and Meet Your Neighbors!

STEPS:
1. MAP the AREA who are the groups?

2. CAPTURE and MAP the DOLLARS THAT AREN'T NECESSARILY LINKED TO SCHOOLS
- economic development plans
- PSYCHOLOGY and UNDERSTANDING PERSONALITY IS IMPORTANT IN WORKING WITH COMMUNITY

LONGER HOURS GREATER ACCESS
- chain link fences keeping us out of schools

IMPORTANT TO DEFINE the STAKEHOLDERS
Bishop Leon



• Returning Profit Back to the School District
• Need to Look at ASSET MANAGEMENT in the School System (support that availability from private business)
• Site the Uses That Have Benefit to One Another, Next to One Another

OBSTACLES

WUPF
- requires a lot of TALKING

BEST SELLING

PRINT: EVERYONE GETS MORE!!

• PROBLEMS WITH USE BECAUSE OF PRESENCE of KIDS ie bus system usage down
- limited utilized space
- Whatever is shut between 9 and 4

• HOW TO SHARE COSTS?

- COMMUNITY CONCERNS WITH INFLOW OF TRAFFIC
- EVOLUTION of the NEIGHBORHOOD / CONSTANT CHANGE OF LOCAL NEEDS

• APPLICATING to FIELD ART GALLERIES
- earthquake survivors

• PARKS
• LIBRARIES
• SCHOOLS

• comm colleges
• public/private
• institutional

• CITY INVENTORY
- surplus real estate

• HOSPITAL CLINICS

• MUSEUMS / ZOOS

• FAITH COMMUNITIES

• RETAIL

• MILITARY FACILITIES

• FITNESS CENTERS

• HERITAGE CENTERS

• CONTRACTING WITH PRIVATE DEVELOPERS

overcoming obstacles
- middle school - of faculty
- of inability
- USE the TIME
- BLOCKS AVAILABLE THRU-OUT SCHOOL SYSTEM

• OFFER the COMMUNITY JOINT-USE. WHAT DO THEY WANT?

• COMMUNITY BUILDING IS KEY
• PSYCHOLOGICAL PRINCIPLES

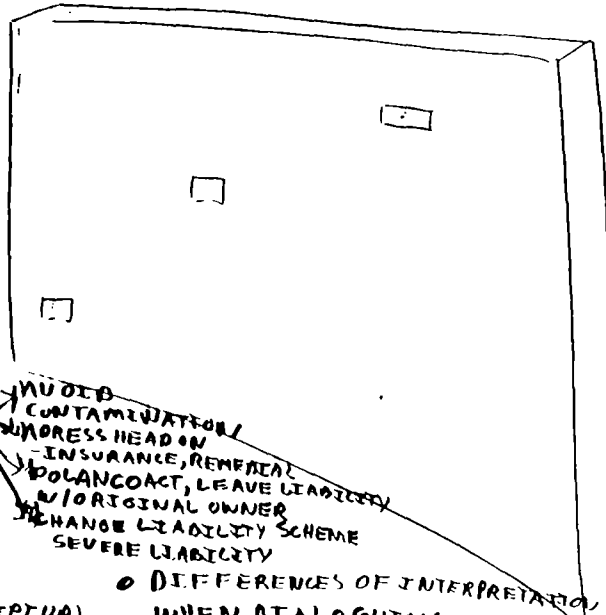
REGULATORY BOUNDARIES, BARRIERS ETC.

PANEL COMMENTS

BARRIERS

- LARGEST BARRIER: SYSTEM ASSUMPTIONS AROUND WHERE, WHEN, HOW
- ABILITY TO ACQUIRE LAND
- COMPETITIVE BIDDING → REVISE APPROACH
- LACK OF MASTER PLANING
- SPEED OF APPROVAL PROCESS
- ENVIRONMENTAL LIABILITY ISSUES
"YOU BUY IT, YOU'RE RESPONSIBLE"
- OUR PURCHASING APPROACH IS OBSOLETE
- OUR ABILITY TO "THINK OUTSIDE THE BOX"
- AROUND DESIGN & USAGE
- REGULATIONS ARE OUT OF DATE VERSUS OUR POLICIES (HAVEN'T KEPT UP)
- CONFUSION BETWEEN WHICH CODES APPLY WHEN?
- CEQA REVIEW WOULD HALT CONSTRUCTION
- OVER-DEMOCRATIZATION OF PROCESS - TOO MUCH LOCAL POLITICS - LET'S AUTHORIZE THE PRO'S & GET OUT OF THEIR WAY.

GET CLEAR
BARRIERS WILL FALL



- DIFFERENCES OF INTERPRETATION WHEN CATALOGUING
- AS SPEED INCREASES DIALOGUE DECREASES
- IN-HOUSE RESOURCES - ABILITY TO THINK OUTSIDE BOX, USE OF OTHER RESOURCES
- DECENTRALIZE OR POCKET SCHOOLS
- ARE CURRENT HR UP-TO-DATE?
- NEED TO STEP AWAY & WATCH THE PITCH BEFORE COMING BACK TO PLATE.

PANEL #1

FIELD ACT = UNIFORM BIDDING CODE
EXCEPT: FULLTIME INSPECTOR

- WE SHOULD HAVE 1 SET OF GUIDELINES, I APPROVE (TAKES USUALLY 23 HRS)
- STATE IS TRYING TO STREAMLINE APPROVAL PROCESS RE: FIELD ACT
- HOLDS WORKSHOPS
- PICKS UP LIABILITY FROM LOCAL BOARD
- APPROVE PRODUCTS IN ADVANCE
- TURN IN COMPLETE PLANS & SPECS
- SCHOOL DISTRICT CAN OVERRIDE LOCAL REGULATIONS?
- THERE AREN'T REGULATORY BARRIERS - IT'S THE "REASON WE USE TO EXPLAIN NOT GETTING IT"
- "THE GAS IS MISSING" - THE POLITICAL WILL TO TAX & ALLOCATE \$ FOR CONSTRUCTION
- THE LEVEL OF CRITERIA FOR BONDS ETC.
- NEED TO THINK MORE BROADLY
- INCENTIVES AT STATE/LOCAL LEVEL FOR IDENT USE
- THE WAY WE WORK TOGETHER - LOCALLY & WITH STATE LEVEL
- WE COULD GET NON-PROFITS INVOLVED
- MORE FLEXIBILITY
- THE PROCESS OF GETTING MONEY WHEN CAN IT COME?
- STATE ALLOCATION BOARD - A POLITICAL BODY NOT AN AGENCY
- IMPLEMENTATION COMMITTEE
- CAN'T GET MONEY UNTIL YOU HAVE MASTER PLAN SPECIFIC PLAN, & THE LAND - NO MONEY FOR PLANNING SOLUTION - INTEREST FREE BONDS
- STATE BOND - FAIR SHARE DISTRIBUTION W/ADA GET POLITICS OUT OF MONEY PROCESS
- WE DON'T HAVE A LOBBYIST
- SMALL SCHOOLS ARE AFRAID OF OUR SIZE

CAHUENGA ELEMENTARY SCHOOL

The Current Reality...

• Parents CAMP OUT to reserve places for their kids



• 1200 students
• Full-year schedule

• What are the CHOICES for building?

• Dilapidated housing (home's home)
• Businesses hard to relocate
• Public Lands



• Community meeting

SITE SELECTED for study

plus an alternative...

Lower COST or Fewer SINGLE-FAMILY HOMES?

Needs: primary elementary

• FLEET of BUSES 1400 kids being bused

No more single-parent plans!

• CREATIVE real-unique.

• Scale is off

• Huge student population in State

• Need community input

• Develop joint use - side streets

• Where do we go from here?

• Panelist responses
• Need a STRATEGY that addresses the AREA

• Where's the multi-use?

Aesthetic is the OPPOSITE of, anesthetic

• Is the SIZE right?

• Hard to find Bldg sites

• Schools for 300-400 students

• Step at a time

• Get started!

• COST of TRANSPORTATION KIDS

• I'll take too much time

• Need to move the FASTER system

Audience questions & responses

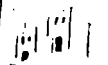
• Lets go for the GOOD and WORK on the PERFECT as we go!

• Lets get completely at the TABP - help the community understand the reality

• Why not build a smaller school for the south?

• Build 3 schools in our neighborhood

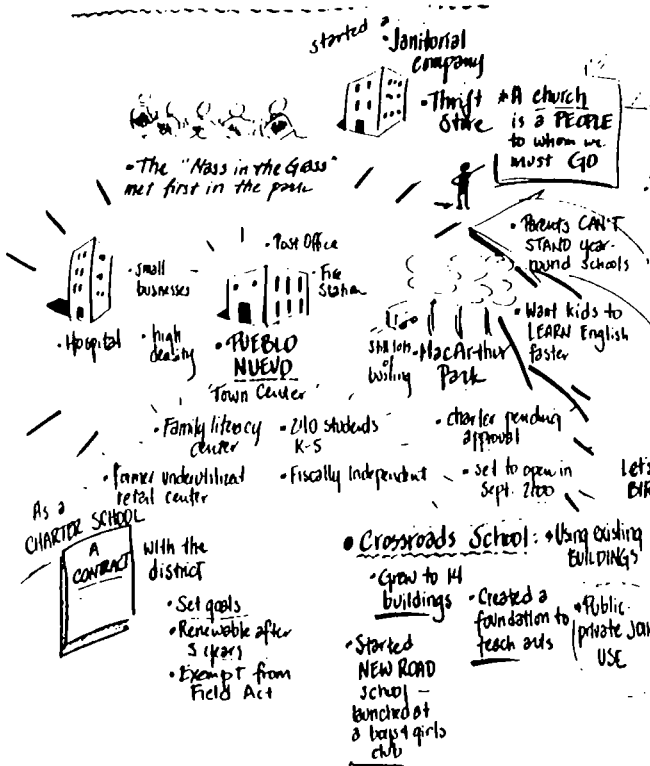
• A primary cluster in the old medical center



• Schools where kids LIVE

• Take apartments & help relocate the people in the neighborhood

PUEBLO NUEVO CHARTER ACADEMY



Panelists' Responses:

- * IF THEY CAN FIGURE THIS OUT - there are so many neighborhoods with similar buildings needing rehab
- * Look at the commercial corridors
- * Conditional use not required
- * BRAVO! Great example
- * Shell costs good for
- * Need supportive process within the City
- * Fire Dept. regs.
- * Opportunities for community partners funding, etc.
- * LOVE this project - a lab experiment
- * Need to tell the TRUTH - need a COMMON LANGUAGE for financing
- * Don't know how to VALUE the school
- * Small IS BEAUTIFUL
- * Why not get the money to some other authority who could manage it?
- * We HAVE been fiscally attentive - we do have good models
- * (most sort of deals could be supported by city)

Audience Responses:

- * GREAT USE of BLIGHTED BUILDINGS
- * CRITICAL to CONTINUE THIS PROCESS!
- * Wish people were concerned about 700,000 CHILDREN - not just 240
- * Are the charter schools becoming a new avenue for PRIVATIZATION?
- * Here not making a profit
- * Need to find another financing mechanism to make similar efforts possible at LAUSD
- * This development model isn't just for CHARTER SCHOOLS
- * Some charter schools fail!
- * Need to tell the TRUTH - need a COMMON LANGUAGE for financing
- * Don't know how to VALUE the school
- * LOVE this project - a lab experiment
- * Why not get the money to some other authority who could manage it?
- * We HAVE been fiscally attentive - we do have good models
- * (most sort of deals could be supported by city)
- * Small IS BEAUTIFUL
- * Let's just take it BIRD by BIRD

TREE PEOPLE



• Schools being
HELD ACCOUNTABLE
for water pollution

• Schools in L.A. cause
FLOODING
STORM DRAINS

• Recycling GRAY
WATER

• Partnering of
CITIES & CHURCHES

Optional
No money to
maintain TREES

• Pulled out 20m sq ft
of ASPHALT & planted
TREES

6220 m.
on air
conditioning

• Water
QUALITY
• Water
SUPPLY

• Saving ENERGY

TREES
for
cooling

Actually
SAVES
money

Solutions
need to make
ECONOMIC SENSE

• Schools as
WATERSHEDS

PARTICIPATION...

The opportunity now
is to have the KIDS
LEARN...



STEWARDS of the
ENVIRONMENT

ELECTED OFFICIALS

Audience comments...

- ENGAGE people
not ENRAGE people
- In the absence of a PROCESS, the community comes in LATE and ANGRY
- Communication
- listening
- reacting out
- Don't see the input yet from parents
- COMMUNITY can do amazing things

CLOSING REMARKS:

* Thank you! to Steve, David and staff

* High point was hearing about Pueblo Nuevo School

* It is + IMPOSSIBLE but there's a tension between FASTER + INVOLVEMENT

Anything we can do - WE'LL BE THERE!

- Streamlined our PROCESS from 68 steps to 9
- We'll see a more efficient system soon
- Will have # for construction but not renovation
- website process tracking
- There will be ONE STOP SHOP!
- database access
- LISA

- Some JOINT USE
- COMMUNITY PROCESS very successful for us

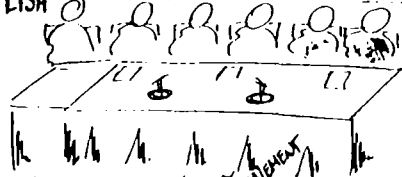
COLLEGE help
AD 801
AD B
AD 562
more ADA #

FOCUS on the MOST NEED

SPEED with RESPONSIBILITY

- Contact the leaders
- Need to INVOLVE the COMMUNITY EARLY
- If we CAN CONVERT - that would be GREAT
- STILL need even MORE MONEY!

GABRIEL JULIE
TED ELOSA VALERIE



* REQUEST Hold mtg in LA
• Localised process
• Of design build
• Put real life

- Different agenda
- More general environmental concerns
- Joint use

Micromanagering TRY to get lots of info from staff

We need HELP from the CITY and the STATE

SITE APPROVAL PROCESS

Reminds

- Contamination
- ONE agency to deal with

Lots of NIMBY with schools community dialogue VITAL

URBAN KIBBITZ

So EXCITED about your CONCERN

COMMUNITY CENTERED SCHOOLS

an idea from the 70s

May be SURPRISED at lack of DEFENSIVENESS by public officials

Need Europe's HELP!

APPROVAL

Tim Burdick

First	Last	Title	Company
David	Abel	Co-Chair	Prop. BB Oversight Committee, Metropolitan Forum Project
Frank	Acosta		California Wellness Foundation
Andrew	Adelman	General Manager	City of L.A. Department of Building & Safety
Guillermo	Aguilar	Director for Greening Program	3DI-O'Brien Kreitzberg
Yolie Flores	Aguilar	Member and Past President	Los Angeles County Board of Education
Bill	Allen	President & CEO	Economic Alliance of the San Fernando Valley
Daniel M.	Ardell	Executive Managing Director	DA Management, Inc.
Jean Hastings	Ardell	Freelance Writer	
Ted	Ardell		
Susan	Ardell		
David	Baker		Daily News
Bert	Ball		L.A. Shares
David M.	Balsam	Vice President	EXED LLC
Karen	Bass	Executive Director	Community Coalition for Substance Abuse Prevention
Don	Benninghoven	Executive Director	City County School Partnership
Nancy	Berman	Director	Skirball Museum
Keith	Berwick	Executive Director	The Aspen Institute
Steven	Bingler	President	Concordia Incorporated (Architect/Planner)
Morgan	Binswanger	Executive Director	CAA Foundation
Jane	Blumenfeld	Chief of Staff	Office of L.A. City Councilman Michael Feuer
Bonnie	Boswell	Reporter	KNBC News
Donald H.	Brackenbush		Goodell Brackenbush
Dale	Braun	Director	LAUSD—School Management Services
Chloe E.	Bullard	Staff Services Analyst	Little Hoover Commission
Judy	Burton	Assitant Superintendent	LAUSD—School Reform/Learn
Kelly	Candaele	Board Member	L.A. Community Colleges Board of Trustees
Mark	Chapa		Office of Tony Cardenas, 39th Assembly District
Bob	Cherry		
Janet	Clark		
Gregory H.	Clements		Real Estate
Connie	Coenenn		Los Angeles Times, So. Cal. Living
Richard	Colvin	Education Reporter	Los Angeles Times
Jefferson	Crain	Secretary to the Board	LAUSD
Elizabeth J.	Culhane	Transportation Engineer	City of L.A. Department of Transportation
Paul	Cummins, Ph.D.	Executive Director	New Visions Foundation—New Roads School
Veronica	Davey	Assistant Deputy Mayor	Office of Mayor Richard J. Riordan
Michael	De La Torre	Governmental Affairs Manager	Southern California Gas Company
Lyle	Defenbaugh	Assistant Managing Director	Metropolitan West—Financial & Strategic Services
Teresa	Delgado	Volunteer Coordinator	Pacoima Beautiful
Katherine	Diamond, FAIA	Principal	Siegel Diamond Architecture
Joyce E.	Dillard		Townfront Leadership Consortium
Michael	Drennan, P.E.	Principal Engineer	Montgomery Watson
Mark	Drummond		L.A. Community College District
Max S.	Duran	Project Manager	LAUSD—Facilities Services Div.—Proj. Mngmt. & Const. Branch
Ted W.	Dutton	Executive Officer	State of California—Office of Public School Construction
Frederick S.	Edelstein		U.S. Department of Education
Emi	Elizondo		Elizabeth Learning Center
Cindy	Fairbank		LAUSD
Denise	Fairchild, Ph.D.	President	Community Development Technologies Center
Anne	Ferree	Senior Associate	Gensler
Valerie	Fields	Board Member	LAUSD—Board of Education
Marlin	Foxworth	Superintendent	Hayward Unified School District
John W.	Francis	Attorney at Law	
Judith N.	Frank	Principal	Asset Strategies
Harley	Frankel		
Amy	Freilich		Brand Farrar
Peggy	Funkhouser	President	Los Angeles Education Partnership
Rosa M.	Garcia	Project Manager—Workers Income	Community Development Technologies Center
Seco	Garcia		LAUSD

First	Last	Title	Company
Julia	Gardner	Legislative Manager	L.A. Area Chamber of Commerce
David	Gershwin	Legislative Manager	L.A. Area Chamber of Commerce
Richard	Glanston		
James	Goodell	President	Goodell Brackenbush
Lisa	Gritzner	Legislative Deputy	Office of Councilmember Cindy Miscikowski, 11th District
Glenn	Gritzner	Associate Editor	Abel & Associates
Joan	Groener	Administrative Assistant	State Board of Equalization
Neal	Halfon, M.D., M.P.H.	Co-Director	UCLA—Center for Healthier Children, Families and Communities
Carlyle	Hall	President	Hall & Associates
Rod	Hamilton		Catellus Development Corp.
Christopher	Hammond	President	Capital Vision Equities
Diane	Hamwi	Policy Analyst	Governor's Office of Planning & Research
Harry	Handler		UCLA—Graduate School of Education & Information Studies GSEIS
Robert	Harris	School of Architecture	University of Southern California
Guilbert C.	Hentschke	Dean—Emery Stoops and Joyce K	USC—Rossier School of Education
Melissa	Hilario, Esq.	District Director	Office of Senator Richard Alarcon, 20th State Senate District
David	Hoffman	Program Manager	Consensus Organizing Institute
Clive	Hoffman	President	Clive Hoffman Associates, Inc.
Michael L.	Horst	Affiliated Principal	EDAW INC.
Con	Howe	Planning Director	L.A. Department of City Planning
Fred	Hummel, FAIA	State Architect	State of California—Division of the State Architect
Robert	Isomoto	Dean, Student Services	East L.A. College
Bonnie	James	Vice Chancellor	Los Angeles Community College District
Jerry	Jeffe	Legislative Manager	L.A. Area Chamber of Commerce
Bruce	Jilk		Cunningham Group Architects
Michael	Jimenez		City of Los Angeles, CD 11
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Ronald	Kaufman, M.D.		LAC+USC Medical Center
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Connie	Koenenn	Staff Writer	Los Angeles Times
Jim	Konantz	Director	LAUSD—Instructional Technology Branch
Julie	Korenstein	Board Member	LAUSD School Board
Rev. Philip	Lance	Executive Director	Pueblo Nuevo Development
Anita	Landecker	Consultant	EXED LLC
David L.	Lara	Special Assistant to GM	City of L.A. Department of Building & Safety
Jennie	Lechtenberg	Executive Director	Puente Learning Center
Michael	Lehrer		AIA—Lehrer Architects
Mia	Lehrer	Architect	Mia Lehrer & Associates
Modesto	Leon		Soledad Enrichment Action Program
Brenda	Levin, FAIA	Principal	Levin & Associates
Adi	Lieberman	Chief of Staff	Office of Ruth Galanter
Eric A.	Lillo	Commander	LAPD Commanding OfficerJuvenile Services Group
Andy	Lipkis	President	TreePeople
Ruben	Lizardo	Faculty/Student Advisor	L.A. Trade-Tech.—Community Planning & Economic Development
Edward	Lopez	Outreach Coordinator	Office of CREATE
John B.	Lyons	Educational Facilities Manager	U.S. Department of Education
Martine	Magana	Associate General Counsel	Los Angeles Community College District
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Louise	Manuel	Senior Program Officer	Local Initiatives Support Corporation
Felicia	Marcus		EPA, Region 9
Steven	Mark		
Marlene	Marks		Jewish Journal
Carmen	Martinez	Director of Branches	Los Angeles Public Library
Patrick	McCallum		Patrick McCallum Group
Tom	Mendoza		
Norman R	Millar	Architect	

First	Last	Title	Company
Howard	Miller	Former Board Member	LAUSD School Board
O'Malley	Miller		Munger, Tolles & Olson LLP
Steven	Miller	Senior Consultant	Knapp, Petersen & Clark
George	Minter		Sempra Energy
Ted	Mitchell	VP for Educ. and Strategic Initiatives	J. Paul Getty Trust
John B.	Mockler		Strategic Education Services
Gabriel	Monares	Field Representative	LAUSD—Board of Education, District 2
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Mineola	Newman	Community Inspector	Pacoima Beautiful
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Bob	Paternoster	Director	Queensway Bay Project
Alan	Paul		UCLA—The Anderson School—Public Sector Group
Hector	Perez-Pacheco	Coordinator	Latino Children's Action Council
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Ron	Prescott		
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Jack	Reynolds	Principal Transportation Engineer	City of L.A. Department of Transportation
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George	Richter		Beverly-Kingsley Neighborhood Association
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David	Rodriguez	Principal	Goodell Brackenbush
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Michael	Shannon	Program Specialist/Coordinator	UCLA—Program for Integrated School and Community Solutions
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Doug	Smith	Education Writer	Los Angeles Times-Editorial
Steve	Soboroff	Chair, Prop. BB Oversight Committee	Soboroff Partners
Arthur	Sohikian	President	ABS Consulting
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Seth	Steward		Abel & Associates
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Carrie	Sutkin	Planning Deputy	Office of Supervisor Gloria Molina
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Bruce	Takeguma	Assistant Director	LAUSD—School Management Services
Robert	Timme	Dean	USC School of Architecture
David	Tokofsky	Board Member	LAUSD School Board, Administrative Offices
Erwin	Tomash		
Rosana	Triuino-Perez		
Sylvia	Trujillo		
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Kimberly	Ur		Perkins & Will
Paul	Vanderventer	President	Community Partners
			UCLA—Program for Integrated School and Community Solutions
Mary	View-Schneider	Outreach Program Specialist	Center for Healthier Children, Families & Communities
Lee H.	Wallach	Managing Partner	Rocket
Richard	Weinstein	Professor	UCLA—Department of Architecture & Urban Design
Martha	Welborne, FAIA	Project Director	Surface Transit Project
Steve	Weston	Partner	McClintock, Weston
Leon	Whiteson	Architecture Critic	
Chester A.	Widom, FAIA	Principal	WWCOT (Widom, Wein, Cohen, O'Leary, Terasawa)
Harold	Williams	President Emeritus	The J. Paul Getty Trust
John	Williams II	Program Officer	California Community Foundation
Allyne	Winderman	Econ. Dev. and Housing Manager	City of West Hollywood
C. Barry	Witmer	President & CEO	Habitat for Humanity L.A.
Gordon	Wohlers	Assistant Superintendent	LAUSD—Policy, Research & Development
Susan	Yackley	Deputy	Office of Councilmember John Ferraro, 4th District
Zev	Yaroslavsky	Supervisor	Los Angeles County Hall of Administration
Caprice	Young	Board Member Elect	LAUSD School Board
Ruben	Zacarias	Superintendent	LAUSD
Barbara	Zeidman	Director	Fannie Mae L.A. Partnership Office
Stephanie	Zhong	Producer	Which Way L.A.?

The Planning
Report

June 1999

"When we drink
from the public
trough, let's
make leverage
the beverage."

Bob Niccum,
Director of Real
Estate & Asset
Management,
LAUSD

TPR Readers on New Schools & Better Neighborhoods

The recent *New Schools/Better Neighborhoods* symposium at the Getty Center drew over 180 City, State, and Federal leaders from the private and public sectors to discuss how Los Angeles can create better schools as an integral part of their neighborhoods. Following are conference attendee responses to the question: **How can our region's investment of billions of dollars in new school facilities lead to better neighborhoods and better community-based learning centers?**

After the Getty Center Symposium, *New Schools/Better Neighborhoods* is no longer just the title of a one-time gathering of civic and educational leaders, but rather the rallying cry of a committed cadre of L.A.'s neighborhood, regional and state leaders. A theme of the two-day participatory teach-in—the leveraging of voter-approved school, park, library and other public resources—holds the promise of not only better designed public facilities in our region but of an investment strategy that ensures our neighborhoods are healthier. If we stay the course, we may be witnessing and participating in the blessed convergence of the Smart Growth and the School Reform movements.

—**David Abel**, Chair, *New Schools/Better Neighborhoods Symposium*

The number of public improvements taking place in L.A.'s neighborhoods is unprecedented. Also unprecedented was the meeting of the minds and hearts of those who came to the New Schools/Better Neighborhoods symposium. We know what we have to do—create the best schools we can for L.A.'s urban communities. And more than ever, the stakeholders at LAUSD, the Prop. BB Oversight Committee, the community, and City and State governments are on the same page. We will do whatever it takes to turn our parks, libraries and schools into vital, community-based institutions. And studies and reports are not enough—I won't feel a sense of accomplishment until the kids get off those buses and into their new schools.

—**Steven L. Soboroff**, Chair,
Prop. BB Oversight Committee

...[A]ll levels of government should work together to build the best schools in the best locations that we can—coordinating our efforts and leveraging our resources to make our school sites not only centers for education, but for reading and research as libraries, for

health care as clinics, and as epicenters of civic life in their communities.

—**Zev Yaroslavsky**
L.A. County Board of Supervisors

When we drink from the public trough, let's make leverage the beverage. Each acre of college campus that can be shared with a high school may generate \$2 million for improvements.... Each new school in a neighborhood can create the equivalent of a new 2-acre park. But we get these results only if school, park and college leaders are willing to share their turf...literally.

—**Bob Niccum**, Director of Real Estate and Asset Management, LAUSD

...[W]hen local and State regulatory agencies and community organizations collaborate with school district administration to think "outside the box," it paves the way toward innovative solutions which benefit our children, communities and our society's future.

—**Andrew A. Adelman**, Gen. Mgr.
City of L.A. Dept. of Building & Safety

By involving local communities in the design and siting of schools, we can begin to foster a sense of investment in their children's education. Community involvement will lead to better schools, better neighborhoods and, most importantly, better learning.

—**Gabriel Monares**, Field Rep.
LAUSD Board Pres. **Victoria M. Castro**

We have to discard the concept that schools must be structured and constructed exactly as in the past. The Board...must be open to innovative thinking in both areas. The community-centered school, an idea that surfaced decades ago, should be reconsidered. It develops the school as the veritable center of community services, a boon to both children and the neighborhood.

—**Valerie Fields**
LAUSD Board of Education

We must bring back...neighborhood schools. Our schools must once again become the center of our communities. Children should not be forced to take long bus rides. ... We need to change our philosophy that bigger is better and instead begin to build smaller schools. ... Smaller schools make more sense because they create a safer and more positive learning environment.

—**Julie Korenstein**
LAUSD Board of Education

New schools could replace the blight that plagues inner city communities like South Central L.A. Many neighborhoods are held hostage to the crime and violence clustered around hundreds of vacant lots, abandoned buildings and nuisance businesses.... Building new schools presents an opportunity to mobilize parents, youth, seniors and business owners in the effort.

—**Karen Bass**, Executive Director,
Community Coalition

L.A.'s best schools come in all shapes and sizes but they are led by people who aren't deceived about wherein lies real power to create change. These leaders build a local alliance that empowers them to battle and break free from the status quo. This covenant with the community must begin in the planning stages for a new school; otherwise, the bulldozers will wipe out many seeds of innovation.

—**Reverend Philip Lance**, President,
Pueblo Nuevo Development

We need a team...to identify existing buildings and sites for new schools in neighborhoods with overcrowded facilities. The team would include people from Parks and Rec., the Library Dept., the City Council, the Planning Dept., Building & Safety, youth-serving neighborhood community organization, LAUSD and an architect. [They] would be responsible for identifying

continued on next page

TPR

New, Community-Based School Planning is Needed

7

The Planning Report

June 1999

continued from previous page
property, existing buildings, park land, etc....for a new school facility [to] be an added asset to the neighborhood.

—Anita Landecker, *EXED*

Investments need to be made in healthy, efficient and sustainably-designed schools, with the community as a full partner in the process, decision-making and outcome to make schools centers of learning and neighborhoods.
—Lillian Kawasaki, Director, *L.A. City Environment Affairs Department*

We have so few resources...that it just makes...sense to maximize...benefits with the money we do have. By thinking of schools as the heart of our neighborhoods where we...build our future, realizing that they should be healthy, safe and inspiring is a no-brainer. Given the lack of community we...bemoan in L.A., it's also obvious that creating schools as appealing family and community...centers is the way to go.
—Felicia Marcus, Administrator
EPA Region 9

The inclusion of...Family Resource Centers when building [schools] will provide needed infrastructure for both community development and increased support for students. [These] Centers [could] provide convenient full-day access to a broad range of family focused services and programs, ...improve the educational environment, increase participation and leadership opportunities in the community, strengthen neighborhoods, and promote the...health and well-being of children and...families.
—Michael Shannon
Center for Healthier Children, Families and Communities

New school facilities should be planned to serve students with a range of disabilities.... Comprehensive pre-planning, considering needs such as infant and pre-school services, afterschool and weekend extended learning programs, child care and family support is the key.

—Steven M. Mark, Asst. Superintendent, *Div. of Special Education, LAUSD*

...We have learned a great deal...about what does and doesn't work in our attempts to build effective learning environments. For the first time in a generation, we have the money in Los Angeles to build schools that can actually help children learn better—right in their own communities. Whether we succeed now in doing what is right for our children will be our legacy as leaders in this city, and I hope everyone will pay attention to how we proceed.

—Bill Allen, Pres. & CEO, *Economic Alliance of the San Fernando Valley*

The Getty Conference was an exciting reinforcement of what I...have been practicing for 28 years. It is possible to create new schools by utilizing and remodeling existing buildings without displacing residents or disrupting the neighborhood. Also, we can build small schools—educationally preferable—more quickly by building on smaller plots or remodeling existing buildings.
—Paul Cummins, President
Crossroads School

This is a moment of the most extraordinary promise. Yet clearly, the ambitious goals of the New Schools/Better Neighborhoods initiative will only be achieved through the continuing cooperation of all the leaders and constituencies represented at the conference. There is magic in the moment; continuing commitment will sustain it.
—Keith Berwick, Senior Fellow
The Aspen Institute

L.A. schools can be transformed from harsh, environmentally damaging environments into beautiful, healthy and healing places.... A partnership with [water supply, flood control and water quality agencies] can help pay for the redesign, retrofit and maintenance of campuses to function as mini-watersheds—replacing asphalt with trees and greenery to cool buildings, shade and protect students while capturing and recycling rainwater to prevent floods, pollution and water shortages.

—Andy Lipkis, President & Founder
TreePeople

Optimally, the selection of a new school site is the result of extensive community input.... This will create neighborhood activism and organizational infrastructure not only to support the school and its mission, but impact all levels of government—particularly local government. This is very comparable to the City's approach towards neighborhood Councils and every effort should be made to dovetail [these two efforts].

—Mark Siegel, *Siegel & Nicholl*

It's about staying customer-focused, starting with authentic grassroots planning within each community among all stakeholders. Also, being open-minded and realistic about implementation—multiple types of learning facility models are probably what's needed.... Finally, a commitment to ongoing customer evaluation, so lessons learned and best practices become an integral part of the planning process for each successive generation of facilities, not just during this crisis.

—Pat Sanford, President
Tech Ed Services, Inc.

...(1) Establish a single management point of responsibility for each project. (2) Insist in comprehensive up front planning. (3) Contract with the architect for management direction. (4) Insist on proven design principles i.e., sloped roofs that don't leak, windows that open, quads for sense of place, landscape for energy conservation. (5) Require complete plans and specifications—absolutely. (6) Standardize and simplify.

—Fred Hummel, *FAIA, State Architect California Dept. of the State Architect*

Building community-centered learning centers for a new millennium require[s] giving up a century of mistakes. If communities...imagine new visions for schools, in myriad forms, as the centers of neighborhoods, we can succeed. But if bureaucrats are allowed to obsess on the bottom line—merely housing students in the cheapest real estate options—we will certainly fail....

—George Richter, President, *Beverly-Kingsley Neighborhood Assoc.* **TPR**

“...[A]ll levels of government should work together to build the best schools in the best locations that we can—coordinating our efforts and leveraging our resources to make our school sites not only centers for education, but for reading and research as libraries, for health care as clinics, and as epicenters of civic life in their communities.”

Zev Yaroslavsky,
L.A. County Board of Supervisors

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Cahuenga Case Study

Divider Title: _____

CASE STUDY: CAHUENGA NEW ELEMENTARY SCHOOL

Introduction

In May 1998, the Board of Education of the Los Angeles Unified School District adopted a Facilities Master Plan to address the expected growth of 79,249 additional students by 2008. The Facilities Master Plan identified a need for 51 new schools to relieve existing or projected overcrowding in specific attendance areas. One of the most overcrowded attendance areas in the District is that of Cahuenga Elementary School, where an entire additional elementary school is needed to address the excess of students over space.

Area Description

Cahuenga Elementary School is located at 220 South Hobart Boulevard, at Second Street. The school's attendance area boundaries are, generally, Beverly Boulevard, Catalina Street, Seventh Street, and Western Avenue. Surrounding communities include Hollywood to the north, Westlake to the east, Koreatown to the south, and Hancock Park to the west.

The demographic makeup of the area population is reflected in the racial/ethnic composition of the school's students, as shown in the table below.

Racial/Ethnic Composition: Cahuenga Elementary School								
	Am Indian Alaskan	Asian	Black Not Hispani c	Filipino	Hispani c	Pacific Islander	White	Total Enroll- ment
1997-98	0.1%	24.3%	2.0%	5.1%	66.0%	0.0%	2.5%	1,168
1996-97	0.2%	22.8%	2.8%	5.9%	65.8%	0.1%	2.4%	1,182
1995-96	0.2%	24.9%	2.8%	6.6%	63.6%	0.1%	1.8%	1,163

As shown in the table, Cahuenga's enrollment is 1,168 students. However, another 1,600 students live within Cahuenga's attendance area who must be bused to other locations each day because the school does not have space for them. The annual cost for busing each student is approximately \$1,100.

To accommodate as many students as possible in its limited facilities, Cahuenga operates on a Concept 6 year-round calendar. This calendar maximizes the number of students housed on a campus by decreasing the number of instructional days in a school year and increasing the instructional minutes each day.

School Program

The proposed program for the new elementary school to relieve Cahuenga includes the following:

- 4 kindergarten classrooms
- 34 general classrooms (grades 1-5)
- 6 Special Education classrooms

Proposed Plan

A community meeting was held on November 9, 1998, to explain the need for the new school and to invite community suggestions for possible locations. A professional real estate consulting firm was employed to drive each block in the study area and to identify three potential locations for a new elementary school.

In February 1999, staff reviewed the sites identified by the consulting firm and by staff. No community suggestions were received. The consensus recommendation was a site immediately north of the existing school, encompassing 21 single-family homes and an 8-unit apartment building on a site of approximately 4.75 acres. This site was presented to the Board of Education in March 1999, and the Board approved the site for feasibility studies, including appraisals and an Environmental Impact Report (EIR).

However, subsequent to that approval, expressions of concern from affected residents have led the Board to calendar a reconsideration of the approval.

Site Description

As a rule of thumb, the District looks for sites of about 5 acres for new elementary schools. The following are the criteria used by the District in evaluating potential sites, as excerpted from the District's Site Selection Procedure:

In evaluating potential sites for District projects, the factors shown below should be among those considered. These factors are considered in addition to the site selection standards adopted by the State Department of Education. Because each potential site will have a unique combination of these factors, selection among alternative sites involves case-by-case judgment of the relative importance of each factor. In many cases, particularly in an urban setting, it may be necessary to choose a site which departs significantly from one or more of the attributes described here.

Displacement	Displacement of owner-occupied and tenant-occupied homes and apartments should be minimized wherever possible, unless suitable replacement housing can be provided.
Location	New schools should be located so as to help relieve overcrowding at two or more schools.
Traffic	Sites should minimize the exposure of students to traffic hazards in travel to and from school, and should also minimize impacts on traffic congestion from school-generated traffic.
Topography	Sites which are relatively level are preferable to those with significant grade differences.
Accessibility	Sites with adjoining streets on all sides are preferable.
Health & Safety	Sites must provide a healthy and safe environment for students and staff. (Please refer to the Appendix for specific legal requirements on this issue.)

Time	Sites which will require significant delays for the preparation of site assessments and remediation of hazardous substances are less desirable than sites which will not incur such delays.
Cost	Where alternative sites are substantially equal relative to the above factors, the lowest cost site is preferable. Sites which will require significant expenditures of District funds are less desirable than sites which will not.

Opportunities

The currently identified site is located immediately north of Second Street from the existing school. Such a location would not ordinarily be preferred. However, opportunities would exist for flexibility in the organization of the two schools. For example, each could be a self-contained K-5 elementary school, or one could serve grades K-2 and the other grades 3-5.

Constraints

The majority of properties within the Cahuenga attendance area are improved with residences, either single-family or apartment units. Where commercial properties could be acquired, it would generally be necessary to acquire adjoining residential property in addition in order to reach a site size of approximately 5 acres.

Relevant neighborhood facilities (within mile of study area)

Parks

- Shatto Recreation Center: 4th St./Westmoreland Ave.
- Robert Burns Park: Beverly Blvd./Van Ness Ave.
- Ardmore Playground: San Marino St./Ardmore Ave.

Library

- Wilshire Library: 316 N. Western Ave.

Police station

- Wilshire Division: 4861 W. Venice Blvd.

Learning From Past Mistakes: A New Model for Community Engagement

NSBN's goal of bringing community back into the schools is broad. However, it's important to demonstrate how it can and should be done at a specific school. Therefore, the Cahunega Elementary School, which was presented as a case study at the Getty Conference, has been chosen as a pilot project for better community involvement in the siting and design process. Following is a roundtable discussion with George Richter, a community leader who spearheaded the fight against LAUSD's original efforts; Alberto Tovar, field deputy to new LAUSD Board member Caprice Young, whose district the school is in; and Steven Bingler, a consultant who brings national expertise in community-based school planning to this project.

George, you're a community leader in the Cahuenga area as president of the Beverly Kingsley Neighborhood Association. What's been the community's reaction to LAUSD's previous efforts to site and build a new school in your area?

George Richter

President

Beverly-Kingsley Neighborhood Association

It was shock and dismay. Nobody knew that an elementary school was going to be built in the area. They were angry because they hadn't been involved, and they were frightened of losing their homes.

This wasn't handled very well. Sneaking up on people is not the way to build community consensus.

Alberto, as a representative of new School Board member Caprice Young, what's your office's reaction been to the community's efforts to get more involved, and how has your office been involved with what has happened up to this point?

Alberto Tovar

Field Deputy

LAUSD Board Member Caprice Young

As you know, Caprice was elected on a platform to review and revise the community outreach process, which isn't as comprehensive as we'd like it to be. The Cahuenga area came under reconsideration because people like George Richter pointed out where we lacked community consensus.

The new approach towards building public schools is to get the community involved early and as often as possible, while maintaining quality and efficiency. Our job will be to make sure that the community is involved from the outset and continues to be involved throughout the process—searching for and maintaining a school site, purchasing the land and, finally, the actual construction and opening of the school.

Steven, you're an architect, a planner and a consultant to the Department of Education. What mission have you been given for this project, now that its moved back to the

beginning of the siting and design process, and what experience do you bring to this assignment?

Steven Bingler

President

Concordia, Inc.

The current status of this project is interesting because it's all very explainable. The District did what their policy told them to do, which was to notify the neighborhood and hold a neighborhood meeting.

But obviously, notification of the neighborhood wasn't effective if George Richter and the rest of the community didn't know about it. This is normal—most of these misunderstandings come from a lack of communication.

Our experience with master planning for school districts tells us that the most common problem is not enough time spent getting the community involved. The community must be engaged as opposed to merely being asked for approval at the end of the process.

Our mission is to facilitate a community-based planning process that will help the community define its needs as well as discover what community assets and resources are available to meet those needs. Then, we'll fill in the gap with a solution that combines all available resources with any new resources that need to be created.

The original proposal was for a 1,600 student school. What's your opinion about that size and the possibility of a few smaller institutions?

George Richter

On the face of it, a single elementary school can't meet the population need as identified by LAUSD, which is between 2,500 to 3,000 kids. And that's only in the Cahuenga area. This new school is supposed to relieve crowding in two other schools as well: Commonwealth and Alexandria. And no planning has been done for the hundreds more children who are being bussed and learn in overcrowded conditions.

Alberto Tovar

That's why we want to develop at least two elementary schools and a Primary Center in the area to alleviate that crowding, and to meet State recommendations of smaller class sizes at the K-3 level.

Let's move to the future. A new process has started, partly because of the community's concerns and trying to correct past miscommunications. George, what are your hopes and expectations for what will come out of this new process?

George Richter

I'd like to see an overall plan and vision for the neighborhood that focuses on more than just schools—turning schools into what Steve Bingler calls “lifetime learning centers.” Many conditions in our neighborhood affect our kids' learning—things like the lack of park space, after school programs, recreational programs, gymnasiums and swimming pools.

Let's pull together all the community's resources into a common vision for the future, in which schools become magnets for other community activities—recreational, civic and educational. Now, we have nothing like that—there's no center for the neighborhood.

Alberto, what expectations to you have for the process, and what role can Caprice and the Board play in helping this process along?

Alberto Tovar

The school district has the monumental task of identifying more than 50 new school sites within the next two years. This Cahuenga project gives us the advantage of developing a model for an efficient and comprehensive community outreach program that we can replicate for other schools within LAUSD.

Steven, talk about the replicability of this. What is success for this project, and what is the optimal process and outcome from Cahuenga that could serve as a model for community-based siting and building efforts in the State and nation wide?

Steven Bingler

Success for this project is reaching consensus about the planning of these schools that meets the needs of the neighborhood as well as the technical requirements of the school district and the State governing bodies.

I'm very optimistic, especially given people like George Richter who have been in this community for so long, and the commitment from some new School Board members like Caprice Young who understand that the neighborhood will drive this planning opportunity to a successful conclusion.

When that's accomplished, it would only seem natural to want to do it more often.

What can NSBN bring to efforts like these? How can it help the Board in the school planning process, and help the community get involved? How has this type of initiative brought some attention to the problems and potential solutions?

Alberto Tovar

The District's plans for new schools goes beyond the Cahuenga school area. We have over 15 new schools under consideration, which range from high schools, to middle schools, to elementary schools, to primary centers, to continuation schools.

A resource such as NSBN is tremendous in helping us develop comprehensive community outreach. It also gives us confidence that we have a strong foundation established for what we want to accomplish in the future.

George Richter

When I first got involved in the school issue last March, I felt like Sisyphus—another big rock to carry up the hill in my neighborhood, and it's going to fall and I'm going to carry it up again. But NSBN offers allies at another level, beyond our local neighborhood perspective.

The alternative is that every little neighborhood goes into an antagonistic David-Goliath posture against LAUSD—a bunch of little groups combating the most heavily financed governmental structure in Los Angeles County. So it becomes overwhelming.

But this new process puts us into a partnership, finding locations for schools and uniting the neighborhood around a vision for the community. It can only serve to empower the neighborhood as a proactive problem solver. That way we're not always battling the government—we are the government.

Steven Bingler

I agree with George. There's a tremendous amount of room for improvement in government. It's not because there aren't people there who want to do the right thing, but at some level, the system has gotten out control—it's gotten too big, and too mathematical in the way it thinks and operates. I think that NSBN has opened the door to some serious negotiations about how the democratic process works in the state of California. The impact of these negotiations could have local as well as national implications.

**LOS ANGELES
INDEPENDENT**

Community gathered together last Thursday at the Wilshire Presbyterian Church to begin the search for elementary school sites in the Wilshire area.

Community seeks sites for new schools

By Jillian Bailey

Members of the Wilshire community have embarked on a progressive pilot program to find locations for at least two new elementary schools to relieve overcrowding at Cahuenga Elementary School.

In addition to being charged with submitting potential school sites to the Los Angeles Board of Education by mid October, participants in the project will be creating a "master plan" that will set guidelines for further community involvement in the neighborhood's schools. The effort is expected to cost \$100,000, paid for with Los Angeles Unified School District funds and foundation grants.

The Cahuenga Elementary School project arose out of an LAUSD site selection process that had gone awry. Earlier this year, the district backed away from a proposal to expand the existing elementary school onto adjacent residential property in the 100 block of North Harvard Boulevard after longtime homeowners there balked. Now, those same neighbors are participating in the effort to find a more suitable site for the new schools.

Assisting the community is New Schools, Better Neighborhoods, a nonprofit group that grew out of a symposium by the same name held in May at the Getty Center and attended by 150 local and state leaders. The purpose of the symposium was to show that an inclusive site selection process would better serve both the neighborhood and the school district. To prove this theory, NSBN has hired Concordia, Inc., an architecture and planning firm, to help the community pick a site and define the terms of the master plan.

"The Concordia Model is designed to engage a representative contingent of community stakeholders in looking at all of the neighborhood's physical, cultural, social, economic, organizational and educational needs and assets as an integrated network rather than as independent parts," explains David Abel, NSBN chair. "The outcome is a more efficient and productive view of how to use all of these community resources through sharing the use of facilities and programs."

In the short term, this means gaining input and consensus from groups within the Wilshire area, including government, churches, businesses, youth groups and homeowners, to pick sites for at least two new schools. But the community will be asked to take a longer view and "explore ideas about the location of future parks, recreation facilities, libraries, social services and other publicly funded projects in an attempt to at least establish directions for possible joint development in collaboration with other public agencies," says Abel.

To this end, about 50 people met last Thursday at the Wilshire Presbyterian Church to discuss the project and review possible sites for the new schools. Scattered roughly throughout an area bounded by Beverly Boulevard on the north, 7th Street on the south, Western Avenue on the west and Catalina Street on the east are 11 potential sites ranging from a mix of apartment and single-family residential areas to commercial areas.

"I think it's a chance to really do something good for the neighborhood," says George Richter, president of the Beverly-Kingsley Neighborhood Association, who began working on the school site selection process back in May. "It's so rare that we get a big chunk of money to do something positive."

While Richter was happy to see members of his neighborhood association as well as representatives from local churches, the YMCA and the Wilshire Business Improvement District at the meeting, he is hoping for greater involvement, particularly from the Korean and Latino communities and the staff of Cahuenga Elementary School itself.

After learning about the project, participants were sent out into the community on what Richter likened to a "school site scavenger hunt." "[They have been asked to] go out and look for things in the community that can be turned into learning environments," he says, "anything from a vacant lot to a high-rise apartment building and come back and make the case."

On Thursday, however, newly elected 3rd District Board of Education member Caprice Young will submit two sites to the board's Facilities Committee. They will be forwarded to the full board meeting on Tuesday for approval to move forward with feasibility studies that include getting the real costs to acquire the properties and doing an environmental analysis to see if they are, or can be made, safe enough for school sites. Then the sites would be returned to the board for final approval.

Both sites are located just outside of the district's preferred location area - one at 1st Street and Vermont Avenue and the other at 6th Street and Vermont Avenue.

The first site is 3.9 acres consisting of a mix of apartment and commercial properties, including the former Korea Times building, that would cost the district an estimated \$13.7 million. The second site is currently occupied by apartments, a high-rise office building, a car wash and a garage. The estimated cost of this 4.06-acre site is \$11.4 million.

They are attractive, says Young, because they are located in areas that would draw a lot of children. At the same time, she says, neither would require the demolition of an existing neighborhood.

Young explains that she moved ahead with these two sites because of time constraints. "The main issue is that we have until June 2000 to select, environmentally clear and acquire all of the schools for which we hope to get state funding," she says. "Since the community has already expressed a preliminary preference for these sites, it makes sense to get a jump start to see if they will be viable environmentally."

Ideally, however, Young says she would like the community to present her with another seven or eight sites to bring to the board's attention. "I don't feel like these sites necessarily have a leg up, but I didn't want to lose them," she says, noting that the 6th Street site is currently on the market and attracting potential buyers.

"A major flaw in the school development process has been a lack of community involvement," says Young, who adds that she intends to participate in the process.

If successful, the Cahuenga Elementary School/New Schools, Better Neighborhoods process could become a model for the district.

"We need to show that we can have meaningful community involvement at the same time as streamlining the school building process. We have a responsibility to build schools that are not factories for graduates, but the centers of our communities. This is a huge opportunity to change the way education is integrated into the fabric of our society," says Young.

The next Cahuenga Elementary School project meeting will be held Aug. 26 from 6:30 to 9 p.m. at the Wilshire Presbyterian Church, 300 S. Western Ave.

[Back to News Index](#) | [Back to Home Page](#)

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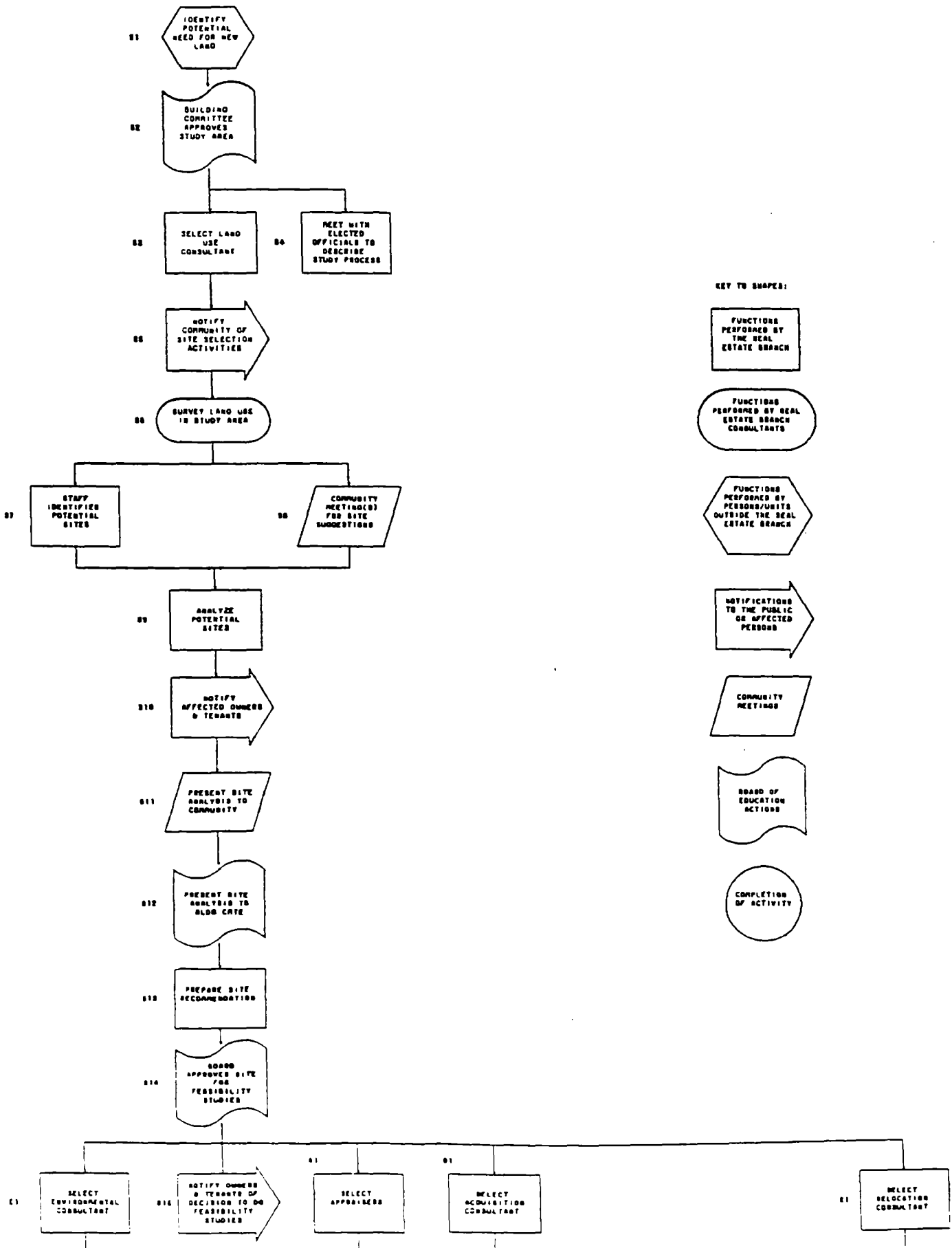
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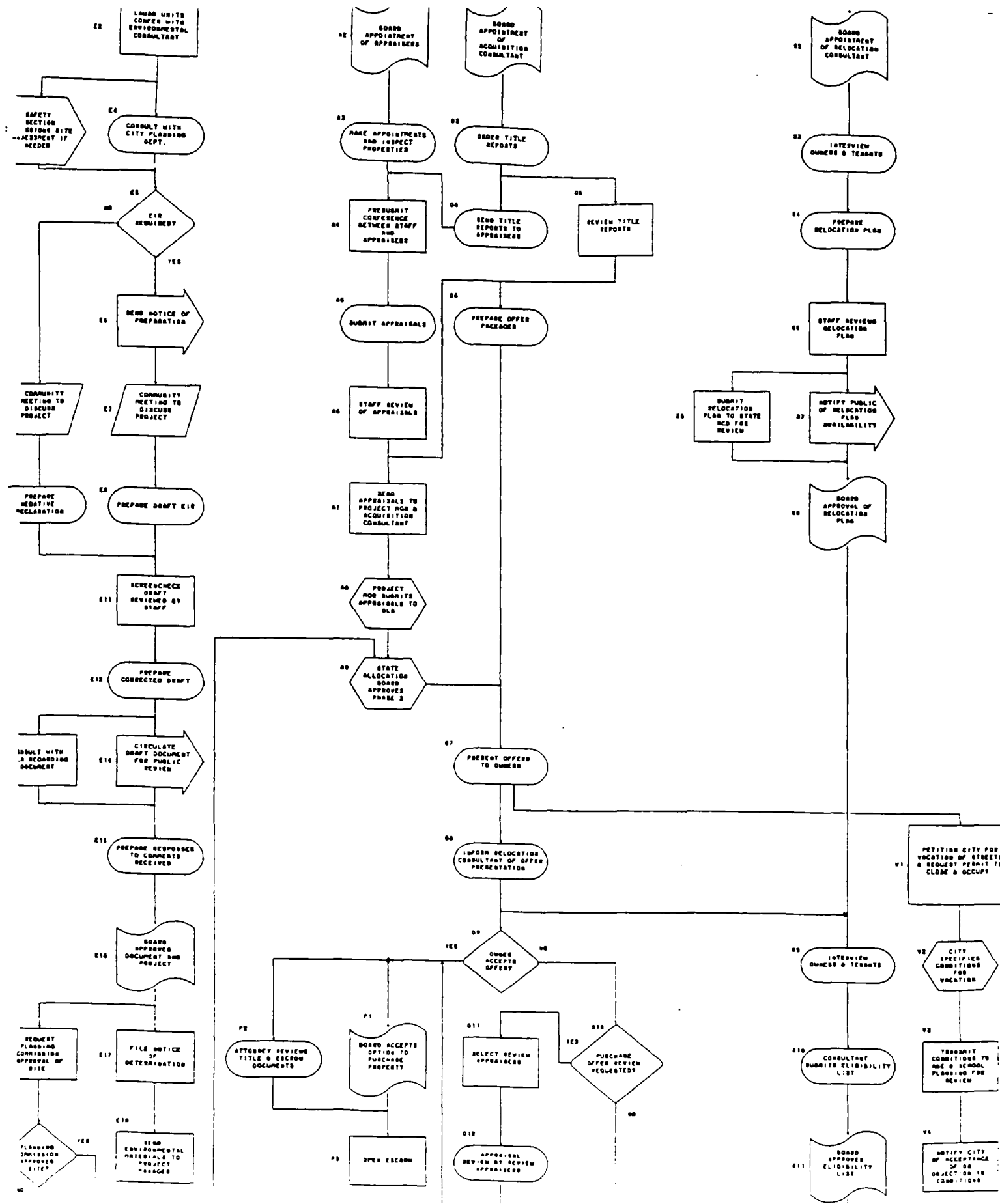
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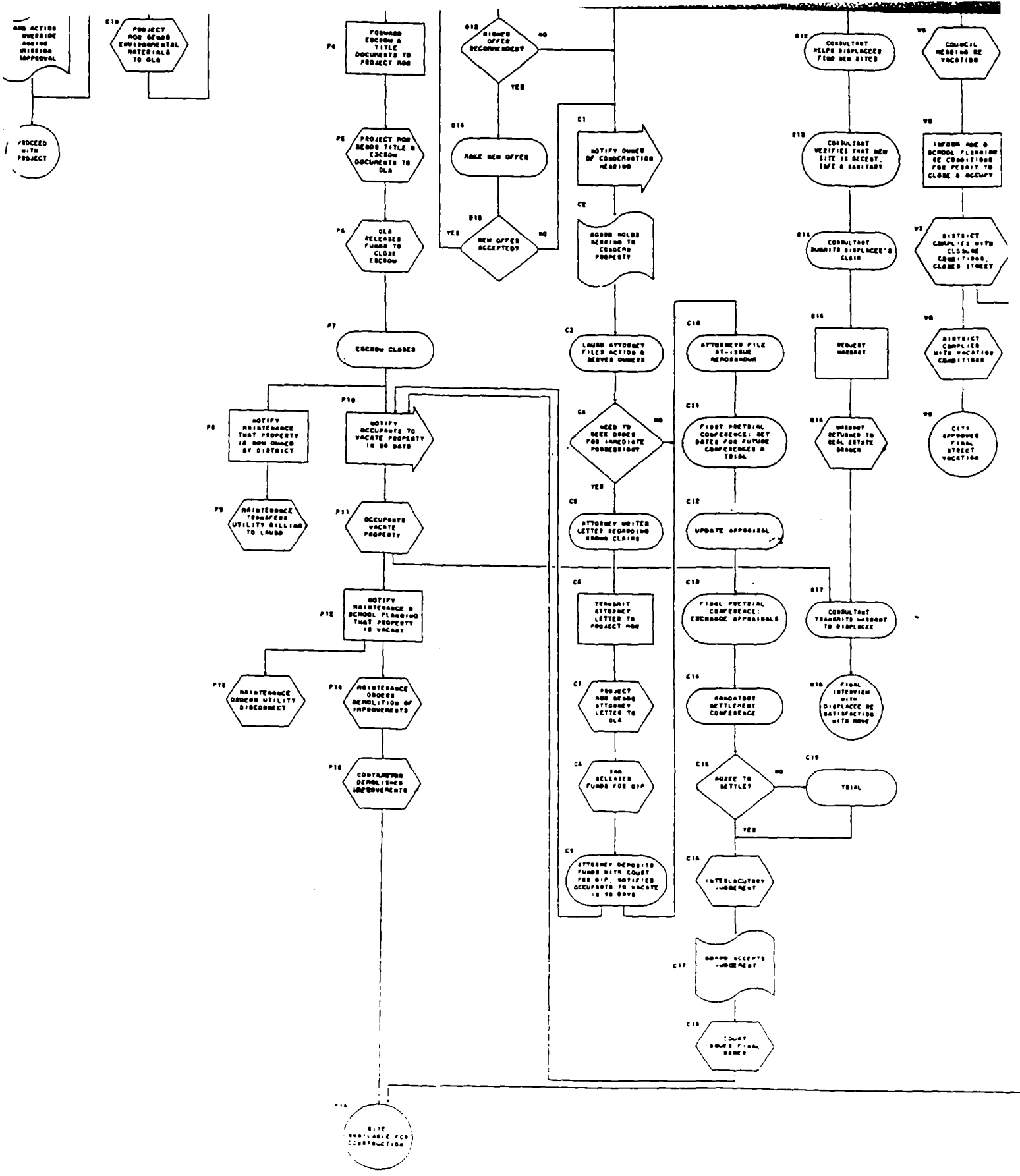
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LOS ANGELES UNIFIED SCHOOL DISTRICT REAL ESTATE BRANCH SITE ACQUISITION FLOWCHART

SEPTEMBER 1989









THE WHITE HOUSE
MILLENNIUM COUNCIL

National Symposium on School Design:

Schools as Centers of Community

October 4-5, 1998



DESIGN PRINCIPLES

for planning Schools as Centers of Community

BACKGROUND

On June 18, 1998 a group of architects, planners, school board members, teachers and representatives from federal agencies met to review the research, share their experiences and consider best practices in designing environments of learning. The outcomes of this meeting included a set of "conditions" and a list of "principles" for designers. It was the consensus of the group that gathered in Washington that these conditions and principles embody the most important issues to be addressed in designing learning environments to meet the current and future educational needs of our nation. While the three conditions and eight principles were drafted at the June 18 meeting in Washington, a consolidation of the principles and expanded description of each was developed by a sub-committee following that initial meeting. At a national Symposium on the design of learning environments to be held October 5th, 1998 in Washington, D.C., these givens and principles, along with their explanations, will be further revised based on input collected from a wider audience.

CONDITIONS

- Learning is a lifelong process
- Design is always evolving
 - Resources are limited

PRINCIPLES

To meet the nation's needs we must design learning environments that:

1

Enhance teaching and learning and accommodate the needs of all learners

The quality of the learning environment impacts student achievement. In a sense, a school building is an important tool for learning and, like any tool, it can enhance the process or hinder it. We must insure that our school facilities are designed to facilitate what we know today about providing the best possible education for all students. While most of the existing facilities housing the 86,221 existing public school institutions in America were designed to sustain a model of education characterized by large-group, teacher-centered instruction occurring in isolated classrooms, current knowledge and research about learning calls for new models. These new models of education are characterized by more active student involvement, by students doing rather than just receiving, creating rather than recreating, thinking, working and solving problems. They are supported by strategies such as cooperative, project-based and interdisciplinary learning, all requiring students to move about, work in various sized groups and be active. Furthermore, new models call for all students to learn to higher standards. This in turn has resulted in increased emphasis on learning styles, multiple intelligences and the special needs of each student. Educational facilities should be designed to support these and other examples of current best practices and on-going research in the learning sciences. It is also imperative that research on the impact of the physical environment on learning be accelerated.

2 *Serve as center of the community*

A successful school can strengthen a community's sense of identity, coherence and consensus. Like a new version of the old town square, it can serve as a community hub, a center for civic infrastructure, a place where students and others can learn about collaboration and the common good. The majority of school facilities currently in use, however, were designed to serve as stand alone instructional facilities where community access is limited rather than encouraged. In most cases, the auditoriums, sports facilities, food service, libraries, media center, computer labs, and other specialized areas of the school are available for use by the general public only on a very limited basis. In many cases, duplicate facilities are provided by local municipalities to serve the same functions. Factors limiting public use include physical design and layout, liability and jurisdictional policies.

Today's educational facilities should be designed to sustain the integral relationship between a school and its community. They should be places where creative configurations of space expand their use to encompass early learning and adult education; where learning occurs "after hours", late at night and on weekends; where school-to-school partnerships, links with businesses and collaboration with higher education are encouraged and supported. They should enable learners of all ages and serve as centers for lifelong learning. Today we know that 12 or 14 years of learning will not be enough to equip people for the rest of their lives. With learning we can't afford to think of graduation as a finish line, and that means that one of the most important end products of schools needs to be citizens who have learned how to continue to learn. Schools should support learning for people of all ages. In short, school facilities should allow access to flexible and comprehensive programs to meet all learning needs. They should provide space and programs for everything from early learning to adult education and training.

Schools should also serve a variety of community needs in partnership with a wide spectrum of public, civic and private organizations. They should provide spaces for public meetings and activities. They should provide access to communications technology. They should help meet the leisure, recreational and wellness needs of the community. They should support relationships with businesses which are productive for students and supportive of the local economy. They should provide spaces that facilitate the use of external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. To these ends, schools should be inviting places rather than foreboding institutions. Their locations should encourage community use and their shared public spaces should be accessible, day and night, all year round, to the community.

Schools should also acknowledge the importance of families and serve as catalysts for parental and family engagement. If a school is to be successful in serving the needs of its community, these family needs must be addressed. Community and parent involvement in the design process can provide insights into the diverse social and cultural needs of families.

Further, this positive interdependence among students, staff family and community should be mirrored in the way other public, civic and private facilities in the community are used to extend the curriculum of the school and enhance student learning. When community sites become destinations for educational field trips and extended academic learning centers, the links between school and community are strengthened.

Schools should also be designed to support learning by everyone who works in them, from the principle to the teacher interns, to the English teacher and the secretarial staff. They should be places where all

staff as well as students can collectively, continually enhance their capacity to think, do and create. To this end, they should incorporate spaces for collaborative work among staff along with adequate tools to support their learning.

The school design should model the highest standards of aesthetic quality for public projects. It should fit the landscape while reflecting the unique identity of the community it serves. It should capture the noble character of public architecture while becoming a visible symbol of individual self esteem, shared values, and should serve as a source of community pride.

3 *Result from a planning/design process involving all stakeholders*

Faith in the collective capacity of people to create possibilities and resolve problems is at the very heart of our democratic system. Not only do people have the right to participate in making the decisions which will affect them, but also, their participation will improve the quality of decisionmaking. In designing environments for learning, such democratic purposes and practices need to be honored. Schools should be planned by a representative group of the people who will use them, including educators, parents, students and representatives from community, civic and business organizations.

Such widespread community participation in designing schools is valuable for the diversity of perspective it brings to the process. By their very nature, communities are diverse. They include people who reflect differences in age, culture, ethnicity, gender, socioeconomic class, aspirations and abilities. These differences will enrich the design process by expanding the range of viewpoints and ideas that are considered.

Widespread participation in designing schools is also valuable for the sense of shared purpose it engenders. While communities encompass diversity, they are defined by a commitment to the common good. When members of a community are given opportunities to come together to take part in important work and make decisions, this commitment is strengthened. When members of a community become visionaries, creators and owners, rather than cogs on a beauracratic wheel, they are more willing to work together to set goals, to solve problems and, ultimately, to provide their schools with the kind of intensified support they need to be successful.

To ensure widespread, fully informed, critical participation of all stakeholder groups in designing learning environments, adequate time and resources must be allocated to this process. Furthermore, such allocation must happen in advance of or in concert with the development of school district facilities master plans, educational specifications, technology plans and building designs.

4 *Provide for health, safety and security*

Health and safety have always been top priorities in schools. During the past decade, increasing instances of campus crime, youth violence, substance abuse and other unhealthy conditions have intensified this nation's concern for school safety. While we want to create learning environments that are open and inviting to the larger community, at the same time they need to be designed to promote the health, safety and security of students, staff and community users.

At the most basic level, school designs need to address environmental safeguards and meet all safety codes. School buildings should be designed with healthy indoor environments. Exposure to toxic materials contained in the manufacture of building materials must be carefully monitored. Beyond this,

They should incorporate physical features which enhance safety, such as carefully considered traffic patterns; and they should eliminate features which add to the potential for violence and crime, such as poorly lit and obscured places.

While the right kinds of doors and locks and alarm systems can help to make schools safer, in many cases, keeping schools safe requires changing behavioral norms and attitudes as well. A growing body of evidence suggests that the student behavior and attitudes can be significantly affected by the learning environment. Attractive, well-designed and well maintained facilities communicate respect for the people and activities housed in them. As such, they contribute to positive school climate, good discipline and productive learning. Likewise, size and scale can impact health and safety. When schools and classrooms are kept small enough to allow teachers and students to form personal relationships, a sense of community is established that promotes a safer environment. School and classroom populations should conform to current educational research by limiting the size of individual schools or developing schools-within-schools to maximize supervision and encourage healthy social interaction among students, teachers, administrators and community users.

Finally, the design of schools as centers of the community also offers opportunities to address student safety by providing for a wide range of after school programs. Since most student violence occurs between the hours of 3pm and 6pm, after school programs in everything from academics to crafts, parenting and even midnight basketball have proven to be an effective contributor to violence prevention programs.

5 *Make effective use of all available resources*

School buildings should be designed to maximize the impact of the physical environment on learning. School designs should ensure adequate storage and appropriate utilities to support the use of state of the art educational materials and manipulatives in all disciplines. They should provide flexible space for conducting large and small group instruction, for displaying and storing alternative educational and assessment materials and for teaching laboratory sciences and other activity-type classes. Whenever possible, they should allow specialized facilities such as kitchens, offices, and maintenance areas to do double duty by serving educational as well as operational functions. They should also make use of the building and landscape to serve as "three dimensional textbooks" through creative designs that manifest educational content such as mathematics, geometry, art, history and the sciences.

School buildings should be designed to maximize the use of natural resources. Architectural and engineering principles should be applied to the design of school facilities that maximize the use of renewable energy resources. Where it is possible to modify existing facilities to accomplish the necessary educational goals, the design process should also emphasize preservation and renovation over new construction. In many cases, reusing existing facilities, can preserve natural resources and in cases of historic significance, preserve valuable cultural assets for future generations.

School facilities should include technological resources that can facilitate new methods of instruction and new models of learning. With the effective use of technology, for instance, teachers can more easily become guides and coaches rather than deliverers of information; students can become workers, analyzing, evaluating, choosing and manipulating information rather than passively receiving it; curriculum can be tailored to student desire and interest rather than a one-size-fits-all fare; and the learning environment can incorporate the larger world rather than being defined by the four walls of the classroom.

While technology has the power to transform education in profound ways, most of today's educational facilities were designed for another era. Many of these facilities lack basic electrical power to support educational technology. Most lack the key technologies and structural features required to adequately support contemporary learning technologies.

Today's learning environments should be designed to accommodate the best uses of educational technology, both on and off of the school site. They should allow access to outside libraries and other sources of information and ideas. They should use technology to facilitate the use of external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. They should support an advanced communications infrastructure through a variety of electronic networks for enhancing teaching and learning. Equally important, they need to support the new roles, relationships and organizational structure of the current technological society.

The design of environments for learning must also embrace the rich social and cultural diversity in every community and for every learner, respecting a full spectrum of needs and celebrating differences. Design teams should include representatives from all constituencies and facilities designs should incorporate creative manifestations of our nations rich mix of social and cultural assets.

School designs must also encourage the interface of learning and its application in the workplace. The wide range of resources contained in the workplace must become a more integral part of the learning environment, engaging the wide range of economic interests whose success depends on the performance of graduates in the workplace.

Finally, educational environments must be planned, designed and constructed within the limits of economic feasibility. Even as the economy is growing, the financial burden on the citizenry grows with it. As we look forward to the future, the decreasing productivity of the baby boom generation coupled with the added costs of programs like social security and Medicare will continue to limit the availability of public resources. For this reason, the physical infrastructure that we design now to support public education must be developed within economic limits that can be sustained by future generations.

6 *Allow for flexibility and adaptability to changing needs*

Change is a given in our world and in our schools. To effectively serve this changing world, learning environments must be able to adjust to a variety of conditions and strive for education of high quality in a variety of ways. As more effective educational programs and processes are researched and developed and schools implement them, new demands on facilities are likely to occur. As rapid expansion of technology is incorporated in schools, new facilities needs are emerging at unprecedented rates. As communities change, new demands on schools are likely to be created.

The design of learning environments need to accommodate diversity and local flexibility. They cannot afford to lock in too firmly on any permanent notion of facility, but rather remain open to a whole array of ideas about what constitutes school. They cannot afford to become too set on a fixed notion about the use of space, but rather incorporate spaces with multiple uses. They need to allow for what we do not yet know.

To insure that learning environments continue to meet the needs of the community in the best possible way, school district facilities master plans and educational specifications should be evaluated and updated on at least a five year cycle.

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DESIGN PRINCIPLES FOR PLANNING SCHOOLS AS CENTERS OF COMMUNITY

The following is a draft document based upon six design principles presented at the National Symposium on School Design sponsored by the U.S. Department of Education in October, 1998. The purpose of the symposium was to initiate a national conversation on how to engage parents and other community members in the process of building schools, and how schools can become centers for the entire community in the 21st Century.

BACKGROUND

On June 18, 1998 a group of architects, planners, school board members, teachers and representatives from federal agencies met to review the research, share their experiences and consider best practices in designing environments of learning. The outcomes of this meeting included a set of "conditions" and a list of "principles" for designers. It was the consensus of the group that gathered in Washington that these conditions and principles embody the most important issues to be addressed in designing learning environments to meet the current and future educational needs of our nation. While the three conditions and eight principles were drafted at the June 18 meeting in Washington, a consolidation of the principles and expanded description of each was developed by a sub-committee following that initial meeting. At a national Symposium on the design of learning environments to be held October 5th, 1998 in Washington, D.C., these givens and principles, along with their explanations, will be further revised based on input collected from a wider audience.

CONDITIONS

- * Learning is a lifelong process
- * Design is always evolving
- * Resources are limited

PRINCIPLES

To meet the nation's needs we must design learning environments that:

1. Enhance teaching and learning and accommodate the needs of all learners

The quality of the learning environment impacts student achievement. In a sense, a school building is an important tool for learning and, like any tool, it can enhance the process or hinder it. We must insure that our school facilities are designed to facilitate what we know today about providing the best possible education for all students. While most of the existing facilities housing the 86,221 existing public school institutions in America were designed to sustain a model of education characterized by large-group, teacher-centered instruction occurring in isolated classrooms, current knowledge and research about learning calls for new models. These new models of education are characterized by more active student involvement, by students doing rather than just receiving, creating rather than recreating, thinking, working and solving problems. They are supported by strategies such as cooperative, project-based and interdisciplinary learning, all requiring students to move about, work in various sized groups and be active. Furthermore, new models call for all students to learn to higher standards. This in turn has resulted in increased emphasis on learning styles, multiple intelligences and the special needs of each student. Educational facilities should be designed to support these and other examples of current best practices and on-going research in the learning sciences. It is also imperative that research on the impact of the physical environment on learning be accelerated.

2. Serve as center of the community

A successful school can strengthen a community's sense of identity, coherence and consensus. Like a new version of the old town square, it can serve as a community hub, a center for civic infrastructure, a place where students and others can learn

about collaboration and the common good. The majority of school facilities currently in use, however, were designed to serve as stand alone instructional facilities where community access is limited rather than encouraged. In most cases, the auditoriums, sports facilities, food service, libraries, media center, computer labs, and other specialized areas of the school are available for use by the general public only on a very limited basis. In many cases, duplicate facilities are provided by local municipalities to serve the same functions. Factors limiting public use include physical design and layout, liability and jurisdictional policies.

Today's educational facilities should be designed to sustain the integral relationship between a school and its community. They should be places where creative configurations of space expand their use to encompass early learning and adult education; where learning occurs "after hours", late at night and on weekends; where school-to-school partnerships, links with businesses and collaboration with higher education are encouraged and supported. They should enable learners of all ages and serve as centers for lifelong learning. Today we know that 12 or 14 years of learning will not be enough to equip people for the rest of their lives. With learning we can't afford to think of graduation as a finish line, and that means that one of the most important end products of schools needs to be citizens who have learned how to continue to learn. Schools should support learning for people of all ages. In short, school facilities should allow access to flexible and comprehensive programs to meet all learning needs. They should provide space and programs for everything from early learning to adult education and training.

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Further, this positive interdependence among students, staff family and community should be mirrored in the way other public, civic and private facilities in the community are used to extend the curriculum of the school and enhance student learning. When community sites become destinations for educational field trips and extended academic learning centers, the links between school and community are strengthened.

Schools should also be designed to support learning by everyone who works in them, from the principle to the teacher interns, to the English teacher and the secretarial staff. They should be places where all staff as well as students can collectively, continually enhance their capacity to think, do and create. To this end, they should incorporate spaces for collaborative work among staff along with adequate tools to support their learning.

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Faith in the collective capacity of people to create possibilities and resolve problems is at the very heart of our democratic system. Not only do people have the right to participate in making the decisions which will affect them, but also, their participation will improve the quality of decisionmaking. In designing environments for learning, such democratic purposes and practices need to be honored. Schools should be planned by a representative group of the people who will use them, including educators, parents, students and representatives from community, civic and business organizations.

Such widespread community participation in designing schools is valuable for the

diversity of perspective it brings to the process. By their very nature, communities are diverse. They include people who reflect differences in age, culture, ethnicity, gender, socioeconomic class, aspirations and abilities. These differences will enrich the design process by expanding the range of viewpoints and ideas that are considered.

Widespread participation in designing schools is also valuable for the sense of shared purpose it engenders. While communities encompass diversity, they are defined by a commitment to the common good. When members of a community are given opportunities to come together to take part in important work and make decisions, this commitment is strengthened. When members of a community become visionaries, creators and owners, rather than cogs on a bureaucratic wheel, they are more willing to work together to set goals, to solve problems and, ultimately, to provide their schools with the kind of intensified support they need to be successful.

To ensure widespread, fully informed, critical participation of all stakeholder groups in designing learning environments, adequate time and resources must be allocated to this process. Furthermore, such allocation must happen in advance of or in concert with the development of school district facilities master plans, educational specifications, technology plans and building designs.

4. Provide for health, safety and security

Health and safety have always been top priorities in schools. During the past decade, increasing instances of campus crime, youth violence, substance abuse and other unhealthy conditions have intensified this nation's concern for school safety. While we want to create learning environments that are open and inviting to the larger community, at the same time they need to be designed to promote the health, safety and security of students, staff and community users.

At the most basic level, school designs need to address environmental safeguards and meet all safety codes. School buildings should be designed with healthy indoor environments. Exposure to toxic materials contained in the manufacture of building materials must be carefully monitored. Beyond this, they should incorporate physical features which enhance safety, such as carefully considered traffic patterns; and they should eliminate features which add to the potential for violence and crime, such as poorly lit and obscured places.

While the right kinds of doors and locks and alarm systems can help to make schools safer, in many cases, keeping schools safe requires changing behavioral norms and attitudes as well. A growing body of evidence suggests that the student behavior and attitudes can be significantly affected by the learning environment. Attractive, well-designed and well maintained facilities communicate respect for the people and activities housed in them. As such, they contribute to positive school climate, good discipline and productive learning. Likewise, size and scale can impact health and safety. When schools and classrooms are kept small enough to allow teachers and students to form personal relationships, a sense of community is established that promotes a safer environment. School and classroom populations should conform to current educational research by limiting the size of individual schools or developing schools-within-schools to maximize supervision and encourage healthy social interaction among students, teachers, administrators and community users.

Finally, the design of schools as centers of the community also offers opportunities to address student safety by providing for a wide range of after school programs. Since most student violence occurs between the hours of 3pm and 6pm, after school programs in everything from academics to crafts, parenting and even midnight basketball have proven to be an effective contributor to violence prevention programs.

5. Make effective use of all available resources

School buildings should be designed to maximize the impact of the physical environment on learning. School designs should ensure adequate storage and appropriate utilities to support the use of state of the art educational materials and manipulatives in all disciplines. They should provide flexible space for conducting large and small group instruction, for displaying and storing alternative educational and assessment materials and for teaching laboratory sciences and other activity-type classes. Whenever possible, they should allow specialized facilities such as kitchens, offices, and maintenance areas to do double duty by serving educational as well as operational functions. They should also make use of the building and landscape to serve as "three dimensional textbooks" through creative designs that manifest educational content such as mathematics, geometry, art, history and the sciences.

School buildings should be designed to maximize the use of natural resources. Architectural and engineering principles should be applied to the design of school

facilities that maximize the use of renewable energy resources. Where it is possible to modify existing facilities to accomplish the necessary educational goals, the design process should also emphasize preservation and renovation over new construction. In many cases, reusing existing facilities, can preserve natural resources and in cases of historic significance, preserve valuable cultural assets for future generations.

School facilities should include technological resources that can facilitate new methods of instruction and new models of learning. With the effective use of technology, for instance, teachers can more easily become guides and coaches rather than deliverers of information; students can become workers, analyzing, evaluating, choosing and manipulating information rather than passively receiving it; curriculum can be tailored to student desire and interest rather than a one-size-fits-all fare; and the learning environment can incorporate the larger world rather than being defined by the four walls of the classroom. While technology has the power to transform education in profound ways, most of today's educational facilities were designed for another era. Many of these facilities lack basic electrical power to support educational technology. Most lack the key technologies and structural features required to adequately support contemporary learning technologies.

Today's learning environments should be designed to accommodate the best uses of educational technology, both on and off of the school site. They should allow access to outside libraries and other sources of information and ideas. They should use technology to facilitate the use of external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. They should support an advanced communications infrastructure through a variety of electronic networks for enhancing teaching and learning. Equally important, they need to support the new roles, relationships and organizational structure of the current technological society.

The design of environments for learning must also embrace the rich social and cultural diversity in every community and for every learner, respecting a full spectrum of needs and celebrating differences. Design teams should include representatives from all constituencies and facilities designs should incorporate creative manifestations of our nations rich mix of social and cultural assets.

School designs must also encourage the interface of learning and its application in the workplace. The wide range of resources contained in the workplace must become a more integral part of the learning environment, engaging the wide range of economic interests whose success depends on the performance of graduates in the workplace.

Finally, educational environments must be planned, designed and constructed within the limits of economic feasibility. Even as the economy is growing, the financial burden on the citizenry grows with it. As we look forward to the future, the decreasing productivity of the baby boom generation coupled with the added costs of programs like social security and Medicare will continue to limit the availability of public resources. For this reason, the physical infrastructure that we design now to support public education must be developed within economic limits that can be sustained by future generations.

6. Allow for flexibility and adaptability to changing needs

Change is a given in our world and in our schools. To effectively serve this changing world, learning environments must be able to adjust to a variety of conditions and strive for education of high quality in a variety of ways. As more effective educational programs and processes are researched and developed and schools implement them, new demands on facilities are likely to occur. As rapid expansion of technology is incorporated in schools, new facilities needs are emerging at unprecedented rates. As communities change, new demands on schools are likely to be created.

The design of learning environments need to accommodate diversity and local flexibility. They cannot afford to lock in too firmly on any permanent notion of facility, but rather remain open to a whole array of ideas about what constitutes school. They cannot afford to become too set on a fixed notion about the use of space, but rather incorporate spaces with multiple uses. They need to allow for what we do not yet know.

To insure that learning environments continue to meet the needs of the community in the best possible way, school district facilities master plans and educational specifications should be evaluated and updated on at least a five year cycle.

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THE URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION AND MODERNIZATION

Communities across the country are struggling to address critical needs to build new schools and renovate existing ones to make up for years of deferred maintenance, to accommodate rising student enrollments, to help reduce class sizes, and to make sure schools are accessible to all students and well-equipped for the 21st century.

AMERICA'S SCHOOLS ARE WEARING OUT

In January of 1999, the National Center for Education Statistics (NCES) released an issue brief entitled How Old Are America's Schools? NCES reported that:

- **The average public school in America is 42 years old, and school buildings begin rapid deterioration after 40 years.** In addition, 30 percent of all public schools are in the “oldest condition” – built before 1970 and renovated before 1980 or never renovated at all.
- **The oldest schools are also lagging behind other schools in the push to connect to the Internet.** While almost 60 percent of schools built since 1985 were connected to the Internet in 1995, only 42 percent of schools in the oldest condition were connected to the Internet.

In 1995 and 1996, the General Accounting Office (GAO) released a series of reports on the condition of American schools. [GAO Report Number HEHS-95-61 School Facilities: The Condition of America's Schools] The GAO reports revealed:

- **According to GAO estimates, it would cost \$112 billion to bring the nation's schools into good overall condition.**
- **One-third of all public schools – about 25,000 schools – need extensive repair or replacement.** In addition, about 60 percent of all schools (including some schools in generally adequate condition) report needing at least one major building feature to be replaced or extensively repaired. Over 28,000 schools have less-than-adequate heating, ventilation, and air-conditioning systems; over 23,000 schools have less-than-adequate plumbing; and over 21,000 schools have less-than-adequate roofs.

ENROLLMENTS ARE RISING

In 1998, America's Schools Are Overcrowded and Wearing Out, a Back to School Special Report on the Baby Boom Echo based on NCES data, reported that:

- **A record 52.7 million children are enrolled in elementary and secondary schools today, and this number will climb to 54.3 million by 2008.**
- **Unlike at the end of the “baby boom” of the 1950s and 1960s, we will gain no respite from the current enrollment boom, as births will begin edging up from 4.1 million in 2008 to 4.5 million in 2018.** The long-term implications of this immense wave of young people going to school require educators and community leaders to recognize that short-term solutions—symbolized by the ever-present portable classrooms in countless school yards—may not be sufficient to the task at hand.
- **At least 2,400 new public schools will be needed by 2003 to accommodate rising enrollments and to relieve overcrowding and thousands more will be needed in following years.** [NCES, 1999]

SCHOOL CONDITIONS HAVE AN IMPACT ON STUDENT ACHIEVEMENT

A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding. [Impact of Inadequate School Facilities on Student Learning] For example:

- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. [Rivera-Batiz and Marti, 1995]
- A study in the District of Columbia found that students in school buildings that were in poor condition had achievement 11 percent below students in schools in excellent condition and six percent below students in schools that were in fair condition. [Edwards, 1991]
- Another study of high schools in rural Virginia examined the relationship between building condition and student achievement. The study found that student scores on achievement tests were up to 5 percentile points lower in buildings with lower quality ratings, after adjusting for socioeconomic status. Lower achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments. [Cash, 1993]

HELPING STATE AND LOCAL DOLLARS GO FURTHER TO ADDRESS SCHOOL CONSTRUCTION NEEDS

Communities are Struggling to Pay for School Modernization

Communities across the country are struggling to address critical needs to build new schools and renovate existing ones to make up for years of deferred maintenance, to accommodate rising student enrollments, to help reduce class sizes, and to make sure schools are accessible to all students and well-equipped for the 21st century. Urban, rural, and high-growth suburban areas all face different and difficult school modernization problems.

- **The average public school in America is 42 years old, and school buildings begin rapid deterioration after 40 years.** [National Center for Education Statistics, 1999]
- **\$112 billion is needed just to repair existing schools across the nation that are in poor condition.** One-third of all school buildings – about 25,000 schools – need extensive repair or replacement, according to the GAO. [General Accounting Office, 1995]
- **2,400 new public schools will be needed by 2003 to accommodate rising enrollments and to relieve overcrowding.** [National Center for Education Statistics, 1998] The average elementary school costs \$8 million to build, and the average high school costs \$16 million. [Council for Educational Facility Planners International, 1997]

"Deplorable conditions exist in hundreds of the nation's 80,000 public schools – in rural towns, suburbs and inner cities..."

A chimney dropped into a school library in South Dakota last year while students were away on a long President's Day weekend.

Dry rot, weak foundations and insulation problems forced officials to condemn an Oregon middle school. Students now attend class in trailers set up on the front lawn.

Computer wire is simply draped along ceilings at an aging school in Iowa as students wait for a new school to be built."

--The Star-Ledger, Newark NJ, 8/30/98

"Mukilteo School District [in Washington State], which has seen its enrollment double in the last ten years to 14,456 in 1998, currently uses 92 modular classrooms, despite having built six new schools and made additions to five others."

--Baby Boom Echo Report, Department of Education, 1998

Interest on School Construction Bonds is a Big Expense

Many states and school districts issue tax-exempt bonds to raise money for school construction. Bond buyers essentially agree to loan money to the state or the school district, with the understanding that the money will be paid back with interest over a number of years. Interest payments take a big chunk out of the pocketbooks of local taxpayers.

- **The interest on a typical 30-year tax-exempt bond almost equals the amount borrowed.** Even on less typical 15-year tax-exempt bonds, the interest is still significant -- totaling about 65 percent of the amount borrowed.

U.S. Department of Education, 5/20/99