

How Communities Could Save Money on School Modernization

The Administration's proposal would make school construction and renovation much cheaper for states and school districts through new School Modernization Bonds. The federal government would pay the interest on School Modernization Bonds by providing tax credits to bond holders that, on average, equal the interest payments on these bonds. States and school districts that normally use 30-year tax-exempt bonds to pay for school construction could save millions of dollars in interest payments through School Modernization bonds. These savings will help communities stretch their limited resources to pay for additional school construction.

The Administration's proposal would make nearly \$25 billion in bonds available to states and districts over the next two years to build and modernize up to 6,000 public schools:

- \$11 billion in bonds would be available to states, and the states could allocate these bonds to districts according to their own assessment of priority needs and ability to pay.
- \$11 billion in bonds would be available to the 100 school districts serving the highest numbers of low-income children.
- \$400 million in bonds would be available to schools funded by the Bureau of Indian Affairs.
- \$2.4 billion in bonds would be available to states for school construction, renovation and other expenses related to business-school partnerships in low-income communities.

Fairfax County School District in Virginia is a fast-growing suburban district that uses trailer classrooms for about 14,000 students. Almost half of the district's schools are over capacity, and 2,250 new students are expected to enroll in the upcoming school year alone. The Superintendent recently proposed a \$296 million bond referendum for school construction to relieve over-crowding. If Fairfax County passes the \$296 million referendum and issues 30-year tax-exempt bonds, it would have to pay almost \$296 million in interest on those bonds, for a total cost of about \$592 million. Depending on the state's allocation of School Modernization Bonds to school districts, Fairfax could save up to \$296 million in interest payments by issuing up to \$296 million in School Modernization Bonds.

In April of 1999, voters in Summit Hill School District #161 in Illinois passed a \$23 million bond referendum to help renovate five schools and build a new elementary school. If the district issues \$23 million in 30-year tax-exempt bonds, it would have to pay almost \$23 million in interest on those bonds, for a total cost of about \$46 million. Depending on the state's allocation of School Modernization Bonds to school districts, Summit Hill could save up to \$23 million in interest payments by issuing up to \$23 million in School Modernization Bonds.

Designing Schools as Centers of Community

The President's FY2000 budget also includes a new \$10 million proposal to provide competitive grants to school-community partnerships to support broader citizen engagement in the design of individual school facilities or school system master plans. Community involvement in the planning and design of new schools can spark innovation and produce savings through cost-sharing and energy-efficiency, and it can help maximize the use of school facilities as centers of community.

For More Information:

The Department of Education's School Modernization Website – <http://ed.gov/inits/construction/>
The National Clearinghouse for Educational Facilities Website – <http://www.edfacilities.org/>

News & Facts

Frequently Asked Questions (FAQs)

Text of Proposition BB

Frequently Asked Questions (FAQs)

Reprinted and updated from Spotlight, the newsletter for LAUSD employees, May 23, 1997.

QUESTIONS AND ANSWERS ABOUT PROP. BB FUNDS

Getting the work done after the election

Repairs began at schools the day after Proposition BB was approved by voters on April 8. For instance, schools are now being painted and security grills and chain link fences are being replaced or repaired. While these repairs are being made, throughout the district, other activities to ensure the wise spending of Proposition BB funds are ongoing. The following are answers to just some of the questions that have been raised since the proposition was passed.

Q. What is the role of the program management firm?

A. In the next few weeks, the Board of Education will be selecting a firm to help the district prepare a master schedule for all repair projects.

A draft master schedule will be distributed to schools for their review. This multi-year schedule will ensure equity throughout the clusters as well as ensure that projects are completed in a cost-effective manner and in a logical sequence. Most repairs will be completed within three to five years. Air conditioning will be on the fastest schedule and new construction and modernization will vary depending on the availability of state matching funds.

Q. What priorities will the program management firm consider to make up the master schedule?

A. The challenge the program management firm will have is to take more than 10,000 different types of repairs that were listed on almost 900 school contracts and prioritize the work schedule. Priorities and scheduling will vary depending on the needs and circumstances of the schools. For example:

* A school may need a new roof as exterior and interior painting. The roof will be the first job undertaken because it will be essential to protect the new paint.

* Installation of wiring for computers, intercom systems, security and fire alarm systems will result in areas that need patching and painting. That work will be undertaken before any interior painting on the contract.

* If a school is scheduled to receive portable classrooms and paving, the classrooms will be provided first because the utility and water lines are laid under the paving and we won't want to break up brand new playground paving.

* Schools with records of significant break-ins and vandalism will have priority for installing security grills. (The first 25 schools already have been identified by using vandalism reports, and security grills are being made and installed by the maintenance staff.)

* Since the conduits for security systems is also used for computer wiring, fire alarms and intercoms, those systems, if needed, will be completed at the same time as the security wiring.

* The development of the draft schedule will take at least 30 to 60 days. When the draft is completed, it will be circulated to schools, the community, the board and the Blue Ribbon Citizens Oversight Committee for review and comment. It is anticipated that the master schedule will be completed and posted in the early part of August.

Q. What is, the role of the project management firms?

A. Approximately ten project management firms will be selected to work directly with the school sites so that individual projects are done in a timely fashion, and cause the least disruption at the schools. These firms will work closely with designers, contractors, the schools and the school communities to help communicate the progress at the sites.

Q. Will we have an opportunity to change our school contract because our needs and conditions have changed?

A. While new emergency repairs are identified daily and will be addressed with the ongoing maintenance budget, schools had the opportunity to revise their contracts prior to the April election. Their revisions were to reflect repairs that were completed and, with the help of Maintenance and Operations Branch, to add new repairs to the list.

Q. What is the role of the Blue Ribbon Citizens' Oversight Committee?

A. An external independent oversight committee is already meeting on Proposition BB to ensure all projects are completed on time and within budget. This committee is made up of 11 representatives from the following agencies and organizations:

- * American Institute of Architects, Los Angeles Chapter
- * Associated General Contractors of California, Los Angeles District
- * California Congress of Parents, Teachers and Students (a representative from both the 10th and 31st districts)
- * City of Los Angeles Controller
- * Mayor, City of Los Angeles
- * The Los Angeles County Board of Supervisors
- * Los Angeles Chamber of Commerce
- * Los Angeles County, Federation of Labor, AFL-CIO
- * Structural Engineers Association of Southern California
- * Howard Jarvis Taxpayers Association

The committee's responsibilities include:

- * Meet at least quarterly to review expenditures of bond proceeds. (They also will be meeting monthly in different regions, of the district to receive input from the community.)
- * Report findings quarterly to the board and to the public
- * Recommend improvements to processes and procedures as they relate to scheduling, planning and completion of projects
- * Report immediately to the Board and to the public any substantial expenditure of bond proceeds in conflict with the purposes approved by the board and the contracts established with the schools

Q. What is the process for new construction and modernization projects?

A. Nine-hundred million dollars of the bond funds have been set aside as matching funds for state construction and modernization. Projects, of course, must have "eligibility" in accordance with state laws and regulation. One of the first projects to receive matching funds is the replacement school for Tweedy Elementary students who must be moved by the year 2000. The state already has provided its half of the land and construction costs.

Q. My school community has a new "need." Should we contact the oversight committee to fund our project from the bond funds?

A. The oversight committee is not responsible for making decisions about allocating funds to projects. That is a decision that only the board can make.

Q. Is anything being done to make the state approval process move more quickly?

A. District officials are meeting and working with representatives from the State Allocation Board and the Division of State Architects to help the district "fast track" many of the projects that will be funded with Proposition BB money. Some changes require legislative action.

Q. What, if any, is the relationship between previous funding for unfinished projects such as FEMA and Proposition BB?

A. If your school was only partially painted as part of FEMA repairs, the bond enables us to complete the painting. Our parents and community remember the campaign promises regarding work for the community and the businesses. How can they be considered for a fair share of the work and not be told 'you are too late' or 'they have all been selected'?

Work will be done by contractors through competitive bids which are required by law. Most of the bids will be awarded to local companies because travel and housing costs add to the bid price of companies in other counties. The district encourages small, minority-, women- and disabled veteran owned businesses to apply.

Interested construction firms should contact the Bid Processing Unit, (213) 742-3665, Fax: (213) 748-1729. There also is a Bid Hot Line, (213) 743-3669.

Architects and engineers should call (213) 633-8033 for applications.

Real estate consultants should call (213) 633-7581.

The district also gives the information about the bids to trade publications to help in reaching out to local businesses.

Q. Since Proposition BB passed, I have seen no work in progress in my work or home community. Where is the work being done and how can I determine progress is being made?

A. There are already 321 projects in progress at 259 schools. Schools can help keep the community and staff informed by making announcements at meetings, placing updates in newsletters or putting in on the school marquees. Also, watch for banners on school fences announcing work is underway.

Q. Will special education students and schools benefit from Proposition BB?

A. All schools in the district - elementary, middle, senior, special education, children centers and adult schools - will have repairs completed with Proposition BB funds. In addition, depending on need, schools will benefit from the air conditioning and wiring for technology.

In addition, as major construction/modernization occurs on school campuses, the state and federal laws require that 20 percent of the budget be used for handicapped access alterations. The Division of the State Architect (DSA) is responsible for viewing architectural plans to ensure that this occurs.

Text of Proposition BB

To improve health and safety conditions in 800 neighborhood schools and improve classroom instruction, by replacing deteriorating roofing, heating, plumbing, electrical systems; providing earthquake reinforcements, asbestos removal, increased campus security; reducing class size, upgrading science labs, wiring for computer technology and air conditioning; with guaranteed annual audit and no money for administrators' salaries, shall the Los Angeles Unified School District issue \$2.4 billion in bonds, at the legal interest rate for repairs/construction?

BONDS YES - - - - BONDS NO

Programs Administered by the Office of Public School Construction for the State Allocation Board

- + School Facility Program
 - + New Construction
 - + Modernization
- + Deferred Maintenance Program
- + State Relocatable Classroom Program
- + Lease-Purchase Program
 - + New Construction
 - + Modernization/Reconstruction
 - + Air Conditioning Program
- + Unused Site Program
- + Child Care Program
- + Contract Registration

Satellite Offices

Fresno Office

Fresno County Office of Education
2030 Fresno Street, Room 210T
Fresno, CA 93721

Main Telephone Number (209) 497-3916
FAX Number (209) 497-3917

Colton Office

San Bernardino County Superintendent
of Schools
Conference Room North
1040 East Cooley Drive
Colton, CA 92324

Main Telephone Number (909) 433-4861
FAX Number (909) 433-4862

San Diego Office

San Diego County Superintendent
of Schools
6401 Linda Vista Road, Room 406
San Diego, CA 92111

Main Telephone Number (619) 292-3598
FAX Number (619) 614-0365

Organization

The State Allocation Board is responsible for allocating state resources used for the construction, modernization and maintenance of local school facilities. The Office of Public School Construction administers the Programs for the State Allocation Board.

State Allocation Board

Director of Finance B. Timothy Gage
(Represented by Annette Porini)

Interim Director of General Services Clifford Allenby
(Represented by Karen McGagin)

Superintendent of Public Instruction Delaine Eastin
(Represented by Duwayne Brooks)

Senate Member Dede Alpert

Senate Member Patrick Johnston

Assembly Member Marco Firebaugh

Assembly Member Scott Wildman

Executive Officer Ted Dutton

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School Facility Program

The New Construction Grant

The New Construction program provides State funds on a 50/50 state and local sharing basis for public school capital facility projects in accordance with statute. Eligibility for State funding is based on a district's need to house pupils and is determined by criteria set in legislation (SB 50).

Education Code Section 17072.10 establishes the "new construction grant" per unhoused pupil for new construction projects. The State Allocation Board approved the annual adjustment to the grant on February 24, 1999. The adjusted grants are as follows:

- \$5,240 for each elementary school pupil.
- \$5,542 for each middle school pupil (include 6 grade, if part of a 6-8 school).
- \$7,255 for each high school pupil.

This "new construction grant" amount is intended to provide the State's share for all necessary project cost with the exception of site acquisition, utilities, off-site and service-site development. The necessary project cost include, but are not limited to, funding for design, the construction of the building, general-site development, education technology, unconventional energy, tests, inspections and furniture/equipment. The grant amounts are adjusted for inflation each year.

November 1998 School Bond Fund Breakout

FUNDS AVAILABLE AS OF NOVEMBER 4, 1998

NEW CONSTRUCTION	\$1,350,000,000	*
MODERNIZATION	800,000,000	*
HARDSHIP	500,000,000	**
CLASS SIZE REDUCTION	700,000,000	**
SUBTOTAL	\$3,350,000,000	

ADDITIONAL FUNDS AVAILABLE JULY 1, 2000

NEW CONSTRUCTION	\$1,550,000,000	*
MODERNIZATION	1,300,000,000	*
HARDSHIP	500,000,000	**
SUBTOTAL	\$3,350,000,000	

* Not Less Than

** Not More Than

GRAND TOTAL \$6,700,000,000

The Modernization Grant

The State Modernization Program provides State funds on a 80/20 basis for improvements to educationally enhanced school facilities. Projects eligible under this Program include such modifications as air conditioning, plumbing, lighting, and electrical systems. Site acquisition may not be included in modernization applications.

Education Code Section 17074.10 establishes the "modernization grant" for each pupil to be housed in buildings to be modernized. The State Allocation Board approved the annual adjustment to the grant on February 24, 1999. The adjusted grants are as follows:

- \$2,263 for each elementary school pupil.
- \$2,394 for each middle school pupil.
- \$3,134 for each high school pupil.

The "modernization grant" amount is intended to provide the State's share for all necessary project cost. The necessary project cost include, but are not limited to, funding for design, the modernization of the building, education technology, unconventional energy, tests, inspections and furniture/equipment. The grant amount is adjusted for inflation each year.

School Facility Program

Project Application Package

New Construction	Modernization
Enrollment Certification Projection	Eligibility Determination
Existing School Building Capac- ity	Application for Funding
Eligibility Determination	
Application Determination	<i>These forms are available on the</i>

Funding

Funds for this Program may be from any funding source made available to the State Allocation Board. This includes the State General Fund and proceeds from the sale of State General Obligation Bonds. In addition, districts are required to provide a portion of the cost of a project from funds available to the school district. This may include, among other sources, local general obligation bonds, developer fees, general fund, etc.

School Facility Program Construction Process

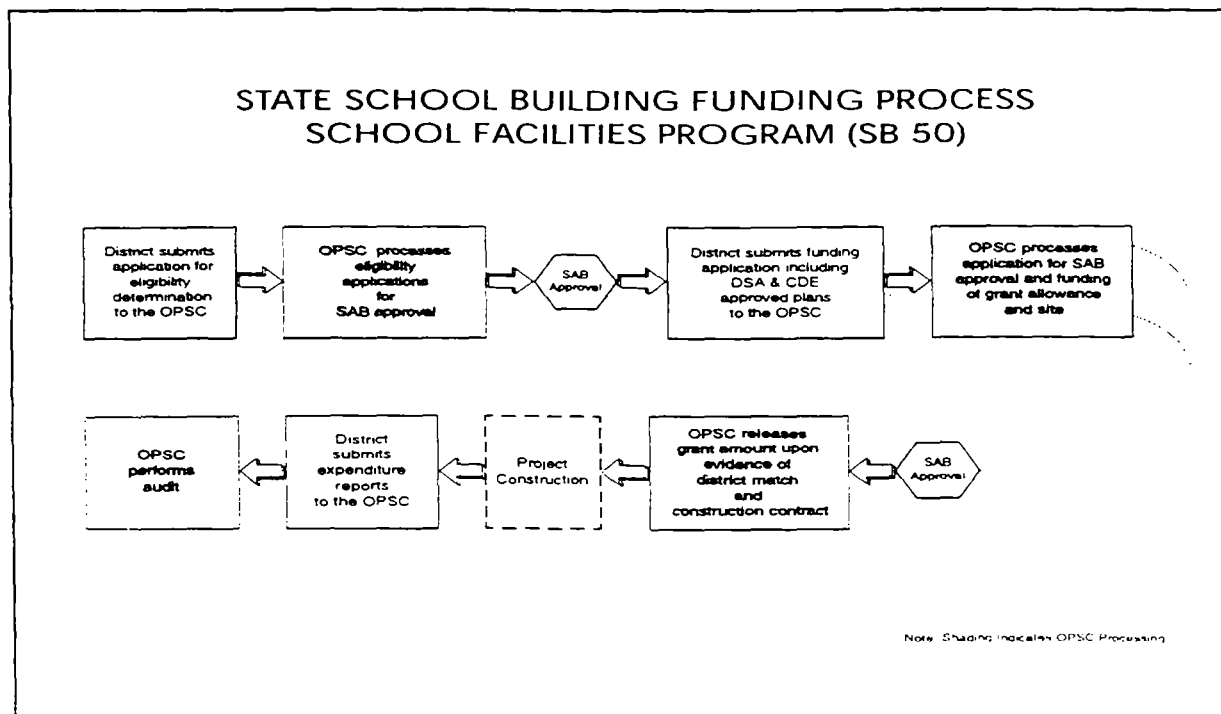
The process of constructing or modernizing a school building originates with and is the responsibility of the individual school district. The school district determines the type and size of the school building utilizing criteria set forth from the California Department of Education. The size is also determined by the number of students to be housed in the facility and consideration of health and safety issues designated by the appropriate State agencies. The school district should encourage and incorporate participation from the local community for input into the site location and design features. The school district usually utilizes community information workshops to generate community input and support. Dedication by the district and support from the community are as important as the site selection approval and acquisition process that may take one or more years.

In the meantime, the school district should have passed a local bond with a 66 2/3% majority vote or secured alternative funding for its share of the project. Without this funding, the school district cannot meet the 50% funding requirement for new construction and the 20% funding requirement for modernization projects.

A district may submit an application to the Office of Public School Construction for eligibility determination prior to commencing the project design.

The Office of Public School Construction will make every effort to process the eligibility application for State Allocation Board approval within 30-60 days. After the initial approval is attained, the district may proceed with the hiring of an architect for the development of plans and specifications for the school. Once the plans and specifications are completed by the architect, they are forwarded to the Division of the State Architect for processing. In order for the district to request construction funding, the district is required to verify that they have their 50/20% share of the project cost, stamped Division of the State Architect plans and approval of the site and plans by the California Department of Education. In the event the district is unable to share in the cost of the construction, the district can pursue financial assistance through the hardship provisions. Once the completed application is received, the Office of Public School Construction, will make every effort to process the application within 30-60 days and will present it to the State Allocation Board for consideration of approval.

With all approvals and funding in place, the actual construction time on an average school of 2,000 students, takes approximately two years. Total design development and construction time from concept to occupancy is between 2 to 4 years. However, portable school construction projects can be completed within 9 to 15 months from concept to occupancy.



Relocatable Classroom Program

The State Relocatable Classroom Program is designed to meet classroom needs for those districts impacted by excessive growth or unforeseen classroom emergencies. The State Allocation Board allocates funds for the acquisition, installation and relocation of safe relocatable classroom facilities. The classrooms are leased to the school districts for up to \$4,000 per year on a year-to-year basis. These 960 square foot facilities are insulated and air conditioned.

State Relocatable Classroom Program

Application Package

Eligibility
Worksheet
SAB 25-1

Application to
Lease State
Relocatable
Classroom
SAB 25-2

Funding

Funding for this Program may be from any funds available to the State Allocation Board. This may be from the State General Fund, lease and sale revenues, or from the proceeds from the sale of State General Obligation Bonds.

Deferred Maintenance Program

The State School Deferred Maintenance Program provides State matching funds, on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes plumbing, heating, air conditioning, electrical systems, roofing, interior/exterior painting, floor systems, etc. Funds are also provided for critical hardship projects if the work must be completed within one year.

Deferred Maintenance Program

Application Package

Five Year
Plan
SAB 40 -1

Critical
Hardship
Application
SAB 40-5

Funding

Funding for this Program is generated from the amount of school district repayments under the State School Building Aid Program that exceed the amount necessary to service the indebtedness on State General Obligation Bonds sold and loaned to the districts for that Program. Additional funds are available from certain State School Site Utilization Funds and may be appropriated from the State General Fund.

The State General Obligation Bond, Proposition 1A, passed by the voters on November 3, 1998, rendered the Lease-Purchase Program inoperative with the exception of certain grandfathered projects that met requirements to be funded under this Program. Although grandfathered projects may be processed according to Lease-Purchase Program policy, no new applications can be funded under this Program. The guidelines for projects to be grandfathered as Lease-Purchase projects or the School Facility Program are contained in California Code of Regulation, Sections 1859.11 through 1859.16.

Lease Purchase Program

New Construction

The Leroy F. Greene State School Building Lease-Purchase Law of 1976, also called the Lease-Purchase Program, provides State funds for public school capital facility projects in accordance with statute and State Allocation Board policy.

Eligibility for State funds is based upon a district's need to house current, as well as projected, enrollment and is determined by comparing the current space standards of the State Allocation Board to the total space available in the district.

Once eligibility is determined, current law specifies the amount of space, on a per pupil basis, which may be constructed with State funds. These "allowable building area standards", which are on a per square footage basis, vary per grade as well as by type of facility and are intended to provide space for classrooms, passing areas, school administration space, gymnasium, multi-purpose and other school subsidiary facilities.

Modernization/Reconstruction

The Lease-Purchase Modernization Program provides funds for improvements to educationally enhance permanent school facilities that are at least 30 years old and portable buildings that are 20 years old. Projects eligible under this Program include such modifications as air conditioning, plumbing, lighting, and electrical systems. Site acquisition may not be included in modernization applications.

To accomplish modernization, the Program provides funding of up to 25% of the current replacement value of the building. Additional funding is provided for planning, handicap access compliance, including elevators when appropriate, alternate energy systems for the structure, testing, inspection and furniture and equipment.

The Lease-Purchase Reconstruction Program, like the Modernization program, provides funding for improvements in school facilities at least 30 years old. However, the Reconstruction Program provides funding for structural improvements, as well as the traditional modernization improvements. The extra funding is available only when the reconstruction project will result in increased capacity of the facility being reconstructed. The total allowance is limited up to no more than 75% of the current replacement value of the building.

Summary of Bond Allocations & Deferred Maintenance Allocations 1986 - 1996

	November-86	June-88	November-88	June-90	November-90	June-92	November-92	March-96	Grand Total
Growth	680,000,000	585,000,000	682,000,000	630,000,000	631,000,000	1,403,000,000	678,000,000	1,127,800,000	6,416,800,000
Modernization	80,000,000	136,000,000	93,000,000	123,000,000	105,000,000	446,000,000	182,000,000	705,000,000	1,880,000,000
Ed-Tech-Counties	.	.	.	.	.	.	.	45,000,000	45,000,000
Air-Conditioning	40,000,000	26,000,000	.	33,000,000	44,000,000	49,000,000	12,000,000	26,800,000	230,800,000
State Relocatables	.	53,000,000	.	14,000,000	20,000,000	.	.	37,600,000	124,600,000
Asbestos	.	.	25,000,000	.	.	2,000,000	7,000,000	.	34,000,000
Northridge Earthquake 60/40	.	.	.	.	.	.	11,000,000	13,400,000	24,400,000
Roofs	.	.	.	.	.	.	.	30,000,000	30,000,000
Joint Use	.	.	.	.	.	.	.	25,000,000	25,000,000
Child Care	.	.	.	.	.	.	.	5,000,000	5,000,000
Contingency Reserve	.	.	.	.	.	.	.	19,000,000	19,000,000
Total Bond Funds	\$800,000,000	\$800,000,000	\$800,000,000	\$800,000,000	\$800,000,000	\$1,900,000,000	\$900,000,000	\$2,065,000,000	\$8,865,000,000

Deferred Maintenance	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	Totals
Excess Repayments	51,800,000	54,000,000	49,900,000	46,500,000	53,600,000	47,500,000	44,600,000	40,500,000	35,356	29,201	\$388,464,550
Other Legislation	23,000,000	23,000,000	23,000,000	22,400,000	.	.	24,700,000	50,000,000	100,000,000	115,000,000	\$381,100,000

Lease Purchase Program

Growth - 535,552 Students Housed Modernization - 710,269 Students Housed Relocatable Classroom Program - 175,590 Students Housed

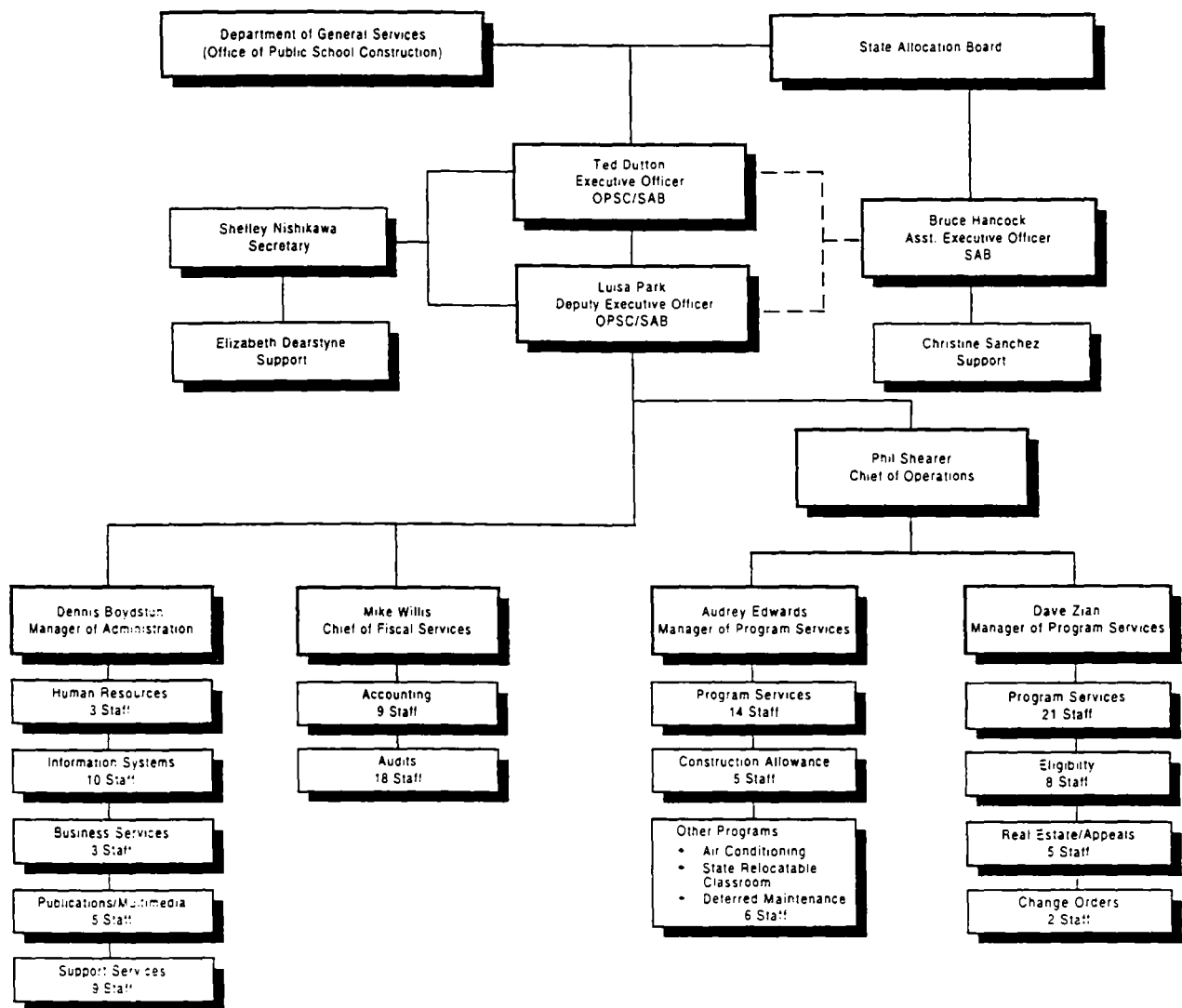
Note: Administrative costs are less than 1%.

Note:

The State Allocation Board has a Disabled Veteran Business Enterprise policy which is applicable to the Lease-Purchase Program and the Relocatable Classroom Program. The policy does not apply to any other programs administered by the State Allocation Board. For additional information regarding the Disabled Veteran Business Enterprise policy please see our web site.

Office of Public School Construction

Organizational Chart





Site Review

When a school district is planning to acquire a site for a school, the district must take many factors into consideration. To help the district focus on the site selection process, the School Facilities Planning Division has developed three work sheets, which are included in this appendix. The work sheets are based on a set of criteria which affect school site selection.

Although these criteria are not the only ones the site selection team should consider, the team may find them useful in explaining the selection process to school boards. These criteria can also help the site selection team screen available plots and identify at least three acceptable sites from which the final choice can be made.

Twelve primary criteria for site review consideration are listed in the work sheet entitled "Site Review Considerations." Each primary criterion includes secondary criteria designed to help the team focus on and analyze a given site. Designed to provide details of the task to be undertaken, the secondary criteria can be used by the team to understand better the types of data needed in the identification, selection, and acquisition of a school site.

After considering the primary and secondary criteria included in the following work sheet, the team should rank the sites in order of acceptability by completing the second and third work sheets, "Site Review Analysis" and "Site Evaluation Summary."

Site identification		Grade level
Location	Gross acres	Estimated value

Site Review Considerations

	OK	Potential problem
Safety <i>Factors to avoid:</i> ▫ Adjacent to highways and railroads and lacks a sound buffer ▫ Within two miles of an airport runway or a heliport ▫ Close to high-voltage power lines ▫ Contaminants or toxics in the soil or groundwater from landfills, dumps, chemical plants, refineries, fuel tanks, nuclear plants, or agricultural use of pesticides/fertilizers ▫ Close to open-pit mining ▫ On or near a fault zone or active fault ▫ In an inundation area of dam or flood plain ▫ Social hazards in the neighborhood, such as high incidence of crime and drug or alcohol abuse		
Location ▫ Strategically located to avoid extensive transporting and to minimize student travel distance ▫ Compatible with current and future zoning regulations ▫ Close to public services, such as libraries, parks, and museums ▫ Favorable orientation to wind and natural light		
Environment ▫ Free from sources of noise that may impede the instructional process ▫ Free from air pollution, smoke, dust, and odors ▫ Provides aesthetic view from and of the site ▫ Compatible with the curriculum		

	OK	Potential problem
Soils - Close to faults or fault traces - Stable subsurface and bearing capacity - Danger of slides or liquefaction - Percolation for septic system and drainage - Adequate water table level - Existing land fill reasonably compacted <i>Note:</i> A geologic test must be conducted to determine soil conditions.		
Topography - Surface and subsurface drainage - Rock ledges or outcroppings - Feasibility of mitigating steep grades - Level area for playfields		
Size and Shape - Net acreage consistent with recommendations of the School Facilities Planning Division's <i>School Site Analysis and Development Guide</i> - Appropriate length-to-width ratio - Sufficient open play area and open space - Potential for expansion for future needs - Adequate and separate bus loading and parking		
Accessibility - Access and dispersal roads - Natural obstacles such as grades or gullies - Obstacles such as crossings on major streets and intersections, narrow/winding streets, heavy traffic patterns - Freeway access for bus transportation - Routing patterns of foot traffic		

- Close to faults or fault traces
 - Stable subsurface and bearing capacity
 - Danger of slides or liquefaction
 - Percolation for septic system and drainage
 - Adequate water table level
 - Existing land fill reasonably compacted
- Note: A geologic test must be conducted to determine soil conditions.*

Topography

- Surface and subsurface drainage
- Rock ledges or outcroppings
- Feasibility of mitigating steep grades
- Level area for playfields

Size and Shape

- o Net acreage consistent with recommendations of the School Facilities Planning Division's *School Site Analysis and Development Guide*
- o Appropriate length-to-width ratio
- o Sufficient open play area and open space
- o Potential for expansion for future needs
- o Adequate and separate bus loading and parking

Accessibility

- Access and dispersal roads
- Natural obstacles such as grades or gullies
- Obstacles such as crossings on major streets and intersections, narrow/winding streets, heavy traffic patterns
- Freeway access for bus transportation
- Routing patterns of foot traffic

	OK	Potential problem
Public Services		
▫ Fire and police protection		
▫ Public transit service		
▫ Trash and garbage disposal		
Utilities		
▫ Availability of water, electricity, gas, sewer		
▫ Feasibility of bringing utilities to site (cost)		
▫ Utilities reasonably available to site		
▫ Restrictions on right of way		
Cost		
▫ Reasonable costs for site preparation (drainage, parking, driveways, removal of existing buildings, and grading)		
▫ Reasonable costs for condemnation, severance damage, and legal fees		
▫ Reasonable maintenance costs		
Availability		
▫ Title clearance		
▫ Condemnation of buildings and relocation of residents		
Political Implications		
▫ Public acceptance of the proposed site		
▫ Receptivity of city and/or county planning commission		
▫ Zoned for prime agricultural or industrial use		
▫ Negative environmental impact		
▫ Coordination of proposed school with future community plans		
Comments		

Site Review Analysis

After the team has considered the criteria listed in the work sheet, "Site Review Considerations," it should use the following work sheet to rank each site. The number of points assigned to each factor is based on the experiences of the consultants in the School Facilities Planning Division.

Note: A score of zero on a critical factor such as safety, for example, indicates that the negative aspects of that factor could not reasonably be mitigated. Therefore, the site should be eliminated from consideration, regardless of potential high scores on other factors.

<i>Site identification</i>		<i>Grade level</i>
<i>Location</i>	<i>Gross acres</i>	<i>Estimated Value</i>

	0	1	2	3	4	5	Total points
FACTORS							
Safety (20 possible points)	<i>Dangerous</i>					<i>Safe</i>	x4=
Location (15 possible points)	<i>Remote</i>				<i>Convenient</i>		x3=
Environment (10 possible points)	<i>Polluted</i>					<i>Clean</i>	x2=
Soils (10 possible points)	<i>Unsuitable</i>					<i>Suitable</i>	x2=
Topography (10 possible points)	<i>Unsuitable</i>					<i>Suitable</i>	x2=
Size and shape (10 possible points)	<i>Inadequate</i>					<i>Adequate</i>	x2=
Accessibility (10 possible points)	<i>Obstructed</i>					<i>Accessible</i>	x2=

	0	1	2	3	
Public services (3 possible points)	<i>Unserviced</i>			<i>Serviced</i>	x1=
Utilities (3 possible points)	<i>Unavailable</i>			<i>Available</i>	x1=
Cost (3 possible points)	<i>Expensive</i>			<i>Economical</i>	x1=
Availability (3 possible points)	<i>Easy</i>			<i>Difficult</i>	x1=
Political implications (3 possible points)	<i>Conflict</i>			<i>Harmonious</i>	x1=

Total points

(Possible 100)

Clinton Presidential Records Digital Records Marker

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NEW SCHOOLS • BETTER NEIGHBORHOODS

August 1999

U P D A T E

www.nsbns.org

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How Will We Build Schools in L.A.? LAUSD's TOKOFSKY & NSBN's ABEL

The extent of the challenge facing LAUSD as it attempts to design and build over 100 needed new schools is only now becoming clear. State-level regulatory barriers, outdated site acquisition processes, and the difficulties inherent in large-scale organizational change conspire to make LAUSD's task almost Herculean. In the face of that, LAUSD Board Member David Tokofsky recently agreed to Chair the Board's Facilities Committee, which will have oversight of this massive building effort. He recently sat down with NSBN Chair David Abel to discuss the task we face, and how to overcome the obstacles in front of us.



David Tokofsky

Mr. Tokofsky, as the new Facilities Chair of the School Board, please describe the magnitude of the facilities challenge for LAUSD?

David Tokofsky
Chair, Facilities Committee
LAUSD School Board

On a scale of 1 to 10, it's a 10. Districts around the State are moving fast and furious—and potentially much more efficiently than we are—to select sites and get them on the State's list for approval.

We have to build nearly 100 new schools in the next few years, and that's still not enough to house our kids. We also need to do things right—innovatively and efficiently—so that we can go back to State and local voters for further finan-

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INCLUSIVE NEW SCHOOL PLANNING: CONNIE RICE DEMANDS IT BE BOTTOMS UP!

Connie Rice has been at the forefront of many efforts arguing for equality and inclusiveness in Southern California's civic fabric. As Executive Director of The Advancement Project—what she terms an "action tank"—she continues to lead the way in connecting community and grassroots groups with the larger debate over important issues. NSBN was pleased that Connie agreed to be part of the effort, providing an important voice that, until now, has been largely absent from the discussion about new schools. Connie was part of a Century Cable panel discussion hosted by Bill Rosenthal, taped just after the conclusion of the May Conference at the Getty Center, entitled "Perspective on Education—Will New Schools Result in Better Los Angeles Neighborhoods?" Following is the excerpt of her comments, wherein she makes perhaps the most important point of all—that new schools are about more than just bricks and mortar; they are about Los Angeles' vision for its neighborhoods, communities and our region.

Connie, how does New Schools • Better Neighborhoods plug into the community? Involving the community and the people who live in the neighborhood in planning has always been a challenge. Did you get a sense at the Getty symposium that there will be more of that this time?

Connie Rice
The Advancement Project

In the first conversation I had with David Abel about this, we discussed how the siting, planning, and design process for schools should include people from the neighborhood where the school would be located. People from the neighborhood would tell us what they want the school to do in their community.

The vision is this: Imagine a school that doesn't just shut down after three o'clock—it's open at six

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NSBN Update
August 1999

LESSONS FROM THE GETTY CONFERENCE: PUTTING THE PUBLIC BACK INTO PUBLIC EDUCATION

The NSBN Conference held at the Getty Center in May provided a rare and welcome opportunity for local, State and national leaders to discuss the siting and design of our schools. One of the most compelling por-

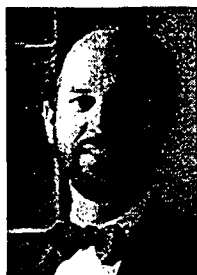
tions was the contrast provided by the two case studies presented. Here, **architect, school planner and NSBN consultant Steven Bingler** explains the issues involved and provides insight into what we can learn from them.

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



Steven Bingler

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 statewide 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, edu-

cators, 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

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"We are delighted to have the help of all these talented people. They are the best of the public to have in public education."

**Dr. Ruben Zacarias,
Superintendent,
LAUSD**

"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."

HIDDEN ASSETS OF LOS ANGELES: GETTING THE MOST FROM OUR SCHOOLS

3

NSBN Update
August 1999

Joint-use of schools has been a longstanding idea that has seen very little reality. But with fewer available sites, increasing need, and voter-approved money for community facilities such as libraries and parks, L.A. has never been better situated to get more out of our schools while increasing their value to the community. Here, UCLA Professor Richard Weinstein presents both past problems and future opportunities for joint-use.

By **Professor Richard Weinstein**
UCLA Architecture and Urban Design

Los Angeles is perhaps the least successful urban center in the nation at delivering services to its population and planning for the future. This is because we were founded on the concept of many villages amid a natural landscape loosely (and effectively) connected by the old red line transit system. Over time, an extended pattern was overlaid by new development filling the spaces in between in a haphazard fashion favoring the quick individual deal over the consolidated community.

As long as there was abundant space, the consequences of this pattern of growth were not as evident as the advantages which attracted new enterprise. As Mullholand said when the first water came through the aqueduct: "There it is, take it!"

The water made what we are today possible, but in using it to expand we adopted expedient political arrangements to accommodate our mixed up collection of settlements. These arrangements have become so complex, with so many cities, so many overlapping county, state and municipal bureaucracies, that concerted action is almost impossible.

Will the urgency we felt as a community about education, parks and libraries, be sufficient to cure the formidable bureaucratic and political thrombosis which threatens inter-agency cooperation? There is reason to believe that a focussed effort with clear objectives, supported by the private and non-profit sector, may be able to accomplish what weary cynics would dismiss with a smile.

One reason for guarded optimism is the very impenetrable confusion of governance and accountability which has brought us to the present moment and the built environment which reflects the same maddening dilemmas. Our system of doing things, and the places we have built, are full of holes, full of redundancies and left overs, half finished and abandoned projects stranded between competing in-

terests, and sometimes forgotten. But, bless the mess because it may contain hidden assets we can use to our purpose.

Some of the biggest holes in the fabric of the city are supermarket and shopping mall parking lots which rank high on the mess list. The air rights over parking could be acquired for schools, community centers and additional parking. The commercial enterprises would be advantaged, day care and other services provided and the urban design of the area improved.

Joint development of this sort should be encouraged from the start where thoughtful design can solve the additional density resulting from mixed commercial and educational uses. Finding the land is a key issue, but we may discover more land around than may immediately be obvious.

Many agencies bank land or have land and buildings inventoried that might be used—the MTA or Water and Power, for example. They may be sitting on land that someone else may be desperate to use if they only knew about it—an abandoned right-of-way or storage facility. Agencies rarely talk to each other about such things

and sometimes don't even know what they have in the way of hidden assets.

The same is true of our major universities. If we want new schools and better neighborhoods we need to invent an institution whose mission it is to find new places and re-conceive the program and character of our schools. An institution which is designed to be an advocate for change.

To take advantage of such opportunities, the regulations which govern school construction will have to be rethought and more flexibly administered. Architects of imagination and talent, once free from calcified procedure, can identify opportunity in new places where others feel only bound by precedent. Of course few of these kinds of architects have ever worked on a school—they also represent hidden assets which we need to awaken.

"Our system of doing things, and the places we have built, are full of holes, full of redundancies and left overs. But, bless the mess because it may contain hidden assets we can use to our purpose."

"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."

*Rev. Phillip
Lance,
President,
Pueblo Nuevo
Development*

LEARNING FROM PAST MISTAKES:

A NEW MODEL FOR COMMUNITY ENGAGEMENT

NSBN Update
August 1999

"The fact that 1 out every 3 kids doesn't technically have a seat is what brought this group together. It's not good enough to just put them in seats. We have to take this opportunity, with the money on the table and the demand from these kids, to create school facilities that are better attuned to what we know works for kids in urban areas. And that's integrated involvement with their community."

**Ted Mitchell,
President,
Occidental
College**

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 site. Therefore, the Cahuenga 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 will be 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 it's 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 serve the population 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 bused—and who still 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 try-
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ing 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 Binger calls "lifetime learning centers." Many conditions in the 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 do 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 nationwide?

Steven Binger

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 can 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 Binger

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 of 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. **NSBN**

"[T]his new process puts us into a partnership, finding locations for schools and uniting the neighborhood around a vision for the community."

NSBN Update
August 1999

"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 can get these results only if school, park and college leaders are willing to share their turf... literally."

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

NSBN Update
August 1999

"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**

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cial assistance to complete the task.

Mr. Abel, what's the role and purpose of the New Schools • Better Neighborhoods project in assisting the District in accomplishing this objective?

David Abel
Chair

New Schools • Better Neighborhoods Initiative

The District, as David Tokofsky noted, has the challenge of building not just 50, but over 100 new schools to meet the demands of a growing student body, and the task of creating room for probably 15,000 students on an annual basis who technically don't have chairs and appropriate classrooms. A public-private partnership with civic leadership can only be helpful to the District.

The NSBN project flows directly out of a symposium at the Getty Center in May that addressed why it's been so difficult for the L.A. School District to fund, site and design new facilities. The symposium addressed why there's so little public participation, what regulatory changes are needed to facilitate public participation, and the policies inhibiting joint-use of these school sites.

That has led to a lot of enthusiasm and support from the School Board and School District staff as these civic and neighborhood leaders are taking part in a summer-long effort to accomplish the NSBN mission.

These civic activists want to assist the District in finding better sites for smaller schools in neighborhoods. The schools should be the centers of those neighborhoods and take advantage of library bonds, recreation and park bonds, and health dollars to serve kids in a more efficient and productive way for the 21st Century.



David Abel

Mr. Tokofsky, what do you see as the hurdles facing LAUSD in securing the necessary funding to site and build new schools in Los Angeles?

David Tokofsky

The challenge is to take the energy, entrepreneurship, and creativity of NSBN's work and balance it with the necessity of navigating the bureaucracy and following the State requirements for local districts to build schools.

Mr. Abel, what specific assistance can the New Schools • Better Neighborhoods project be to David's Facilities Committee?

David Abel

Cities like L.A. face the obstacles of being composed of older, denser neighborhoods in which large sites are impossible to find, and when found, are usually toxic brownfields. Finding compatible sites for LAUSD is one of our chief missions, but we want the neighborhoods to be involved from the beginning of the search.

NSBN wants to facilitate the capacity of school districts like L.A. Unified to provide joint-use solutions for these needs—linking with libraries and parks. None of these innovations have been incorporated into the regulations or incentives provided by the State Allocation Board or State facilities people. They've used a suburban model and have not adjusted to the dense urban needs of cities like L.A., San Francisco and San Jose.

We're talking with City, regional and neighborhood leaders about how they can partner with the School District to make schools serve as centers of communities—meaning that, instead of the usual 5 or 6 hours per day, schools are open 10 to 12 hours a day. So we're bringing a wide range of people into this process, and we'll continue

to be an adjunct support group for the Board's Facilities Committee and staff.

Belmont. What are the lessons to be learned from LAUSD's commitment to the \$250-million Belmont High School. Is this school a part of the new facilities plan paradigm, or the old?

David Tokofsky

Creating a school that packs 5,000 children into one corner of a 30-acre lot is clearly part of the old paradigm. Yet, there were sprinklings of rhetorical flourishes about changes in curriculum—about making small schools out of this large facility. There were also discussions of design-build and "guaranteed maximum price" that all masked that old paradigm.

We need to build small schools and more intimate learning places—not in a condensed, packed area like Belmont, but more like UC Santa Cruz or UC San Diego, which are broken up into smaller, separate colleges with separate identities. The new paradigm requires us to take ideas like design-build and mixed-use—that were expressed at Belmont but have

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failed—and make them real.

Ultimately, kids could be attending the equivalent of a small, private school, but on a campus that deals with the demographic necessities of a large, urban public school system.

David Abel

We're developing a model community participation process for a new elementary school site in Cahuenga. We're bringing in architects and planners from outside the region to work with 100 to 150 community leaders first to find one, two or three smaller sites and then to help design these new schools—having the *community* help shape the uses for the site.

Hopefully, we'll then use this model for six additional projects, one in each School Board district. The Cahuenga process hopefully will demonstrate to people involved with facilities, architecture, and funding in the School District, in neighborhoods and at the State level that a community-based planning process is not only possible, but a blessing for our dense urban metropolitan communities.

Mr. Tokofsky, in conclusion, how do we measure the success of these efforts over the next 4 to 6 months? What should be the benchmarks our readers look for to know whether or not the District's on the right track to meeting the facility needs of not only the students in this District but the communities and neighborhoods of this metropolis?

David Tokofsky

There's a very simple one: we have to measure the number of schools completed. That will be the most concrete measure we have of how we're dealing with the 18,000 kids who are bused out of their neighborhoods, the 50% of all elementary kids who are on a year-round schedule, and the demographic baby boom echo that is coming into the schools right now. It's a monumental task that's going to take cooperative efforts from civic, District and community leaders.

That's why I want my Facilities Committee to be where the Board and District staff are not—with the BB Oversight Committee or NSBN. With time pressures involved, all our troops need to work together to give the students what they need. **NSBN**

BINGLER: THE SYSTEM PREVENTS GOOD DECISIONS

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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 average of about \$4,200 per student.

As Rev. Lance and others on the panel continued their presentation, comparisons with the Cahuenga Elementary School, where the cost per student would probably exceed \$4,000 *just* for land acquisition became obvious. Including construction costs, the *normal* total cost per student for LAUSD projects, including Cahuenga, is \$22,000, more than five times as much as the Camino Nuevo Academy project. Even considering that the quality of space at a renovated shopping center may not compare as favorably 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 inti-

mate 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 on 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. **NSBN**

NSBN Update
August 1999

"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 neighborhood."

**Valerie Fields,
Board Member,
LAUSD**

NSBN Update
August 1999

"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 Citizens'
Oversight
Committee**

continued from front page

o'clock in the morning and has infant care, daycare, edu-care; it even has health facilities attached to it. I can imagine a school in South Central that's connected to King Drew and has drug treatment.

Schools shouldn't be just schools; they should be centers that spawn the civic fabric and provide ideas and places for people to meet. They should become village centers. And the problems that everybody in a particular neighborhood sees will drive the design of that particular school.

This symposium was important because it included some of the most powerful people in L.A. saying it is unacceptable to have schools that not only don't educate kids, but don't contribute to the community. This is L.A. saying—from rich L.A. to poor L.A., across the spectrum—that the School District will, through its construction process, provide a vision for schools that fosters community and produces kids who can read, write, think, and come out highly educated.

Connie, tell us more about The Advancement Project?

It's an action tank. We work on problems, figure out how to solve them, organize resources and people, and we sue if necessary to get problems solved.

So how do you feel in terms of your comfort level that the community's voice truly will participate in this process?

That's why we'll be asking for further funding. We have to repeat the conversation we had at the Getty all over the region—East L.A., South Central, the Valley, etc. We have to ask those communities how they want to frame this issue and how they want to structure their participation. And that's going to take Anthony Thigpen and Karen Bass and

me and a whole bunch of folk, plus all the different neighborhood leaders.

This is not about school design. We're not telling people how a school will look in their neighborhood. The people who live near that school and whose children go there will tell the architects, planners and School Board members what they want the school to do for their community. Then it's our job to make sure that gets into the plans—*before* the architects have drawn them up.

This is especially exciting because it's about poor children. We want people to imagine a space where they would want their child to go to school, and then insist on that for all Angelenos' children. Imagine a *space* instead of a concrete bungalow or sometimes even trailers with link fences.

Our schools are horrible—I couldn't even do a multiple-choice test in these places; I went to beautiful schools. We're going to deliver the same schools for poor children that we would want our children to go to.

And we're creating the politics that will do that. These aren't just schools; these are going to be public spaces for the communities to use.

Connie, final comment.

This isn't about bricks and mortar. It's about children; it's about learning; it's about building communities. And this is a great civic process. As Ron Prescott said, let's make it permanent. We have created the capacity to get this huge, wonderful region called Los Angeles all on the same page, all rowing in the same boat in the same direction.

It's a great opportunity. It's going to be tough, but the people in the neighborhoods and at this table are smart enough to figure out how to get barriers out of the way. We do it for other things; we need to do for our children—for *all* of our children, including our poor. **NSBN**

A Look to the Future: Fall Symposium

The New Schools • Better Neighborhoods Symposium at the Getty Center on May 26-27 brought together a manageable group of 150 local, regional, State and national leaders to discuss the many issues that arise around building better schools for our kids. But that was just the kick-off to a broader, ongoing initiative continuing over the summer with five work-

ing groups and many hours of volunteer effort to expand and deepen the work begun at the Getty. Along those lines, NSBN will be holding a follow-up symposium in the late fall to provide an update on the work completed, new challenges found, and ongoing inspiration for such an important task. Details will be forthcoming and we'll hope to see you there ...

SCHOOLS BY THE NUMBERS

9

NSBN Update
August 1999

40

Years it takes school buildings to undergo "rapid deterioration"

42

Average age of public schools in America

124

Number of regulations that must be satisfied to build a school in LAUSD

2,400

Minimum number of new schools needed in America by 2003

50

Percent of school bond votes approved in 1991

67

Percent of school bond votes approved in 1997

\$6,527,002,344

1998-99 LAUSD budget

10

Months left until deadline to get Prop. 1-A money

10

Number of California students per computer

\$7,000,000

Average cost to build an elementary school

\$12,000,000

Average cost to build a middle school

\$18,000,000

Average cost to build a high school

4 to 5 million

Population LAUSD serves

20

Percent of voters who approved Prop 1A from LAUSD area

7

Percent money from Prop. 1A that has gone to LAUSD

\$4,937

Average per pupil expenditure in California (1996)

\$8,361

Average per pupil expenditure in New York (1996)

18

New schools LAUSD has built in the '80's and 90's

1,330

Students that are currently enrolled at Cahuenga Elementary

2,800

Elementary school aged kids who live in the Cahuenga area

51 to 100

New LAUSD schools planned for the next decade

24

Students per teacher in LAUSD

22

Students per teacher in California

17

Students per teacher in America

27

Percent of school children in poverty in LAUSD

18

Percent of school children in poverty in California

18

Percent of school children in poverty in America

"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,
President/CEO,
Economic
Alliance of the
San Fernando
Valley*

WHAT'S NEXT:

Summer Work Groups Discover New Challenges

The Spring NSBN Symposium was successful in energizing both School District and neighborhood/civic leaders throughout Southern Calif. But it was only at its conclusion that the magnitude of the challenge became clear. NSBN, an inclusive partnership of civic leaders and LAUSD, has now constituted itself as a non-profit work-

ing group to assist the District in the siting, programming and design of the 100 new schools needed in L.A. in the next decade. **Howard Miller, former LAUSD Board President**, is overseeing the summer working groups that are tackling the issues critical to this challenge, and he details the efforts to date below.

By Howard Miller

Past President, LAUSD Board of Education



Howard Miller

Only when New Schools Better Neighborhoods began its summer work in June did it discover the full magnitude of the challenge LAUSD faces. First, some background: Voters passed State Prop. 1A last year, which provides \$6.7 billion for K-12. \$2.9 billion of that is dedicated to new school construction, allocated in two tranches—\$1.35 billion now and \$1.55 billion

available starting July 1, 2000. At the Getty Conference in May, NSBN didn't know that all but about \$600 million of the first tranche has been allocated—none to LAUSD. And the State Allocations Board (SAB) has already received completed applications from other school districts for more than the remaining \$650 million. Therefore, the first tranche is completely gone, without LAUSD receiving a single dollar from the state.

Further, unless completed applications are at the SAB by July 1, 2000, there is little chance any money will be available from the \$1.55 billion second tranche. And the application process is quite time-consuming: 1) it must go through lengthy LAUSD internal processes; 2) the land must either be owned, in escrow, or the subject of an eminent domain order of possession; 3) the site must be approved by the State Department of Toxic Substances Control (DTSC); 4) the plans must be approved by and conform to the California Department of Education (CDE) Site Analysis and Design Control; 5) the plans must be approved by the Department of the State Architect (DSA); and 6) the overall plans and process must go to the Office of Public School Construction (OPSC) before being sent to the SAB.

One factor that should be in L.A.'s favor is that the State's \$2.9 billion must be matched equally with local funds. Because of local Prop. BB funds, LAUSD had at least \$900 million available for the match, meaning it would be eligible for up to \$900 million from the Prop. 1A funds, about 30% of the total. That is consistent with the ratio of LAUSD students to State K-12 students, and LAUSD certainly has a propor-

tionately greater new school need, but it now appears that, even on a best case assumption, very little of the Prop. 1A school construction money will be obtained by LAUSD.

There appear to be three reasons LAUSD is so far behind in obtaining State money. First, land is difficult to assemble in a dense urban area, and if it's commercial or industrial property, there is often a history of use that creates environmental problems. Sec-

continued on next page

"This is a moment of the most extraordinary promise. Yet clearly, the ambitious goals of the NSBN 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**

WORK GROUP MEMBERS

The following people are graciously and generously giving their time to continue the NSBN effort over the next few months.

David Abel
Frank Acosta
Andrew Adelman
Yoli Aguilar
Amy Arnold
Bert Ball
Karen Bass
Judy Burton
Kelly Candaele
Greg Clements
Jefferson Crain
Joe Edmiston
Anne Feree
Valerie Fields
Linda Fowells
Judy Frank
Harley Frankel
Rodger Friermuth
Peggy Funkhauser
Jim Goodell
Neal Halfon
Rod Hamilton
Harry Handler
Bob Harris
Gib Hentschke
Clive Hoffman
Con Howe
Bong Hwan Kim
Santiago Jackson
Mike Jimenez
Helena Jubany
Lillian Kawasaki
Jim Konantz
Jo Ann Koplin
Anita Landecker
Adi Liberman
Andy Lipkis

Kathy Littman
Ruben Lizardo
Steven Mark
Leo Marmol
Carmen Martinez
Howard Miller
O'Malley Miller
Ted Mitchell
Bret Moxley
Paul Natzke
Bob Niccum
Ellen Oppenheim
Hecto Perez-Pacheco
Ron Prescott
John Quiter
Leon Ralph
Connie Rice
George Richter
Lynn Roberts
Alex Rose
Dan Rosenfeld
Pat Sanford
Mark Siegel
Mark Slavkin
Lyle Smoot
Steven L. Soboroff
Mary Spangler
Jennifer Taggart
Bob Timme
Rosana Trevino-Perez
Art Tyler
Paul Vandeventer
Lee Wallach
Richard Weinstein
Martha Welborne
Barbara Zeidman

MILLER: THE CHALLENGE IS AS GREAT AS THE NEED

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continued from previous page

ond, some of the State formulas that must be met are based on suburban, 1950's space and use assumptions that create unnecessary barriers for L.A.

In all fairness, however, other urban districts such as Long Beach face the same two obstacles with success, which is consistent with the third reason for LAUSD's difficulties: the LAUSD real estate and construction infrastructure is wholly inadequate to deal with the challenge before it.

Key individuals with whom we have worked—Ron Prescott, Bob Niccum and Lynn Roberts, among others—are highly talented people doing the highest quality work. But the organization as a whole simply does not have the ability to utilize the vast sums of money available for new construction on the large number of needed sites. In moments of private candor, senior LAUSD administrators agree that there is an organizational deficit for achieving necessary goals.

Faced with the information on how little of the Prop. 1A funds LAUSD has qualified for, and in response to the range of challenges posed by that information, NSBN has made new plans. The major immediate efforts are in two areas: 1) developing a model for a specific site to test whether early community participation can help the overall process; and 2) work with State officials to clear as many State-level barriers as possible.

The Community Participation/Vision Workgroup has brought in Steven Bingler and Bobbie Hill of Concordia, Inc. to prototype a better community par-

ticipation approach to school site selection and design. The Cahuenga New Elementary School has been selected as the pilot. (See page 4.) Led by co-chairs Karen Bass and Ted Mitchell, several NSBN Community Workgroup volunteers are participating directly in this project, including confirming eligibility and the scope of need for new construction. Other volunteers are training with the consultants to ensure our ability to replicate this model for community involvement across other neighborhoods. Large Cahuenga community meetings began on August 12, and will continue every two weeks, and LAUSD personnel are an active part of this process.

To address the pressures of the SAB timeline, a summit, scheduled for September 29 by the NSBN Steering Committee, will bring together representatives of all the relevant state agencies (DTSC, DSA, CDE and OPSC) with senior LAUSD personnel to address the issues involved in changing obsolete school design standards, developing design-build or turnkey school construction opportunities, and enabling joint use ventures. In addition, the OPSC has offered to hold a special session with LAUSD to

focus on filing more eligibility applications. Though it does not guarantee funds, the SAB eligibility application must be filed to establish need and is a prerequisite to obtaining any State funds.

The NSBN Regulatory Constraints Committee will also be part of that process. In addition to working on the State issues, it has targeted two other District processes for analysis: 1) site acquisition; and 2) design and construction. Co-chairs Rod Hamilton and Lillian Kawasaki have created breakaway groups to examine the current process flows in hopes of recommending faster, more effective processes.

On both immediate and long range goals, the Joint Use workgroup led by Alex Rose is beginning to help the District identify opportunities for leveraging the development of new schools that will fulfill general public needs within the same facility. Joint use ventures can lead to more intelligent uses of space, as well as create important collaborations between schools and community resources.

NSBN rapidly discovered that the magnitude of the task is even greater than was thought last May, and is at least as great as the goal to be achieved. NSBN will continue to keep you informed and to seek help in dealing with the tasks and achieving the goals. **NSBN**

NSBN Update
August 1999

"[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**

"Even on a best case assumption, very little of the [\$2.9 billion in] Prop. 1A school construction money will be obtained by LAUSD."

NSBN UPDATE

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“FULFILLMENT OF A DREAM”:

A DISTRICT VETERAN PROVIDES PERSPECTIVE

NSBN Update
August 1999

INSIDE:

No single stakeholder is more important to school siting and design than LAUSD. Luckily, senior LAUSD administrators, like Deputy Superintendent Ron Prescott, recognize the magnitude of the problem, the

price of failure, and the lasting upside to success. Following are Ron's comments on Century Cable's "Perspective on Education—Will New Schools Result in Better Los Angeles Neighborhoods?"

Ron, let's talk about politics. 51 new school facilities have been mentioned, and then I've heard that there's probably another 40 or 50 existing schools that will be worked on, so we're looking at about 100 different complexes.

At least.

But NSBN is an outside group. I mean, you're in the school, you have a Board of seven above you. What impact do they have on actually carrying this out, and what do you think of it?

It's really the fulfillment of a dream. The Superintendent and I have been talking about keeping schools open seven days a week until seven o'clock at night. We call it seven-by-seven. And we've talked to Steve Soboroff about a number of ideas. For instance, we have one joint agreement between LAUSD & the L.A. Rec. & Parks Department to use some of our schools as parks on weekends. So we're moving down that road.

But we had no idea that this kind of power would come behind the notion, and actually get it to happen. We were going to do it like we always do in public education—a little at a time. Well, it's no longer a little at a time. This conference said ... “[I]t's all at once.”

Now, that's a little bit frightening, but it's exciting at the same time. I think that the Board will make whatever adjustments are necessary to get this going. I know the Superintendent has essentially endorsed me to work on it. So we're going to make it happen.

The regulatory issues—the governing issues for school construction that exist outside of our purview—are the challenges. And the main challenge is really the Field Act, which governs earthquake safety. It has a reason for being, but it also creates some additional hurdles for us, especially when looking at concepts like design-build.

We're talking billions of dollars and at least 100 different school facilities. What's your sense of a time table for going forward and making it happen?

Historically, it's taken five years to build a high school. I suspect we would at least cut that in half. That's from conception to keys—we need to do that. The task is not only a daunting challenge, but the current situation is criminal. A third of our school kids are not technically housed.

And aren't we getting more and more kids?

Yes, and one-third of the kids in the L.A. Unified School District technically do not have a chair. And that condition has been growing and growing, and if this group hadn't convened, it probably would have continued to grow.

Ted Mitchell, President, Occidental College

... We're talking about sending architects to their true clients—the community—and asking what *they* need. The client is not the administration or the School Board; the client is the community. And that includes the kids.

Ron Prescott

This is terrific. I've been a school administrator for too many years to talk about it. But I've had experience with 52 of the largest districts in the country and the only salvation for large urban school districts is to put the public back into public schools any way we can.

Ron, I'm outraged to hear a third of the kids really aren't housed today.

They're not housed according to the State's standard. They have places to sit, but the State's standard is higher than we're able to meet in Los Angeles because we have more kids than we have space. So we have kids on year-round schedule here.

Now, are you optimistic that with the funds there and the leadership that you saw these last couple of days that we'll be able to accomplish this?

I'm more optimistic than I've ever been. We've always had pieces of the puzzle, but this is the first time we've had the whole thing together.

I go back a long way in the School District, and at one time the demographics were different and the power of the School Board was weighted differently and the politics were different. What we've done the last two days is to take it back 30 years to where the District had the power to make something happen. That's what I saw in that room.

They're talking about construction now. But when we finish this, I want to continue talking about other issues. There will be a lot of stuff left to do after we finish building these schools. **NSBN**

A Better World
Containing
Participation
in NSBN
Programs

Schools By The
Numbers

Summer Work
Group Update
New Challenges
Howard Miller



Tom Mendoza/Daily News

The Getty Center hosted a summit Wednesday designed to develop new ways of building schools in Los Angeles.

Group plots strategy for building new school campuses across L.A.

By David R. Baker
Daily News Staff Writer

Calling for nothing less than community renewal centered on neighborhood schools, Los Angeles civic and education leaders met at the Getty Center on Wednesday to change the way campuses are planned and built.

About 180 school district officials, politicians, architects and activists gathered for the start of a two-day meeting on school design that organizers hope to turn into an ongoing movement.

With the Los Angeles Unified School District set to build 100 campuses in the next decade, organizers want to craft alternatives to schools that now dominate the city, vast swaths of concrete dotted with portable classrooms and wrapped with chain-link fence.

And they want to give the public a greater voice in picking where those new schools are built, hoping the campuses will become the focal points of Los Angeles' changing neighborhoods.

"We're here to create new centers for our communities that will redefine Los Angeles for hundreds of thousands of families," said Steve Soboroff, chairman of a school repair and construction oversight committee that sponsored the meeting.

"Every child deserves to learn in a school that does more than simply house them," he said.

At the same time, the organizers hope to build public support for the massive school construction effort. More meetings will follow this summer, culminating in a coherent plan for school planning and construction, Soboroff pledged.

Despite the New Schools, Better Neighborhoods symposium's lofty goals, few of those participating had any illusions about the difficulty of the work ahead.

School construction in Los Angeles



Connie Rice, left, Bruce Jilk, Leon Whiteson, Capnce Young and Ruben Lizardo speak on a panel Wednesday on building new campuses.

has been mired in environmental problems and political disputes. Residents of neighborhoods in which the district wants to build often bitterly oppose those plans, especially when they involve seizing private homes.

"The problem is that to build schools in this circumstance, you go after someone's property adversely," which means upsetting people, said education finance consultant John Mockler, noting that the site selected often is the one opposed by the least people.

Part of the New Schools effort will include seeking community input on where schools should be built and how they should be designed.

Several participants criticized what one called the "factory model" schools built throughout much of this century. Designed to take advantage of economies of scale, they tend to cram many kids into a small space, even though research indicates that students fare poorly in crowded classes.

"We keep building schools that are larger than most of us think work," said Steve Bingler, an architecture and planning consultant with the U.S.

Department of Education.

While some participants advocated smaller schools, others pushed for combining schools with libraries or cultural centers to give their neighborhoods a place for the public to gather.

"Our public institutions are privately owned — like CityWalk or shopping malls. We need new public public places," said Richard Weinstein, professor of architecture and urban design at the University of California, Los Angeles.

Some LAUSD officials and others focused on the barriers to building new schools. Especially following the environmental problems at the Belmont Learning Complex, the district is wary of buying sites that could have toxic contamination on them, making site selection even more difficult.

One of the study groups that will meet this summer will be charged with studying those barriers, including state environmental and construction regulations, and finding ways to work with them or around them, said Lynn Roberts, Proposition BB coordinator for the school district.

L.A. Unified Seeks a Cure for Growing Pains

By DOUG SMITH
TIMES EDUCATION WRITER

The inscription, emblazoned in the conference room of a top Los Angeles school administrator, is a testament to 20 years of crisis-driven school construction.

"LAUSD, the ugly little building capital of the world," it says, acknowledging a legion of prefabricated classrooms that mark the singular architectural statement of the Los Angeles Unified School District today.

In the decade to come, the district will have the opportunity to redeem itself, as it spends \$3 billion in new school construction funds authorized by two bond measures.

But the launching of the largest school building spree since the 1950s has aroused the concern of
A business, cultural and community leaders who are skeptical that the giant bureaucracy can rise above the mentality that covered playgrounds with bungalows and built a high school on contaminated land.

They are mobilizing to forestall what they fear could become a civic disaster of more ugly buildings, bitter condemnation battles and voter disillusionment. Instead, they hope to shape a broad movement to

Please see SCHOOLS, B8

L.A. TIMES. WED. JUNE 2, 1999

SCHOOLS: Building Boom Anticipated for Los Angeles Unified

Continued from B1

beautify the city, bring communities together and design new facilities that serve as schools, libraries, parks and meeting halls all in one.

"We're going to teach them how to do it," said Westside businessman Steve Soboroff, a Los Angeles parks commissioner and chairman of the volunteer committee that oversees the Proposition BB bond spending. He is also one of the founders of New Schools Better Communities, which arose from the oversight committee's frustrations and which organized the conference.

The teaching process began last week as dozens of school officials joined architects, community organizers, state and local officials and businesspeople on the spectacular grounds of the Getty Center in Brentwood.

Over two days of freewheeling talks, district officials laid themselves bare to sometimes harsh criticism, received heaps of friendly advice, and when it was over, reached out for help.

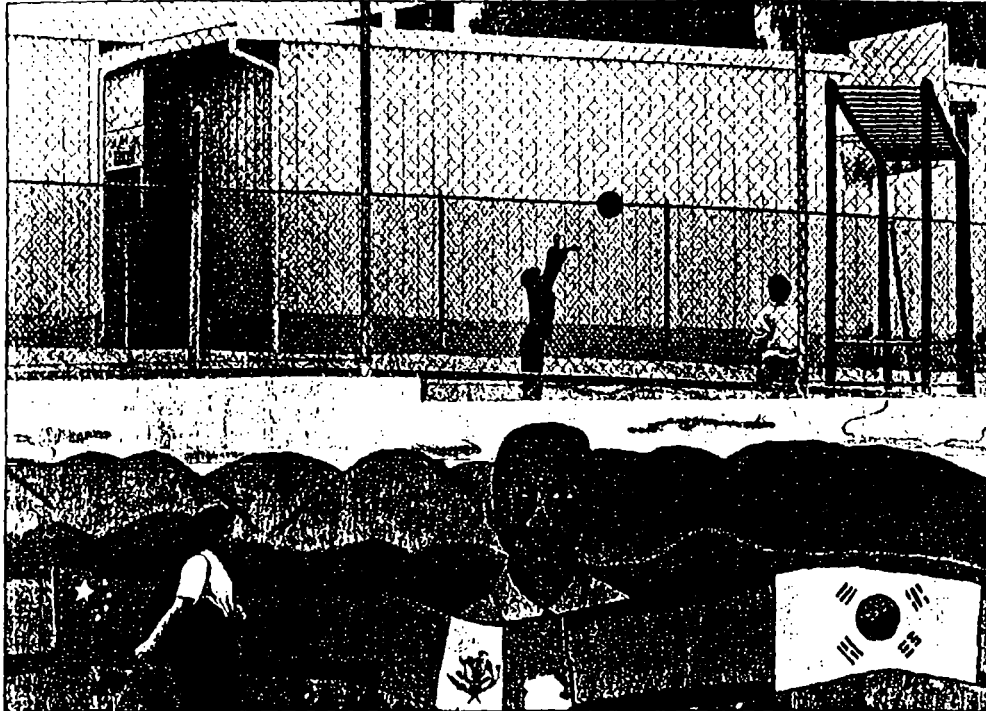
"It is my opinion we can't do this all by ourselves," said Lynn Roberts, head of the district's bond construction program.

Soboroff quickly seized on the opening. He dashed off a letter Friday to Supt. Ruben Zacarias urging the district to hire a community consultant to take on the daunting task of finding land for 100 schools. At the same time, playing on a constant theme of the Getty conference, he suggested that if the district were to build smaller schools—as mounting educational research suggests it should—the number could rise to 50.

Zacarias endorsed the consultant deal, cautioning only that he doesn't know yet how to pay for it.

"We just have to engage the community," he said.

The session at the Getty strongly echoed a proposal floated earlier this year by state Sen. Tom Hayden (D-Los Angeles) to divest the district of the job of building schools,



ROBERT GAUTHIER / Los Angeles Times

In years past, a district solution to growing enrollment was to plop bungalows on recreation areas.

leaving it free to focus on its primary mission of education.

Zacarias signed on to the idea, but ran into opposition over Hayden's initial suggestion that a state agency could take over the duty. Hayden has since said he envisions the creation of a local agency to do the work.

Without directly citing Hayden's proposal, leaders of New Schools Better Communities appear to be stepping into that role.

The group includes a breadth of interests both public and private. Among them are Los Angeles Planning Director Con Howe, state Architect Fred Hummel, U.S. Environmental Protection Agency regional director Felicia Marcus, Getty President Barry Munitz and civil rights attorney Constance L. Rice.

Its members intend to continue meeting in work groups over the summer to draft a construction vision statement and implementation plan for a fall presentation to the district. Beyond that, they say, they will stick with it until the job is done.

"I hope one day we will look back on the last 20 years of school building and say with amazement, 'Wow, that was a bad spell,'" said Michael Lehrer, president of the Los Angeles chapter of the American Institute of Architects and one of the founders of the group.

Judging by the ideas that emerged last week, the proposal unveiled next fall will be an ambitious plan to engage government agencies, private enterprise and nonprofit groups in a collaborative effort.

Other panelists spoke of combining city, county and community college services, incorporating medical care and day care into new schools and providing social centers for neighborhoods.

"We're not building schools to keep the rain out," said architect Steve Bengler, a consultant to the U.S. Department of Education. "We're building schools to educate, to inspire."

These flights of imagination were precipitated by a very down-to-earth circumstance: the crushing need for the district to pull out of its longest school construction drought in this century. In the two decades since Proposition 13 rolled back the property tax base, the Los Angeles district has managed to build only eight schools, fewer than in any decade since the 1890s.

Meanwhile, enrollment has mushroomed to 700,000 students.

The financial obstacle to building schools has at last been removed. Proposition BB, approved by Los Angeles voters in 1997, has provided \$900 million for the effort. An additional \$1.8 billion is expected from last year's statewide school bond measure, in all providing enough money to complete the district's master plan for 51 new schools to end the busing of students away from overcrowded schools and to accommodate 70,000 new students anticipated by 2008.

Besides that, the district is expecting more than \$300 million from a fund set aside for crowded campuses. With it the district hopes to build at least 40 additional elementary schools and primary centers, allowing the removal of bungalows from campuses that have lost too much playground area.

Even that ambitious building program would fall short of the 124 schools opened in the 1950s and the record 140 in the 1920s. But the obstacles today are more daunting than in earlier times, when school sites were set aside in new suburbs.

Today's new schools must squeeze into overbuilt neighborhoods, setting up a choice between the purchase of abandoned industrial sites that are readily available but fraught with environmental problems (such as Belmont High School downtown), and the politically divisive process of condemning dwelling units.

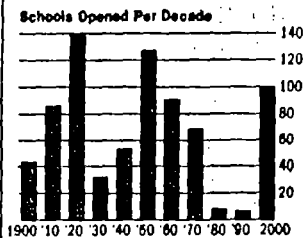
The shortcomings of the district's method for acquiring land were illustrated by a proposal to build a school near Cahuenga Elementary School in Hollywood, presented as a case study at the Getty conference.

Twelve hundred students attend the school at 3rd Street and Hobart Boulevard. An additional 1,400 catch buses outside it each day to ride to other schools from five to 60 minutes away.

Panelists concurred on the urgent need to construct new space for those students, but mercilessly

School Construction

Twice in this century, the Los Angeles Unified School District has had building booms to accommodate growing enrollment. After a 20-year drought, 100 new schools are planned in the next decade.



Source: Los Angeles Unified School District

Los Angeles Times

picked apart the plan of Robert Niccum, head of the district's real estate branch.

To minimize cost and disruption, Niccum avoided commercial properties in the area because businesses are hard to relocate. He avoided apartment buildings because the land is more expensive and more people must be relocated. This process of elimination finally led him to select two blocks of single-family homes across the street from the existing school, where he proposed to place another one of equal size.

Local resident George Richter protested that the targeted blocks are occupied by 19 Craftsman bungalows that have been nurtured by the neighborhood association for years.

Richter, president of the Beverly-Kingsley Neighborhood Group, said he would prefer three schools, not one. He proposed specific sites that he said would enhance the community and put the schools closer to the heaviest concentrations of students.

"It was a solution that no district employee could ever figure out," Soboroff said later. "You have to live in the community. You have to get out in the community."

Reprinted from the Sunday, May 23, 1999
Los Angeles Times Opinion Section

URBAN DESIGN

An Alternate Future: Reawakening the Civic Life of Los Angeles

By **RICHARD WEINSTEIN**

RICHARD WEINSTEIN IS A PROFESSOR OF ARCHITECTURE AND URBAN DESIGN AT UCLA. RELATED POLITICS & POLLS

Los Angeles has been the whipping boy of urbanists for too long.

The dominant influences of architecture and urban design flow mostly out of the Eastern seaboard. They live in cities that evolved out of necessity for pedestrians and horses, later overlaid with great densities made possible by elevators and mass transit. These souped-up cities feel like the European models they were based on, but without the layered sediment of history and its expression in great architecture and public places. They lack the old-world charm so compelling to Americans, though those who built cities in Europe were indifferent, even hostile, to democratic values.

In these older cities, life happened in public because private space was meager and unhealthy, and the aristocracy sought public approval and personal glory through the exercise of patronage. The enjoyment of the public realm by the rest of society was an affirmation of the design judgment and power of those who ruled. In contrast, the American Revolution recognized everyone's right to the pursuit of happiness in a land of matchless natural abundance. Eventually, this led to the privatization of experience in relation to nature—each house on its own plot—that has had its culmination in Los Angeles.

Yet, we are missing something of the full urban life here because we lack a sense of community and its fulfillment in a public realm that significant architecture can provide. Recently, voters have independently approved nearly \$5 billion in funding for new schools, libraries, parks, fire and police stations. In combination, these facilities could provide the kind of civic places that can transform the structure of the city. Theme parks and shopping malls respond to the absence of such communal space, and people's instinctual need for social interaction. But, such venues are essentially shrewd (if often entertaining) selling machines, operating at the surface of our lives, substituting consumption for meaningful experience.

This new funding of public facilities represents an alternative future for Los Angeles. As a city, Los Angeles has barely survived its lost opportunities for civilized growth, submerged as it has been by freewheeling development and numbing environmental indifference. Lost Los Angeles. Is the city finally ready to stop feeding private fantasies and consider its collective needs? And to cross the selfish jurisdictional and political boundaries that reflect an obsession with personal safety and freedom without accountability? Paying attention to the public part of our lives requires both planning and design vision. Yet, city politicians marginalize professional planning and our finest architects work primarily in Europe.

Fortunately, \$5 billion attracts attention. This week, at the Getty Center, a group composed of civic, foundation, business, political and education leaders will meet to consider how to take advantage of this stunning coincidence of public funding. They meet with the support of the school district and the offices of the mayor, governor and federal education secretary. Their agenda even includes the question of how to involve the best design talent: the public record here, in relation to expenditures, would make a cynic weep.

The most significant result of these deliberations would create public places for communities out of the amalgamation of schools, libraries, parks, police and fire stations. This critical mass would attract theaters, branch museums and other cultural and entertainment uses. Private investment in retail and restaurants would follow, enhanced by wide sidewalks and trees to support cafe (and coffee) street life.

Isolated, single-purpose civic centers are pompous and actually make big holes in the community. Instead, the Information Age makes it possible to decentralize public services, making the space they need to occupy more humane and digestible as part of a comprehensive mixed-use strategy. The necessary parking structures (no mindless parking lots, please) could devote street-level frontage to pedestrians and might also provide a platform for loft housing, to make multiple use of precious ground. Reconceived, publicly funded parking structures are central to the strategy, and their cost would be recaptured from the overall economic halo effect produced.

A dozen such community sites, developed through well-thought-out urban design efforts, enhanced by memorable architecture and founded on public needs and pleasures—while involving the private sector—would awaken Los Angeles' inclination for the public life. For this to happen, we must identify authentic needs that are vital to the decentralized way we live. We cannot base urban design on the unfounded premise that people would rather walk than ride if given the opportunity; or that they prefer an old-fashioned Main Street when the reality is Starbucks, Banana Republic and cyberspace; or that evil traffic must inevitably lead to transit-based pocket communities, where people greet each other on the way to the light rail while saving the planet.

These assumptions form the basis of the New Urbanism, a powerful and sophisticated movement that embraces traditional design down the thickness of mortar joints and is attracting increased attention. Its first success, Seaside, Fla., provided the perfect setting for "The Truman Show."

All these preachy assumptions of how people ought to live were developed by certain architects in a smug inversion of the moralizing "oughts" of the modernist movement. Life as it really is lived never wanted to catch up with the modernists, and is now, in its complexity, way ahead of the New Urbanists. What is to be done?

Public space based on real needs would include schools designed for both kids and adult education, near to libraries, parks, day- and night-care, social services and health facilities, cultural and community space and security (police and fire). These are connected in our lives and belong together. In a society where change is so rapid and destabilizing that each adult will now, on average, work at six different jobs with two career changes in a lifetime, job counseling and retraining will be a continual need. Schools and libraries for all age groups should be open all time. Parks should include community gardens and provide the consolation of nature with thoughtful landscape design. Eventually, places like this, serving different populations at different times of the day and night, would be active on an 18-hour, even 24-hour, basis.

These civic centers would be the foundation of an authentic public realm based on values arising from necessity rather than marketing inventions. In built form, they embody the emerging civic impulse behind the neighborhood councils. Strategically located, they could help structure our extended pattern of growth by providing centers of public activity and civic pride.

Architecture and urban design has the power to promote the public life and represent its highest aspirations. In addition, resourceful talent can identify hidden opportunities for social interaction, and give life and spirit to a place. The best chance for this would mean engaging our most gifted architects. This is not easy, given the mediocrity of most public projects—designs seem governed by absurd regulations devised by bureaucrats in Sacramento basements who conspire with local philistines in government.

No existing institution has the expertise or the resources to organize and build even a limited number of these community centers, and the schools in and independent of them. Nor does an agency exist with the power to do the research, insist on inter-agency

cooperation, work with the neighborhoods and accomplish the task with the best design talent available. Where there is inclination, there is no clout; where there is clout, there is no inclination.

Some structure will have to be created that can combine private sector expertise with public accountability, and also welcome the participation of philanthropy and community leadership. The consent of the governed is not easy to get out of so many back yards.

A sympathetic governor and supportive county and city governments are key to any success. But this kind of sympathy usually arises in elected officials only when prompted by forceful and effective community leadership. Are we seeing the beginning of such a coalition in this week's meeting at the Getty?*

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We Must Stop Recreating Century-Old Stand-Alone Schools Divorced from Our Communities

The Planning Report
April 1999

New Orleans architect **Steven Bingler** says traditional top-down school planning no longer works. Bingler, a national leader in facilitating community-based school planning, is also an articulate advocate for joint-use of schools, al-

lowing them to better leverage community resources. **TPR** is pleased to present the following interview with Bingler, President of **Concordia Inc.**, on his ideas for improving our public schools—while getting more from them.

Steven, the voters of metropolitan Los Angeles recently approved a school bond of about \$2.4 billion, which provides enough money to build what we think would be 51 new schools in the face of growing demand and a deteriorating school infrastructure. You've done a lot of work on a redundant cycle of building and rebuilding stand-alone schools every 40 years. What advice do you have for our metropolitan area as we face the challenge of and demand for in-fill development of new schools?



Steven Bingler

Keep your eye on the ball, which is student achievement. Many schools that are being built today do not provide for current best practices in teaching and learning. Too many communities have gotten locked into this cycle of repeating things simply because they have done it before.

About \$15 billion worth of schools are built every year, many of which are dinosaurs the day they open. We need to look for new designs that can contribute significantly to the needs of teachers and students based on the current best educational practices.

You've done a lot of work in helping change the way communities think and approach new school infrastructure. Describe for our readers how most communities treat their schools and how communities could more productively

engage in the planning and programming of new school facilities as we approach the 21st Century.

We can no longer afford the luxury—if it ever was a luxury—of building stand-alone school buildings that operate for 5 or 6 hours a day. We don't have the land or the money to build facilities for these isolated functions. We don't have the energy to heat and cool them either.

"We can no longer afford the luxury—if it ever was a luxury—of building stand-alone school buildings that operate for 5 or 6 hours a day. We don't have the land or the money to build facilities for these isolated functions."

So we need to make sure we're incorporating all the neighborhood needs when we build these new facilities. That could mean a library, a fitness center, a performing arts center—you name it. There is plenty of room for creativity when it comes to how schools can serve as the centers of their communities.

Another way to look at it is that the community is the school and vice versa. It's always better to have more than one use, either by designing community uses into the school building or moving the school into existing community facilities.

For instance, some schools now

exist inside of museums—like the 400-student Henry Ford Academy in Dearborn, Michigan, or the school inside of a zoo in Minneapolis, Minnesota. These facilities serve more than one use, and everybody gets more for their money.

The best way to plan these facilities is with community involvement so that we don't have this top-down process that often leaves some of the most important people out of the process.

Why don't you elaborate for our readers some of the school facilities work you've been involved in over the years, including projects in California.

We've been doing projects in California for the last 10 years. In almost every case, we involve at least 100 people from the community in the planning process—normally 25 educators, 25 parents, 25 students and 25 people from the community at large. In many cases, the best ideas have come from the students. The students don't know what doesn't work yet, but they know how they would like to receive information.

We did a master plan for the Lincoln Unified School District in Stockton, California. The students there thought the neatest school they could think of—considering they live among some of the richest agricultural history in California—would look, feel and act like a working farm. The school district is now in the process of implementing that idea.

Just up the road from Stockton in the Western Placer Unified School District, the same process involving 100 community stakeholders created

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"The best way to plan these facilities is with community involvement so that we don't have this top-down process that often leaves some of the most important people out of the process."

Steven Bingler
Concordia, Inc.

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"[W]hen communities don't plan properly, they often end up just replicating the same old ideas. Too many times, school districts call on architects to go into their files and dig out the same buildings they've done in the past."

**Steven Bingler
Concordia, Inc.**

Bingler: School Facility Planning Has a Bad Reputation

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a somewhat broader conclusion. The District is looking at a combination of environmental and arts related themes. Those themes will be integrated into the physical and curricular components of the whole learning environment. As an outcome of the planning process, a local developer donated 170 acres of land (which includes a primitive Native American site) to serve as a learning laboratory. And as a result, the school also gained a new appreciation for another 300 acres of farmland it already owned. Before the master planning process, they hadn't looked all that closely at the agricultural history of the community as a powerful resource for learning basic skills.

One of the most beautiful things to watch throughout the planning process is how all of these ideas about what a community is just rise to the surface as an outcome of community dialogue.

Steven, what do you say to the critics who say the examples you give don't easily apply to dense, urban metropolitan areas like Los Angeles?

They should look at the master plan we just completed in Hayward, California. Hayward is on the East Bay near Oakland. The community is comprised of some 88 different ethnic groups. Its school district teaches to 43 different languages. Early in the process, the students said that the most important thing about Hayward is its diversity. We need to prize the diversity—that was the students' term.

At the end of an 18-month process, everybody came to agree with them. The Board just adopted a plan to design the next school in Hayward as a multi-cultural fine arts facility that will in many ways be a museum in addition to a school. A new multi-cultural curriculum will be developed in conjunction with the new school design and the whole works will be linked to every other school in the District.

Hayward is a complex urban challenge, but the opportunity to celebrate its inner community—its personality—is just as strong as you would ever find in a rural or suburban setting, and the resources for doing it are much more plentiful.

The resources and capacities for learning are all part of a community's personality. When these resources are working at their highest potential, the community's capacity for learning is at its peak. Call it a *learning community*. The best community-based planning process is one that will get out of the way so that powerful individual resources can be brought together to support the community as a whole.

"Call it a learning community. The best community-based planning process is one that will get out of the way so that powerful individual resources can be brought together to support the community as a whole."

You've been working with U.S. Education Secretary Riley's Office for some time now helping to organize a national symposium on school design with the theme of schools as center of the community. We understand you're also working on a document called a Citizen's Guide for Developing Schools as Center of Community. What are the lessons you've gleaned from this work, and how might these lessons be applied to get a better result than we now get in communities throughout the United States?

The most important lesson I've learned is that planning has a bad reputation. Too many districts have been through top-down planning processes. Somebody comes in with a hot new idea and produces reports that aren't as authentic as they should be, and they just sit on the shelf. So people get a bad idea about consultants and about planning—they feel it's a waste of money.

But when communities don't plan properly, they often end up just replicating the same old ideas. Too many times, school districts call on architects to go into their files and dig out the same buildings they've done in the past. But teaching and learning aren't the same anymore. There are a lot of new ideas. Important research on the human brain and educational practices needs to be honored. We have school districts building schools for 3,000 and 4,000 students when the research is emphatically telling us to beware—no school should be larger than 800 students.

What do you say to the school board members who have a crush of new students coming into their district and a need to build more classrooms?

You must have two plans—short-range and long-range. We're working with a district that's in exactly the situation you described. One thing we may do is build a temporary modular facility that can be up and running in less than a year, even in California. In the meantime we will work with the community to develop a long-range solution that will address a wider spectrum of its needs. You can be sure that the final result will be more productive over the long run.

Another thing we can do is follow the lesson of the hermit crab. The hermit crab doesn't build its shell—it goes out and finds one that's already there.

The Henry Ford Museum opened a school in less than a year from start to finish because the building was already there—not to mention 80 acres

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LAUSD Must Join Education & Community Facilities

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of land and a huge amount of architectural infrastructure. There are a number of opportunities in Los Angeles to use this same approach, with the rich institutional and private sector base you have here.

It is important to look at the community's wide inventory of existing resources and avoid getting locked into the idea that a school has to be built on an empty site with a chain link fence around it.

"It is important to look at the community's wide inventory of existing resources and avoid getting locked into the idea that a school has to be built on an empty site with a chain link fence around it."

Please describe the work you've done in California with State government on new education facilities law and policy. You've spent, I gather, a number of years at this and have made some progress, but we still don't have the laws yet. Tell us a little bit about the process to date and what you hope for from the Legislature.

As I mentioned earlier, I have learned—not only in California but all over the country—that there is a high level of skepticism about planning. There's also a high level of skepticism about things like the joint use of buildings. This is normal—there's always going to be a healthy level of skepticism about anything that's different.

But we can now see that it is possible to join educational facilities with community facilities so that 1+1

will equal 3. And when 1+1 equals 3, taxpayers save money, students get a much more powerful learning environment, and things get done much faster. I think that when we get a few more models in place and the citizen/learner/taxpayers start to see these benefits, the legislators will be more likely to go along. It's a shame it couldn't be the other way around, but it seems that's how the system works.

Could you address how we might do that in the Los Angeles area. Taxpayers here have been generous in passing school bonds, library bonds and recreation and park bonds, and are now considering police and fire bonds. How should government coordinate voter approved bond money? What lessons can you offer us so that we don't have silo thinking and planning?

This is a bureaucratic challenge—no question about it. The bureaucracy has clearly failed to meet its obligations to provide systemic leadership to communities and neighborhoods.

In order to prepare for change, the bureaucracy needs to see itself as its own community. It has its own integrative community building to do. The same obstacles that exist in other communities also apply to the bureaucratic community. Some organized contingent has to stand up and say that we can't *not* figure this one out. But the focus of figuring it out has to be on creative systemic thinking and not just another round of Euclidian regulation.

What should be the role of State government in overseeing their financing of school facilities in California? And what should be the role of local communities and neighborhoods? How do proposed we find a balance in terms of oversight and governance?

The creative energy needs to come from the community. The community needs to be empowered to achieve its own mission.

The State and national governments have a responsibility to define certain parameters and guidelines and then help communities get the information and resources they need to make most of these decisions for themselves.

"[W]e can now see that it is possible to join educational facilities with community facilities so that 1+1 will equal 3. And when 1+1 equals 3, taxpayers save money, students get a much more powerful learning environment, and things get done much faster. [With] a few more models in place and the citizen/learner/taxpayers start to see these benefits, the legislators will be more likely to go along."

Let's close, Steven, with your thoughts about what was so unique about the communities in Northern California that they were able to make their process inclusive and transparent. And why are other districts often reluctant to do likewise?

In the early stages of the planning process, it takes a special person or group of people to jump in on behalf of the whole community and say we can't *not* do this. There are obstacles of inertia that need to be overcome and many communities just can't seem to find the time for it. It's hard work, no doubt about it, but the opportunities for effective results are looking very hopeful. **TPR**

"The State and national governments have a responsibility to define certain parameters & guidelines and then help communities get the information and resources they need to make most of these decisions for themselves."

**Steven Bingler
Concordia, Inc.**

TPR

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Beyond Belmont Will New Schools Result in Better L.A. Neighborhoods?

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COLLABORATIVE
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LINKING THE
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BACK PAGE

Unhappiness with the way LAUSD is run brought two new members to the School Board in recent elections, and will likely usher in a third this June. But, as Board member David Tokofsky points out here, more than just a change in Board membership is needed—he argues that an entire culture shift must occur. He should know: as the only incumbent to win reelection, he has a unique perspective on exactly what needs changing. TPR is pleased to present this interview with Tokofsky, where he discusses the Belmont Learning Complex, joint-use, and the importance of getting everyone from management to maintenance invested in change.

David, the elections for School Board are now over—two challengers won, another forced a run-off and you were the lone incumbent to be reelected.



David Tokofsky

Could you address the significance of that election for LAUSD and education reform in Los Angeles?

Los Angeles has not seen this level of civic focus on public schools—that caused the transformation of an entire School Board—since busing was a controversial issue.

The primary issue in the election was the 5,400-kid, \$250 million Belmont
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“... [T]he fact that we have Proposition BB funds and that the Board transition occurred because of the Belmont issue will be enhancing neighborhoods through better facilities and better school construction. And that will affect student achievement and civic involvement with schools.”

David Tokofsky,
LAUSD Board
Member

More Needed Than Just New LAUSD Board Members

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High School, which encapsulated the public's frustration not only with schools, but with government itself. The question is whether that frustration has changed just the School Board's membership or if it will eventually change the *culture* of the School District and, more broadly, local government.

We need to reflect upon this mania for size that the public does not identify with. The public prefers a sense of peace and neighborhood connectedness—which is why many people have moved to L.A. over the decades.

And we need to change the School District's way of constructing schools, which is what led to the public's anger.

The Belmont boondoggle will be a useless lesson if it only serves to change the School Board's composition and does not cause us to get at the deeper issues in the system's culture.

Elaborate. You were a critic of the Belmont complex, and now you may be part of the Board majority. What are the lessons you draw from Belmont, and how should they best be applied?

Ironically, the rhetoric of Belmont concerned the important issues involved with integrating housing, retail and technology with a school for the future. But it didn't get at the core issue of size. Incorporating things like housing and retail into a school the size of Belmont makes it more like a giant shopping mall than a neighborhood school, which is what parents and instructors want.

Everything we know from New York's fiascoes in school construction tells us that we need to start looking at smaller sites in order to give kids a fighting chance in a big, impersonal megalopolis.

The new Board will have four or five core policy arenas that it wants to get at. First and foremost, of course, will be student achievement. But perhaps the second or third most important—given the fact that we have Proposition BB funds and that the Board transition occurred because of the Belmont

issue—will be enhancing neighborhoods through better facilities and better school construction. And that will affect student achievement and civic involvement with schools.

The demand for new classrooms is great and growing in L.A. Unified. The District is contemplating having the funds to build 40, 50, 60 new schools in the near future. We haven't built many new schools in the last 20 years. What are the immediate challenges re: new facilities, and where does the District find the civic support to do this well?

“The question is whether that [public] frustration has changed just the School Board's membership or if it will eventually change the culture of the School District and, more broadly, local government.”

I was fond of saying during the beginning of the Belmont project that we could have built 40 or 50 neighborhood primary centers with that amount of money—akin to the work that O'Malley Miller and the Primary Center Task Force have been doing, building off the Learned Facilities Task Force and the work that UNO and SCOC have been advocating for many years.

Beyond changing City, County and District organizational behaviors, the challenge is to reduce the level of specialization and compartmentalization that has grown over the years. That evolution has served to divorce institutions from the very people that inhabit, democratize and rejuvenate them. The challenge is cultural, but it is also strategic—and includes whether

or not instructional people will participate in discussions on how to make these changes.

A lot of changes over the last 15 years have led to this moment. Attitudes during the busing days caused people to spiral away from the urban core and out to the Agouras and the Marino Valleys. Our challenge now is to encourage reinvestment of people, capital and entrepreneurship back into L.A.'s public schools.

If the boom and bust of public schools in the '70s was a final hoorah of industrial culture, we now need to think about how to build a post-industrial urban school district that reconnects the separated players—from real estate, libraries, parks, urban planning and education—to one central mission.

Late in May, a symposium entitled New Schools/ Better Neighborhoods, hosted by the School District, Prop. BB, the Getty Education Institute for the Arts, the Urban Land Institute, Community Partners, Metro Forum Project and the Advancement Project, will address what a community-based learning environment in the 21st Century should look like, how new schools should be sited, how joint-use of facilities might be explored and what regulations need reforming if our communities are to participate in shaping public investments in their neighborhoods. What message would you like to deliver to the symposium participants, and what would you hope would emerge from this broad-based civic effort?

The key is bridging the grand canyon between this sort of intellectual and experiential input and the day-to-day reality of people inside City, County and School District organizations who are forced to manage from crisis to crisis and can only think about the next incremental need, which in our case is more bungalows and more sites.

As part of bridging this tremendous gap between experts and practitioners, we need to liberate the people who are in charge of such crucial family insti-

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Coordination of Community Facilities Must Increase

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tutions as parks, libraries, schools and cultural organizations. They need to feel that they don't exist in a culture of poverty but in fact are the very deliverers of life to the urban core. They need to know that everything they do is enhanced, supported, funded and reviewed by this panel of experts who make them feel *they* are the ones who will make or break this vision.

If LAUSD's constituents and civic leaders want to be helpful, what might they do to assist the Board of Education as it proceeds to site, design and build 50 or more new schools in the district—in the older and most dense neighborhoods of L.A.?

The community could provide three to five core models for each aspect of what we do—land acquisition, community organizing, architectural vision, size and instructional components, and even employee training.

Even if we improve school siting and design, employees will still bring the behaviors and visions they had from the impersonal, antagonistic, old relationship. The question is, how do we retrain them to feel alive and liberated to improve the curriculum?

The housing, parks and library visionaries need to integrate those resources into a real-world construct—not something abstract. We need actual models so people in charge of libraries, parks and schools can say, "Well, Model A might fit for the Vermont Corridor site. Or Model C might fit well for the East San Fernando Valley middle school we're looking at."

We also need to find models for converting the massive number of sites we already have. For instance, what should we do at the 30-acre Sun Valley Middle School to improve education? Perhaps we should convert it to a high school and then re-site the middle school location. We need help discovering answers to those current needs as well.

You've been a champion of linking schools with more public health services—healthy schools. In your press

conference with the Board of Supervisors and Supervisor Yaroslavsky, you pressed for better linkages between our schools and health services. What, with respect to new school facilities, can the District do to design and build healthier school facilities?

"How do we connect facility-based budgetary inputs with the people-based output of student achievement...? By measuring the impact of various budgetary ingredients, we see that the way we manage facilities really helps determine whether or not we achieve our ultimate goals."

No location possesses a greater number of uninsured people than schools—and Supervisor Yaroslavsky has been working on assisting those people. But there's also no greater location for point of service contact, where people without insurance feel more comfortable than our schools.

Supervisor Yaroslavsky has brought wisdom to this issue by asking why we can't use these schools from 7:00 in the morning to 10:00 at night for many things, including providing health care to the un- and under-insured, whether it's before, during or after school.

Councilwoman Goldberg and others started this work 15 years ago with three school-based health clinics. But now, on a mass scale, every area of health services should have locations right on the campuses.

And it can be more than just health needs—it can be immigration, legal assistance, financial advice, and so on. So the school becomes the heart and

soul of a neighborhood because it provides the location for integration of all these services.

Lastly, David, as you approach your second term on the Board, with at least two new Board members as colleagues, what can the public expect regarding both new facilities policies and education reform efforts?

There are five core areas of concern.

Clearly, the most important is student achievement. The test results are abysmal in L.A. Unified and other public schools. But that may just be symptomatic of emotional divestment from the schools.

Number two, facilities may be a core issue directly related to student achievement. Prop. BB has been tremendous not only for providing money for schools, but for rejuvenating interest in and involvement with schools.

The third issue is personnel. How do we get employees to understand this new design and facilities issue and how it's connected to achievement? And how do we recruit and retain those people?

Fourth is the technological issue of connecting facility mapping to the mapping of achievement. We've done some facility mapping in the School District with La Salle Partners and Gensler. But how do we go beyond that?

How do we connect facility-based budgetary inputs with the people-based output of student achievement and personnel expertise? By measuring the impact of various budgetary ingredients, we see that the way we manage facilities really helps determine whether or not we achieve our ultimate goals.

The fifth issue is the need for a detailed training program—for people both inside and outside the school community—in order to break down the walls between schools as islands.

This is the wealthiest, most professional, most diverse community in the world. The challenge is not only whether or not we can all just get along. It's whether or not, in getting along, we can build places that maximize human potential. **TPR**

"This is the wealthiest, most professional, most diverse community in the world. The challenge is not only whether or not we can all just get along. It's whether or not, in getting along, we can build places that maximize human potential."

**David Tokofsky,
LAUSD Board
Member**

TPR

NEAL PEIRCE COLUMN
(Syndicated) Sunday, June 7, 1998

Billions For School Construction: But For The Whole Community?

By Neal R. Peirce

With nearly the same gusto they put into their mega-prison building boom in the early 90s, governors and legislatures nationwide are now rushing to repair and build schools.

In California, Gov. Pete Wilson is proposing \$8 billion for school construction through four successive \$2 billion school construction bond votes on state ballots.

The Arizona Legislature, in special session, passed a plan providing over a third of a billion dollars yearly to construct, equip and run public schools. Said Gov. Jane Dee Hull in signing the legislation: "This is an historic day. Now every student in Arizona will have a safe and well-built school."

In a special session late last year, the Illinois Legislature said yes to a five-year, \$1 billion school construction fund. Florida legislators approved a \$2.7 billion school building and renovation plan. This spring, the Kentucky Legislature voted \$201 million for school facilities—downpayment on \$1.2 billion in needs.

It's true: some of these measures were responses to state court orders to equalize opportunities for poorer areas. This May, Ohio voters rejected a sales tax hike to finance court-ordered school construction.

And in New York, Gov. George Pataki attracted heavy political flak for cutting \$202 million from New York City's school construction budget.

Still, there's virtually no state where substantially more money isn't pouring into refurbishing old schools and building new ones.

Increasingly, local groups are asking: Are we simply throwing up school buildings? Or will children's and families' full needs be addressed?

The idea of schools as all-day facilities, a place for children to come well before classes start and stay until late afternoon or early evening, has taken off in the 90s.

The reason's clear: Most mothers are now working and need schools to keep an eye on their children through the whole work day. And there's major concern now about those perilous hours—3 p.m. to 8 p.m.—when children without structured activities, especially those too old for baby sitters and too young to be on their own, are at such loose ends.

"Bored and idle" and without adult supervision, notes criminologist James Alan Fox, "they have too much time on their hands, too much time to kill." Many end up just hanging out; some dabble in sex, drugs or even criminal behavior.

As many as a third of the nation's schools do now offer some before—and after-school activities. Mayor Richard Daley boasts that after-school programs—athletics, tutoring, counseling—have been a priority since his management team took over control of Chicago's public schools in 1995.

Speaking of the working relationship of parents, faculty, the community and police representatives at the James Addams Elementary School, Daley this April said it represents "the love of a child and a commitment that this school will never, ever fail one child."

San Diego Union-Tribune reports that a community advocacy group mobilized hundreds of parents, children and community leaders, twice this spring, to lobby San Diego's school board for \$1 million to set up after-school academic centers at the district's most seriously failing schools.

In Sacramento, more than 2,000 teachers, parents, pastors and students descended on the state legislature April 30 urging repair and replacement of dilapidated school buildings across California, plus more after-hours programs.

And with some result. The California Senate May 28 voted \$50 million to start up an "After School Learning and Safe Neighborhoods Program," providing after-school programs for middle schools and junior high schools.

In New York City, billionaire philanthropist George Soros has let it be known he may grant up to \$25 million in challenge funds each year, to encourage the government and non-profits to start up after-school programs across the city's boroughs.

Paul Vallone, the New York City Council Speaker, had already proposed setting up some \$150 million to keep public schools open until 7 p.m. over the next four years.

Nationwide, despite these pressures, there's a big unanswered question: Will the new and refurbished schools be set up as full, all-hours community centers?

If they are—with computer learning laboratories, adult learning facilities, accessible recreation space, for example—one can imagine them drawing active participation by parents, seniors, single people.

It's even possible that our public schools, which in recent years have served a smaller and smaller percentage of households, could start rebuilding a strong community-wide base.

They need to. Who, in today's world, can justify spending hundreds of billions of dollars on schools that shutter out their community every afternoon, evening and weekend—not to mention all summer long?

But will the normally closed, defensive school "establishment" typical in many of our communities show a more open, enterprising attitude, and see the whole community—kids, parents and all other adults—as its customer base?

OUR OPINION

Teach LAUSD a lesson

IT'S a tough decision, but the State Allocation Board must withhold the \$300 million sought for new schools in Los Angeles until district officials get their own house in order.

The LAUSD's record of school site selection and construction is horrendous. Look at the scandal over the nation's costliest school, the partially built Belmont

Learning Center, the toxic Jefferson New Middle School and the almost certainly unusable school site in South Gate.

The new reform-minded school board is beginning a process of identifying those responsible, holding them accountable and creating a new team to oversee future school construction with mandates to protect the public treasury and the health of children and staffers.

Until that is done, it is ridiculous to turn over vast sums of money for new schools without requirements to make sure the money is spent wisely and with paramount concern for safety.

Before voters passed Proposition 1A last year, LAUSD officials boasted they would be first in line to apply for funds because they already had won voter approval of local bond money and had been hard at work preparing to meet the need for new schools.

That was a lie — one of an endless string of lies — district officials have put out over the years.

School districts across the state competed for \$6.7 billion in construction money because they had done their homework, picking sites, establishing their safety and securing local matching funds.

But not the LAUSD.

Because they lied about being prepared. LAUSD officials sought instead to pluck \$300 million to help build 44 schools under a provision of Proposition 1A available only to a few districts with severe overcrowding. The provision was

No matter who's looking after it, the LAUSD should not be given a blank check to build schools

intended to expedite construction by turning over the money without environmental safeguards in place.

The LAUSD cannot be trusted to operate this way no matter how badly classroom sizes need to be cut.

In its attempt to persuade the state board to approve the funding request, Proposition BB Citizens Oversight Committee chairman Steve

Soboroff has promised to watch the money and ensure the integrity of the building program.

That just isn't good enough. It took a court order to force the LAUSD to accept even an advisory role from the oversight committee it created to sell Proposition BB, and school officials have fought against its influence every inch of the way.

That's why the air conditioning promised for Valley schools still isn't completely installed, why there are room units instead of central air, and why they are noisy. That's why some contractors and LAUSD employees have been charged with criminal wrongdoing, and why there was so much finagling in the whole contracting process.

Despite its best efforts, the BB panel has not fulfilled the promises made by the bond issue's backers in creating it, mainly because of obstruction by school officials.

Based on its record, the LAUSD has not shown it can build schools with carte blanche, especially without requirements.

Los Angeles needs new schools. It needs safe schools. It needs schools the community supports.

The State Allocation Board can spur reform of the nation's second largest school system by setting aside the \$300 million for no more than 12 months — time enough for the school board to put an administration in place that parents, teachers and taxpayers can trust.

L.A. AIA's Michael Lehrer On the Challenges of Building New & Better LAUSD Schools

The Planning Report

August 1999

Not only do L.A. schools face a variety of crises—exacerbated by their deteriorating physical condition—but schools are increasingly disconnected from their communities, which hurts kids, parents and community members. TPR is

pleased to reprint this article from *architect and Prop. BB Oversight Commission Vice Chair Michael Lehrer*, who paints a compelling picture of the problem and—perhaps more importantly—offers interesting and thoughtful solutions.

Picture this: A 10-foot high, rust-patinated chainlink fence, lining a sidewalk on a public street. Beyond, 5 feet of cracked asphalt fronting a tan, textured plywood end of a “portable” schoolroom adorned with a side-mounted HVAC unit and a guardrail, about three feet high.

What is it?...

Bingo! It's the ubiquitous recent addition to any/every Los Angeles Unified School District school. It is emblematic of the Schools' attitude towards their communities, the (dis)honorific place that schools have come to occupy in the public mind, and most profoundly, the absence (as in black hole) of design from the culture of the LAUSD.

Background

Since Proposition 13 in 1978, and almost 2 generations of ill-fated attempts at social engineering, the Los Angeles Unified School District has been an impoverished and besieged \$7 billion a year bureaucracy. Approaching the nadir of the abyss, the voters of Los Angeles almost passed a \$2.4 billion bond measure (a majority, but not the Prop. 13 required 2/3 majority) in November 1996. They understood that vast monies simply given to this District—where issues of quality and excellence had long ago been deemed unachievable, inappropriate, and politically incorrect—would be wasted.

In April of 1997, the Board of Education offered the bond measure anew, this time as Proposition BB, with citizen oversight mandated. It easily passed with the needed 2/3-majority vote. The Proposition BB Blue Ribbon Citizens' Oversight Committee was born.

The Committee oversees \$2.4 billion, soon to be \$4 billion, worth of

construction in the Los Angeles Unified School District. As AIALA, we sit on this 11-member Committee—with the AFL-CIO, the Chamber of Commerce, the City Controller's appointee, the Association of General Contractors, and others—representing not only architecture, but all of the design disciplines. We have become the

“Architects have emerged [within the Prop. BB Commission] as the key players in transforming a bleak, defeated and defeatist bureaucracy into one where vision, creativity, economy, and a soaring human spirit might be conceivable. That's good news.”

conscience of the Committee, and are responsible for bringing design—slowly but surely—to the forefront of this initiative. We are nurturing a coalescence of interest in excellent schools.

What has ensued is a model of what, *if anything*, can salvage this beleaguered District. Architects have emerged as the key players in transforming a bleak, defeated and defeatist bureaucracy into one where vision, creativity, economy, and a soaring human spirit *might* be conceivable. That's good news.

This ponderous, downtrodden \$7 billion District is virtually im-

possible to move in *any* direction. That's real bad news.

Any movement in the right direction of this \$7 billion District can have massive positive consequences to our children's education—the reestablishment of the schools as centerpieces and places of honor in their communities; it can meaningfully bolster the pride of place of every good community that nurtures good and caring citizens. That's real good news.

A Change in Culture

The biggest challenge and opportunity lies in changing a culture of crisis and poverty to one of research and development, of ongoing testing, refinement, innovation, and simple improvement. This notion has been antithetical to the District for a very long time

No Good Deed Goes Unpunished

In jumping from crisis to emergency to crisis, the District long ago lost the ability to distinguish what is urgent from what is important. Everything became urgent, and those who responded to urgent problems quickly learned that if their solutions were not perfect, they would be the fall guys. A damned if you do and damned if you don't mentality pervades the District. There became no upside for innovation, for “thinking outside the box.”

These are the fundamental questions we pose (and must answer):

- What is the role of design?
- What is its value?
- How do we institutionalize design into the culture of the LAUSD? Now!
- Why is this essential and rudimentary?
- How can the best architects be hired?
- How can any architect hired be the best that he/she can be?
- How do we pay for it?

continued on next page

“Any movement in the right direction of this \$7 billion District can have massive positive consequences to our children's education—the reestablishment of the schools as centerpieces and places of honor in their communities; it can meaningfully bolster the pride of place of every good community that nurtures good and caring citizens. That's real good news.”

**Michael Lehrer,
President, AIA
Los Angeles**

TPR

August 1999

"In good and fine cities, the making or fixing of infrastructure is the occasion for related improvements that make them better places, much better places, in which to live. A truly complete Master Plan ... must be done with vision, prudence, creativity, and joy."

Michael Lehrer,
President, AIA
Los Angeles

New Schools/Better Neighborhoods, Yes! But How?

continued from previous page

The BB Oversight Committee, and the AIALA, in particular, has led the critical effort to break out of the box. Under the spirited and bold leadership of Steve Soboroff, the Committee's Chairman and the Senior Advisor to Mayor Riordan, we, as AIALA, have challenged and cajoled the leadership of the School District, the Oversight Committee itself, and other public and private players.

While all this is a work in progress, here is a current scorecard.

The Language of the School District Is Changing

While language alone doesn't mean real change, this is a powerful beginning. Design, planning, community building, value, quality, even beauty, enter the conversations and public pronouncements of the LAUSD leadership. At our Oversight Committee meetings, they, as well as other Committee members, look to the AIALA as the conscience of the Committee, to check for our approval, concern, or disgust at proposals and attitudes they present.

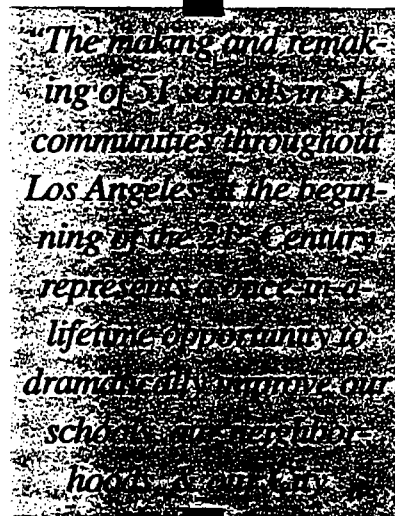
There are several extraordinary initiatives in place and emerging.

51 New Schools Are To Be Built in the Next Several Years

Until AIALA said the following, this staggering endeavor was seen as business as usual. "The making and remaking of 51 schools in 51 communities throughout Los Angeles at the beginning of the 21st Century represents a once-in-a-lifetime opportunity to dramatically improve our schools, our neighborhoods, and our City. The order of magnitude is of two Alameda Corridors, or of a big chunk of our transportation system. It's big. For too long, we in Los Angeles have treated infrastructure, like streets, like the L.A. River, like our schools, as one-liners, things that have one thing to do and nothing else. In good and fine cities, the making or fixing of infrastructure is the occasion for related improvements that make them better places,

much better places, in which to live. A truly complete Master Plan—from the choice of sites to the type of campuses proposed, to new prototypes, to a clear mission for the school's place in its community—must be done with vision, prudence, creativity, and joy.

One extraordinary effort tackling just this problem has emerged, known as New Schools•Better Neighborhoods. Its kickoff symposium at the Getty Center in May included a broad



group of 150 community, political and educational leaders from the local, State and federal levels who explored the issues of reestablishing schools as the centers of their neighborhoods. But the conference's—and the Initiative's—most striking feature may be that many of the stakeholders were in the same room for the first time—able to get answers to long-standing questions or share views that are often more similar than first suspected.

Master Plans for Every Existing School in the District

With the hundreds of millions of dollars being spent on the District's 700+ schools, there are no master plans for each school. The redundancy, loss of opportunity, dearth of vision, adding portables by rote, etc. is the way it has been done for two generations. The District is working with us to incorporate master planning into their *modus operandi*.

The Greening Project

Our most romantic and compelling initiative, which we have shepherded into reality, is the *greening of 20 million square feet of asphalt, one third of the total hardscape of the District*. About \$200,000,000.00 was slated to be used to repave 1/3 of the hardscape of the District. When the idea was hatched by Steve Soboroff and Andy Lipkis of TreePeople to use those funds to green that area, AIALA immediately supported it. When it was approved by the Board of Education, only AIALA understood the complexity of the project and that it was doomed to fail without major bureaucratic reshuffling. LAUSD was going to add this "minor" project into some overworked bureaucrat's portfolio. We created (and legislated) the position of Greening Coordinator, called for an "entrepreneurial manager" and found and had hired (by the BB Program manager 3DI/O'Brien Kreitzberg) a distinguished architect/landscape architect Guillermo Aguilar, AIA to run the project. His role—and his vision and drive—has become a model of how to make good things happen. Shade, placemaking, watershed management, etc., the transformation of our schools are all beginning to happen in powerful ways. This is really good news.

Other initiatives where design is insinuating itself are the repainting of all of the schools, new primary centers, and, hopefully, the core spirit of the District.

This powerful work is happening largely because of the AIA's leadership, and because the public is beginning to understand that they must turn to architects, not lawyers, politicians, or others—to architects—to represent their interest and their future in the built world. We are leading the public conversation away from cynicism to synthesis. That's very good news. **TPR**

Michael B. Lehrer is Pres., AIA L.A.; Vice Chair, Prop. BB Citizen's Oversight Committee; Adjunct Assoc. Prof. of Architecture, USC; and Principal, Lehrer Architects

*The following interview excerpt comes from the March, 1999 edition of
The Planning Report
www.ablinc.net/tpr*

*An Excerpt from:
“TreePeople’s Andy Lipkis Redefines
Envrionmental Pragmatism”*

TreePeople and the L.A. Unified School District recently collaborated on a greening campaign of true significance. Could you elaborate?

All the asphalt at LAUSD campuses adds up to one of the largest pieces of pavement in our watershed under one ownership. In addition to being an enormous source of heat at the schools we are trying to cool, it represents a huge flood and pollution threat. And the health implications for the kids are astounding.

A big piece of Proposition BB funds was to be dedicated to repaving a major portion of the asphalt at LAUSD schools. Another \$250 million from Prop. BB was set for air conditioners. And that's just the capital investment. It doesn't include the cost of running the air conditioners on an annual basis.

It's amazing that at the same time the District was planning to invest in air conditioning, it was going to put money into asphalt--one of the major sources of heat that makes air conditioning necessary!

We showed them, however, how appropriate tree planting and replacing the asphalt with landscape can sufficiently cool down the schools and result in real cost savings.

It's been reported that Steve Soboroff, Chair of the Prop. BB Oversight Committee, asked for your advice and a relationship was established that has resulted in an entirely new landscaping scheme for LAUSD. Could you elaborate?

When we proposed this they said, "We'd love to do it, but we can't afford to." But Steve Soboroff got the bit between his teeth and consistently pushed very hard for the greening concept. He came back to me to ask about the District's concerns. And I told him how they could make this happen.

You need to plant trees that will help shade and cool the buildings, specifically, the air conditioning units, the windows, and if possible the rooftops that are heating up. Secondly, you begin to shade the asphalt that's creating the urban heat island through all of Los Angeles. Two bangs for your buck.

Scientists at the U.S. Department of Energy and Lawrence Berkeley Labs--the best in the country--ran the numbers on this proposal for us. They came back with a reliable at minimum of 12% energy savings and perhaps as much as 18%.

We showed the District that they could reduce the scale and cost of the air conditioning installation. And the cost savings alone are more than enough to pay for the annual maintenance of the trees.

Now, I'm not talking about random tree planting. You need precision, strategic tree planting. Trees are like acupuncture needles. The right tree in the right place leads to healing. Random planting anywhere can profoundly exacerbate environmental problems. It's not rocket science. But it is science that can lead to profound solutions.

So after many, many months, the School Board agreed to replace roughly 30% of the asphalt on each campus with trees and greening. They also committed to maintenance, which is vital. Without it you wouldn't get the energy savings or any of the other benefits.

What are the obstacles to implementing this new program now that you've helped get the landscaping policy adopted by the School District?

Change isn't easy. And this involves a completely new, integrated approach to viewing and managing a campus beyond just trees and landscaping.

So far, the School Board gets the ideas of strategic tree plantings and landscaping and the energy benefits that follow. But they don't yet fully appreciate the water and other integrative issues that we've raised. Just like with the County and the feds, we have to demonstrate it for them to understand it.

A barrier to implementation is that the LAUSD is understandably reluctant now to expand its budget. The current budget sets aside \$3 a square foot for paving. And on most developments, landscaping is budgeted at \$6 per square foot.

The T.R.E.E.S. Project theory, however, is that these costs shouldn't have to be borne by L.A. Unified. We should be able to increase campus performance with regard to flood prevention and other issues such that other agencies will pay for the work.

To this end, we got a grant from Environment Now and Mary Nichols to come up with designs that show how the campuses could be retrofitted to capture water as clean water and treat it. Among them is one we did for Crenshaw High, which handles the full 133-year floods from that campus.

We also just applied (and are awaiting confirmation) for a half-million dollar grant from Santa Monica Bay Restoration Project to augment the repaving and landscaping of Osage Avenue School, which is moving in near the airport.

The School District moved the teacher and bus parking as well as the bus turnaround at Osage onto the schoolyard. And they put it where all the water on the campus washes across. So all the pollutants coming out of the cars will be swept right into the Santa Monica Bay. Part of our funding will go to building a demonstration project to show how that could be prevented.

How difficult is it for the District staff and the construction firms retained to rehabilitate the schools to change their historic approach toward landscaping and rethink their customary cost and estimating procedures to reflect your environmentally integrative approach?

Many people are scared and reluctant when they first see this. Others, who get it, are delighted.

The District is managing the repaving program by distributing the work to ten project management companies, each of whom has lots of schools. They then disperse the work further to other people. So when we asked which campuses were in the process of being repaved (because we want to involve the kids in investigating, mapping and prescribing change), no one knew the answer.

We're really fortunate that the District, led by the BB Oversight Committee, hired a coordinator, Guillermo Aguilar. He's a very skilled landscape architect and the right person for the job. He's happy to fight sometimes to have the more traditional construction people understand that there are broader goals that need to be met here. He's becoming a hero.

Staying with this theme, because the BB Oversight Committee and L.A. Unified are about to engage in a partnership to build 51 new schools in the inner city, what are the school construction lessons that should be learned from your partnership with LAUSD?

First, our campuses are health hazards for kids. Think of it: schools are like tree nurseries. A nursery is where you give a tree its best start so it will grow to be 100 years old. Our schools are where we're supposed to give kids their best start so they can be contributing

members to society. But where are we putting them? In some of the most toxic places in our City.

According to the Centers for Disease Control, skin cancer is now the fastest growing cancer in the country. More chilling, 13-year-olds are the most at-risk population. They're in the sun, and they're not protected. Open seas of asphalt don't do much to protect kids from the sun. Beyond that, asphalt is a petroleum industry waste product that exposes kids to toxic substances.

We need to design healthy places to learn and to grow from the ground up. **TPR**

With Engaged Stakeholders & Quality Aesthetics, The Public Schools of the Future Will Be Better

During the 1996-97 school year, U.S. Education Secretary Richard Riley borrowed Puyallup High School Principal Linda Quinn from her Seattle/Tacoma-area school district so she could serve as the Department's Principal in Residence for a year. While in Washington, Quinn advised federal officials on policies and strategies, and had a chance to crystallize her own thoughts on a vital issue in educa-

tion—school planning and school design. School design, Quinn says, is becoming increasingly a priority for the U.S. Dept. of Education. So much so, in fact, that school design funding could make its way into the department's FY2000 budget. TPR caught up with Quinn after a recent USC Architectural Guild-sponsored symposium on the importance of architecture in public schools.

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213/629-9019.

Linda, you recently participated on a USC Architectural Guild-sponsored panel addressing the importance of architectural design in public schools. How did you come to be involved in the area of educational facility design?

I come at this from two different perspectives. One is very much as a practitioner who's been working in schools for 25 years. I've gone through three major renovations in my district, and we're currently planning a third high school.

The other is from the federal government, where I worked for the 1995/96 school year as an advisor to the Secretary of Education. There I became involved with the national effort to look at how schools and school facilities impact communities and student learning. I was able to get more involved with some of the research to support what I had been seeing for twenty-odd years up to that point.

And what does the educational research suggest?

First of all, if you carefully attend to the learning environment when you are planning schools, it positively impacts student learning and student attitudes. It's nothing earth shaking: We all know that we work better in pleasant or even beautiful environments. And when public buildings are beautiful, it also suggests that the people who spend their days in them are respected by the members of the community. Students and teachers know this at a gut level.

The federal government's research on community and its relationship to schools has focused primarily on parent involvement research and studies of the effects of partnerships between community members and schools. It's very clear that when parents and other significant adults are involved in their education, young people do better in school.

First of all, if you carefully attend to the learning environment when you are planning schools, it positively impacts student learning and student attitudes. We all know that we work better in pleasant or even beautiful environments. Students and teachers know this at a gut level."

So, when you combine this with the latest research in the learning sciences, which supports the importance of the environment to student performance, the results are clear. Students do better when the learning situation is real, when the context is real, when the audience is more real—and when communities can interact in ways that directly impact

student learning. School facilities can facilitate each of these things.

You were quoted at the USC symposium saying that you have found in your experience that people seem to feel that ugly design indicates good stewardship of public funds. Could you elaborate and tell us what the antidote to that might be?

Puyallup is a conservative community with a conservative elected school board. And we haven't been as good at articulating to our community some of the things that Steve Soboroff, the Proposition BB Committee Chair, said very well at the USC conference. Beautiful, well-designed buildings are often no more costly than ugly ones.

I work at a beautiful, renovated school. It's a place that makes people feel very good. But the criticism often comes: "Why do we need such a nice place?" And whenever people are angry with the school—or they're faced with a levy or bond issue—they say, "They've got that beautiful place down there, and they don't need any more help."

Our administration's response to that, unfortunately—and one that is not uncommon throughout this country—has been to build buildings that are intentionally ugly so that people don't think we're wasting money.

I understand the motivation. People were voting against levies because "nice" somehow translated to "extravagant," which translated to "a waste of public funds." But it makes me sad.

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Quinn: In Education, Facilities Planning is a Dirty Word

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*The Planning
Report*
December 1998

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If LAUSD or its Prop. BB Oversight Commission were to host a small, focused discussion on how to site, design and build the new schools we now have the bond money for, what might come out of such a conversation? What would we want to learn from such a gathering and discussion?

They would say that involvement of the community in understanding everything from the very beginning is key.

In education, "planning" is sort of a dirty word these days—it's perceived as wasteful. But I am convinced that it's absolutely essential.

Also, I've found that people tend to think of schools as the way they were the day they graduated. They need to know how learning expectations and teaching strategies have changed since then.

So you need to start with an understanding in the community of the changes in the standards we have for kids, the requirements for kids' learning and what we know about how kids learn best.

The involvement of the community in this stage of the process is very important.

When the Department of Education hosted a design symposium in Washington, D.C. in October, something I heard over and over from the ten schools or school districts that we identified as models, or "Creative Solution Schools," was how they involved their communities in the planning process. In those cases, the schools really became an outgrowth of what their communities were talking about.

Design is central to the process of translating such conversations into effective school facilities. In fact, one objective of the Washington meetings was to come up with six principles (I know they're very broad) that should be the focal points for any design or planning process for schools.

First is that the design should support student learning. That should be the main concern. The building itself

should be thought of as a tool to support an educational philosophy and strategy for learning.

Second, the school should be a center of the community.

Third, the community, all stakeholder groups, should be integrally involved in the planning of the school.

Fourth, safety and security issues must be addressed.

Fifth, the school building should make the best possible use of all available resources.

Sixth, whatever we design for today needs to be flexible enough to adapt to what we don't even know about tomorrow.

"In education, 'planning' is sort of a dirty word these days—it's perceived as wasteful. But I am convinced that it's absolutely essential. I've found that people tend to think of schools as the way they were the day they graduated. They need to know how learning expectations and teaching strategies have changed since then."

Given the way we now fund new school facilities in California—through bond measures—are there any lessons to be learned from Los Angeles' Prop. BB experience?

One thing that was very clear from the USC panel was the value of citizens oversight committees being in place even after bonds are approved, like the Prop. BB Committee.

The value of a citizen body that will stick with a project, through the course of the project, is a lesson for everybody in the country.

Give us some brief examples of intergovernmental or public-private partnerships that are helping produce better designed schools.

One example, one of the Creative Solution Schools, is the Henry Ford Museum School in Chicago, which was built right in the museum. We're finding schools with this sort of thematic relationship cropping up elsewhere in the country, as well.

Lastly, both from your experience in your own school district and in Washington, D.C., what are some additional lessons that L.A.'s Unified School District might consider as it moves forward to build 51 bond-funded new schools?

One that is supported by market research by the National Education Association is that it is generally not effective to beat people over the head with all of a district's needs and problems. A much more effective approach—and this is what I heard described at the USC symposium—is to focus instead on the opportunities that are available.

L.A. has passed this bond. And the money that it made available represents some wonderful opportunities to genuinely impact education and the lives of students for years to come.

That will only happen, however, if the funds are used wisely, if the community steps up to offer their expertise and if inter-agency agreements can be struck to make the most effective use of what's available.

As Steve Soboroff said during the discussion, what LAUSD is doing goes beyond thinking about 51 new schools—it's a whole system-wide approach. It's very smart to be thinking about the whole system when you begin leveraging the funds for these 51 schools.

No amount of money or effort is ever enough. But I am very impressed with what it sounds like L.A. is doing. **TPR**

"L.A. has passed this bond. And the money that it made available represents some wonderful opportunities to genuinely impact education and the lives of students for years to come. That will only happen, however, if the funds are used wisely, if the community steps up to offer their expertise and if inter-agency agreements can be struck to make the most effective use of what's available."

Linda Quinn
1996-97
Principal in
Residence, U.S.
Dept. of
Education

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A Community Decides to Start Its Own Public Charter School: Pay Attention!

Communities have a vital resource in public charter schools, which can be built and designed—all without limits that bind school districts—to meet a neighborhood's specific land-use and educational needs.

TPR presents the following conversation with Rev. Philip Lance, Dir. of Pueblo Nuevo Development, the force behind the Camino Nuevo Charter Academy, emerging in L.A.'s Pico-Union district. We also

spoke with former First Interstate CEO Bill Siart, whose firm, EXED, is helping make sure charter schools' business is run as well as their academics.

Reverend, could you tell our readers about your community's plans for a new public charter school and your vision for this new academy?



Rev. Philip Lance

We're creating a new charter school, Camino Nuevo Charter Academy, in a very overcrowded neighborhood. Our service area, generally the MacArthur Park area, is bounded by the Harbor 110 Freeway on the east, Third Street on the north, Hoover on the west and Olympic on the south.

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April 1999

"Our organization brings a strong base in the community and an understanding of the neighborhood culture, but we don't have a lot of experience in educational curricula and delivery of educational services. For that, we brought in [others]."

**Rev. Philip
Lance
Pueblo Nuevo
Development**

Pueblo Nuevo Development Wants a Charter School

continued from front page

All the elementary schools in this community are very large and extremely overcrowded, often seating hundreds of children in excess of what they were built for. We're looking forward to creating a fairly small school—less than 250 children and 12 to 15 teachers and administrators—with a strong focus on literacy, particularly English literacy in the early grades.

Please describe the neighborhood involved and what led you to undertake acquiring and starting a new charter school to fill the needs of this neighborhood.

The neighborhood consists mostly of very poor Latino immigrants. Many of the children were born here, but their parents are from other countries. Often, the parents are monolingual and illiterate, even in their own language. So these children face tremendous obstacles. And they're not receiving a very good education in the schools as they currently exist.

Most of the reform strategies tried in the larger education system don't seem to be working. But the freedom that charter schools have to be innovative in designing programs for very specific population groups and getting teachers and administrators really invested in the school will allow us to create a much higher education quality.

For one thing, we want to lengthen the school year to 200 days—from September to the middle-end of July—from the usual 180-181 days. In the year-round system, which we will dispense with, many kids are on two months, off two months, on four months, off two months.

Some of them have to take the Stanford 9 on the day they come back—after being away for two months! For that and other reasons, parents really dislike the year-round system. So we'll make our parents—who are essentially our customers—happier.

Please describe the proposed new school site and the community's strategy for siting, designing and operating this new public charter elementary school.

We went out on a limb—without any money—and found a building at Seventh and Burlington that we're in escrow on right now.

"Most of the reform strategies tried in the larger education system don't seem to be working. But the freedom that charter schools have to be innovative in designing programs for very specific population groups and getting teachers and administrators really invested in the school will allow us to create a much higher education quality."

We're finding that a lot of foundations are interested in this project and supporting elementary education in poor neighborhoods now. We think these foundations will grant us most of the money needed to buy this building, a two-story structure originally built as a retail/office mini-mall.

School architects have said that this building could work very well as an elementary school for 240 children. After we complete purchase, we'll put in some additional money to do the tenant improvements necessary to make it work as a school.

Right now, the school won't have much playground space. But an adja-

cent property is coming available that we hope to acquire for a playground.

Reverend, who are your partners in this community-based venture and why were they chosen?

That's where we've been really fortunate. In a big project like developing a school, you need to learn how to collaborate and how to bring in some strong partners.

Our organization brings a strong base in the community and an understanding of the neighborhood culture, but we don't have a lot of experience in educational curricula and delivery of educational services. For that, we brought in the New Visions Foundation, led by Paul Cummins, the founding headmaster of the Crossroads School and founder of the Santa Monica-area New Roads Schools. He has a proven track record of creating terrific schools and is very interested in bringing that expertise to low-income, very poor neighborhoods. That will be a tremendous gift to this neighborhood.

On the financial/development/business side is EXED, which was founded by former First Interstate Bank CEO Bill Siart. EXED has an incredible staff of talented people to help groups like ours do business planning on the development side. Two EXED staff members with whom we are working closely are Anita Landecker, former head of the Los Angeles LISC office, and David Balsam, former budget director for First Interstate Bank. We also signed a contract for them to manage the school's business end for the first year, which includes purchasing, payroll, budgeting and probably personnel issues.

What is the significance, if your project turns out to be successful, for how we in the future plan and build new public schools in Los Angeles in underserved neighborhoods like yours?

continued on next page

New Community Institutions Demand Better Schools

13

*The Planning
Report
April 1999*

continued from previous page

In my work, I'm always on the lookout for ways to improve the lives of very poor people who live in very poor communities. Nothing makes a bigger difference in people's lives, or in a child's future, than creating good schools.

The L.A. Unified School District is desperate to establish more schools in these overcrowded neighborhoods. But we shouldn't wait for the LAUSD, because they haven't proven they can do it very well. Community groups like ours should be looking to collaborate in order to meet this tremendous demand. We can create much better

schools much faster and more cost-efficiently through the charter school movement.

By way of background, what are the organizational roots and associations of this new community-based elementary school being proposed?

Pueblo Nuevo is really a cluster of organizations.

I started with what I call "mass in the grass" in MacArthur Park on Sunday afternoons, which evolved into a congregation.

Then, wanting to address the tremendous social, political and economic issues of this neighborhood,

we started Pueblo Nuevo Development as a nonprofit corporation seven years ago. That corporation has successfully established several businesses that bring in revenues of about \$800,000 a year and employ about 45 people. One of those businesses is a for-profit, employee-owned janitorial company. The next organization we spin off will be the Camino Nuevo Charter Academy.

Most of my time is taken up as the Executive Director of Pueblo Nuevo Development, helping develop new institutions and businesses that will serve this neighborhood and have long-term viability and sustainability. **TPR**

"I started with what I call 'mass in the grass' in MacArthur Park on Sunday afternoons, which evolved into a congregation."

*Rev. Philip
Lance
Pueblo Nuevo
Development*

EXED President Bill Siart

Bill, could you please describe for our readers the mission of EXED?

I set up EXED about a year ago to help in the formation of charter schools, particularly on the business side.

Most educators have an idea of what they want to do educationally. They have a curriculum or a plan, but they don't have experience running a small business. In essence, a charter school is a small business.

For instance, we offer assistance in administering providers of cafeteria and maintenance service. Charter schools are independent. They often need somebody else to do those kinds of things for them. And that's what we do.

The other important skill we bring to the table is being able to run the business side of these schools more cost-effectively. We can help charter schools operate at a lower cost and in a more customer-friendly fashion than school districts can.

And EXED's role in operating Camino Nuevo Charter Academy?

Pueblo Nuevo, the group behind the Camino Nuevo Charter Academy, asked Paul Cummins, who founded Crossroads, to help develop their curriculum. But they still needed financial expertise. They weren't sure how to run the school or how to obtain the funds necessary to launch it. And that's why they came to us.

We agreed to help them do two things: one, develop the school; and two, after the school exists, provide business and financial services. It's important, both for daily operations and their ability to instill confidence in potential funding partners, to have someone on board who understands expenses and revenues and runs a quality financial operation.

What is the larger significance of this new school development project? Why should our readers pay special attention to the plans for this community-based new school?

Because the Los Angeles school

system has really failed the kids from the inner-city, especially from a performance standpoint. Los Angeles kids score very low on the Stanford 9 test, a national standard for evaluation. And while some teachers are extremely good and dedicated, many are not even proficient in the subject areas they teach.

Camino Nuevo is important because parents in this community are taking the situation into their own hands. They are creating their own charter school—which by law is a public school—because it's critical for their kids and their future. And they're right.

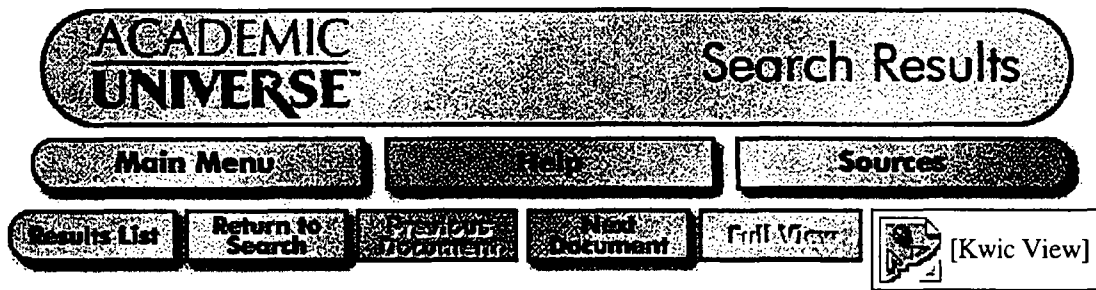
What lessons could LAUSD learn from what you're doing and what Camino Nuevo is doing?

They could provide better services to their schools at a lower cost.

Parent community groups like Camino Nuevo's are driven to provide quality schooling to their kids. And they are much better at this than the LAUSD's top-down, centralized, micro-management bureaucracy.

LAUSD needs to change. **TPR**

TPR



Document 1 of 3.

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The Daily News of Los Angeles

July 27, 1999, Tuesday, VALLEY EDITION

SECTION: NEWS, Pg. N3

LENGTH: 235 words

HEADLINE: SCHOOLS REFORMER LEAVES INFLUENTIAL GROUP

BYLINE: Steve Carney Staff Writer

BODY:

The leader of the major school reform group **LEARN** announced Monday he's stepping down, saying "it's time for fresh blood."

Mike **Roos**, the founding president and chief executive of the Los Angeles Educational Alliance for Restructuring Now, said he'll leave Sept. 1 to start his own public issues consulting firm. He'll continue as a LEARN adviser, while its board searches for a new president. Former Vice President Mary Chambers will serve in the interim.

"I feel like I've accomplished everything I've wanted to accomplish when I took the job in '91," Roos said.

In eight years, 377 of the 750 schools in the Los Angeles Unified School District have adopted LEARN's program of greater school autonomy and accountability.

Improved student test scores and a new, reform-minded school board convinced Roos it was time to let someone else continue the battle, he said.

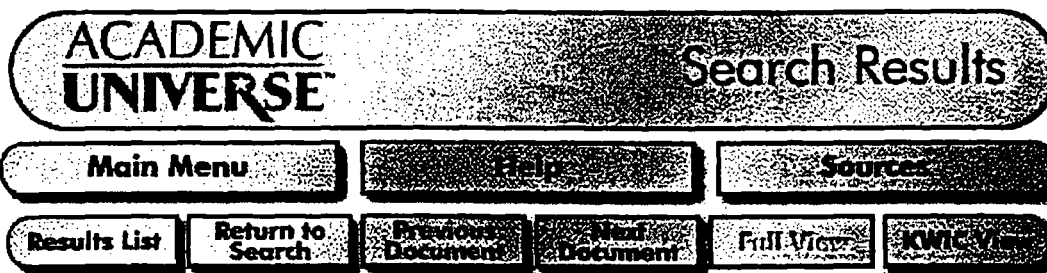
"It's time for fresh blood, a new perspective, someone to capitalize on the elements I feel are permanently in place," he said. "It's been a great ride. But the best years of reform are really ahead of us."

In addition, on Monday LEARN announced it is forming a planning committee with the four other groups most involved in LAUSD reform - the Los Angeles Business Advisers, the Los Angeles Annenberg Metropolitan Project, the Los Angeles Educational Partnership and the Committee for Effective School Governance.

LANGUAGE: ENGLISH

LOAD-DATE: July 28, 1999





Document 2 of 3.

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[View Related Topics](#)

July 27, 1999, Tuesday, Home Edition

SECTION: Metro; Part B; Page 1; Metro Desk

LENGTH: 817 words

HEADLINE: ROOS TO QUIT AS HEAD OF SCHOOL REFORM GROUP;
EDUCATION: LEADER OF ORGANIZATION HAS REPRESENTED BUSINESS IN SEEKING BETTER SCHOOLS.

BYLINE: DOUG SMITH, TIMES EDUCATION WRITER

BODY:

Mike **Roos**, the hard-edged former assemblyman who has been the Los Angeles business community's attack dog on school reform for most of this decade, announced Monday that he will leave his job as president of the reform group **LEARN** at the end of August.

Roos' departure coincides with a decision by **LEARN's** business and political backers to pursue an alliance of five organizations pushing to fix the public school system.

From LAAMP, a countywide group formed to manage a multimillion-dollar reform, to the Committee on Effective School Governance, which harshly criticized management by the Board of Education, the groups have pursued varied goals even though they shared much the same base of support.

Now it is time for them to develop a common purpose, said William Ouchi, vice dean of the UCLA Anderson School of Business and head of the **LEARN** governing board.

Leaders of the groups said the success of Mayor Richard Riordan's reform slate in this spring's Los Angeles Board of Education elections set the stage for the groups to rethink their visions and style.

"This may be an exciting opportunity for us to help make wholesale changes," said LAAMP Chairman Virgil Roberts, an attorney and civil rights leader.

As reform organizations shift from criticizing to supporting school board efforts, "you cannot be speaking with several different messages," Ouchi said. "You have to have a harmonious voice."

The heads of the organizations will meet over the next six months to rethink their missions and to work out new relationships and staffing, Ouchi said.

Departing after eight years as the head of **LEARN**, Roos said he believes he has accomplished more than he expected.

"I really think we have drawn some blood where we needed to draw blood," he said.

Roos said he will form a public interest consulting firm.

His duties will be taken over for the next six months by Mary Chambers, LEARN's former executive vice president, who now runs a management consulting firm.

Chambers said she will work with the executives of the other four groups to shepherd the conversation about their futures. Chambers, whose husband is the secretary of the Los Angeles school board, said she will not seek a permanent job with LEARN.

"Rather than speculate about who should be the right leader and what should be the right structure, the organizations are coming together to talk about what needs to be done," Chambers said, "then go out and look for a leader."

LEARN was formed by Riordan and several of the city's business elite, including former Lockheed Chairman Roy Anderson and former Arco President Robert Wycoff.

Under Roos' leadership, LEARN drafted a comprehensive school reform plan based on increasing personnel and budget control of individual schools while ensuring greater accountability.

As more than half the Los Angeles schools adopted the LEARN plan over the last five years, Roos continued to battle district officials who, he believed, were not fully committed to changing the system.

Assessing LEARN's effects has proved difficult, especially because the district has used several different standardized tests in this decade. A 1998 report by the Evaluation and Training Institute found LEARN and charter schools doing moderately better than those not in a reform plan.

A Times analysis of 1997 and 1998 test scores found LEARN schools improved about twice as much as those not pursuing any reform.

However, LEARN's goal of signing up every school faltered last year when there were no new recruits. Responding to the crisis, LEARN's working group pressured Supt. Ruben Zacarias to declare that all schools would have to adopt a reform plan.

The remaining 300 schools adopted plans this year. All but 40 chose reforms other than LEARN.

Besides LEARN, LAAMP and the Committee on Effective School Governance, members on the new study committee will come from Los Angeles Educational Partnership) and the Los Angeles Business Advisors.

LAAMP provides funding and technical assistance to 28 school families across Los Angeles County. It has a contract through 2001 with the organization formed by billionaire Walter Annenberg to administer a \$ 53-million donation for national school reform.

The educational partnership, formed in 1984, provides technical support to individual schools.

The business group was formed by 25 chief executives of companies to improve the economic environment of Los Angeles.

The Committee on Effective School Governance was formed last year by members of the other four groups to generate interest in the school board elections. It said the old board was unfocused and micromanaged district business.

Roberts said the committee "demonstrated that there is a real community of interest about what ought to take place, and perhaps a number of organizations could work together on a broad array of issues."

LANGUAGE: English

LOAD-DATE: July 27, 1999



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NSBN Summer Work

Divider Title: _____

Summer Work Groups Discover New Challenges

By Howard Miller

Past President, LAUSD Board of Education

Only when New Schools Better Neighborhoods began its summer work in June did it discover the full magnitude of the challenge LAUSD faces. First, some background: Voters passed \$6.7 State Prop. 1A last year, which provides \$6.7 billion for K-12, of which \$2.9 billion is dedicated to new school construction. That \$2.9 billion is allocated in two tranches—\$1.35 billion now and \$1.55 billion available starting July 1, 2000. At the Getty Conference in May, NSBN didn't know that all but about \$600 million of the first tranche has been allocated—none to LAUSD. And the State Allocations Board (SAB) has already received completed applications from other school districts for more than the remaining \$650 million. The first tranche is therefore completely gone, without LAUSD receiving a single dollar from the state.

Further, unless completed applications are at the SAB by July 1, 2000, there is little chance any money will be available from the \$1.55 billion second tranche. But the application process is quite time-consuming: 1) it must go through lengthy LAUSD internal processes; 2) the land must be either owned, in escrow, or the subject of an eminent domain order of possession; 3) the site must be approved by the State Department of Toxic Substances Control (DTSC); 4) the plans must be approved by and conform to the California Department of Education (CDE) Site Analysis and Design Control; 5) the plans must be approved by the Department of the State Architect (DSA); and 6) the overall plans and process must go to the Office of Public School Construction (OPSC) before being sent to the SAB.

Another factor that should be in L.A.'s favor is that the State's \$2.9 billion must be matched equally with local funds. Because of local Prop. BB funds, LAUSD had at least \$900 million available for the match, meaning it would be eligible for up to \$900 million from the Prop. 1A funds, about 30% of the total. That is consistent with the ratio of LAUSD students to state K-12 students, and LAUSD certainly has a proportionately greater new school need, but it now appears that, even on a best case assumption, very little of the Prop. 1A school construction money will be obtained by LAUSD.

There appear to be three reasons LAUSD is so far behind in obtaining state money. First, land is difficult to assemble in a dense urban area. Plus, commercial or industrial property often have a history of use that creates environmental problems. Second, some of the State formulas that must be met are based on suburban, 1950's space and use assumptions that create unnecessary barriers for L.A.

In all fairness, however, other urban districts such as Long Beach face the same two obstacles with success, which is consistent with the third reason for LAUSD's difficulties: the LAUSD real estate and construction infrastructure is wholly inadequate to deal with the challenge before it.

Key individuals with whom we have worked—Ron Prescott, Bob Niccum and Lynn Roberts, among others—are highly talented people doing the highest quality work. But the organization as a whole simply does not have the ability to utilize the vast sums of money available for new construction on the large number of needed sites. In moments of private candor, senior LAUSD administrators agree that there is an organizational deficit to achieving necessary goals.

Faced with the information on how little of the Prop. 1A funds LAUSD has qualified for, and in response to the range of challenges posed by that information, NSBN has made new plans.

The major immediate efforts are in two areas: 1) developing a model for a specific site to test whether early community participation can help the overall process; and 2) work with State officials to clear as many State-level barriers as possible.

The Community Participation/Vision Workgroup has brought in Steven Bingler and Bobbie Hill of Concordia, Inc. to prototype a better community participation approach to school site selection and design. The Cahuenga New Elementary School has been selected as the pilot. Led by co-chairs Karen Bass and Ted Mitchell, several NSBN Community Workgroup volunteers are participating directly in this project, including confirming its eligibility and scope of need for new construction. Other volunteers are training with the consultants to ensure our ability to replicate this model for community involvement across other neighborhoods. Large Cahuenga community meetings began on August 12, and will continue every two weeks, and LAUSD personnel are an active part of this process.

To address the pressures of the SAB timeline, a summit, scheduled for September 29 by the NSBN Steering Committee, will bring together representatives of all the relevant state agencies (DTSC, DSA, CDE and OPSC) with senior LAUSD personnel to address the issues involved in changing obsolete school design standards, developing design-build or turnkey school construction opportunities, and enabling joint use ventures. In addition, the OPSC has offered to hold a special session with LAUSD to focus on filing more eligibility applications. Though it does not guarantee funds, the SAB eligibility application must be filed to establish need and is a prerequisite to obtaining any State funds.

The NSBN Regulatory Constraints Committee will also be part of that process. In addition to working on the State issues, it has targeted two other District processes for analysis: 1) site acquisition; and 2) design and construction. Co-chairs Rod Hamilton and Lillian Kawasaki have created breakaway groups to examine the current process flows in hopes of recommending faster, more effective processes.

On both immediate and long range goals, the Joint Use workgroup led by Alex Rose is beginning to help the District identify opportunities for leveraging the development of new schools that will fulfill general public needs within the same facility. Joint use ventures can lead to more intelligent uses of space, as well as create important collaborations between schools and community resources.

NSBN rapidly discovered that the magnitude of the task is even greater than was thought last May, and is at least as great as the goal to be achieved. NSBN will continue to keep you informed and to seek help in dealing with the tasks and achieving the goals.

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Working Groups Steering Committee

- | | |
|------------------------------|--|
| 1. David Abel (Co-Chair) | Prop. BB Oversight Committee, Metropolitan Forum Project |
| 2. Steve Soboroff (Co-Chair) | Chair, Prop. BB Oversight Committee |
| 3. Howard Miller (Co-Chair) | Former President, LAUSD School Board |
| 4. Connie Rice (VC) | The Advancement Project |
| 5. Ron Prescott (VC) | LAUSD Deputy Superintendent |
| 6. Paul Vandeventer | President, Community Partners |
| 7. Jefferson Crain | LAUSD-Board Secretary |
| 8. Bong Hwan Kim | MultiCultural Collaborative |
| 9. Ted Mitchell | President Occidental College |
| 10. Karen Bass | Community Coalition |
| 11. Lillian Kawasaki | G.M., City of L.A. Environmental Affairs |
| 12. Rod Hamilton | Vice Chair, Project Restore |
| 13. Con Howe | G.M., L.A. Department of City Planning |
| 14. Alex Rose | Urban Land Institute-L.A. District Council |
| 15. Frank Acosta | California Wellness Foundation |

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Community Participation/Vision

- | | |
|----------------------------|--|
| 1. Karen Bass (Co-Chair) | Community Coalition for Substance Abuse Prevention |
| 2. Ted Mitchell (Co-Chair) | President, Occidental College |
| 3. Judy Burton (VC) | LAUSD-School Reform/Learn |
| 4. Bong Hwan Kim (VC) | MultiCultural Collaborative |
| 5. Harley Frankel (VC) | Former Federal Head Start Administrator |
| 6. Richard Weinstein | UCLA-Architecture Faculty, Former Dean |
| 7. Martha Welborne | Surface Transit Project |
| 8. John Quiter | Cunningham Group-Solberg& Lowe Architects |
| 9. Hector Perez-Pacheco | Latino Children's Action Council |
| 10. Anita Landecker | EXED LLC |
| 11. Connie Rice | The Advancement Project |
| 12. Mark Siegel | Siegel & Nicholl |
| 13. Gib Hentschke | Dean, USC-Rossier School of Education |
| 14. Bob Timme | Dean, USC School of Architecture |
| 15. George Richter | President, Beverly-Kingsley Neighborhood Association |
| 16. Bob Harris | University of Southern California |
| 17. Lee Wallach | Community Assets |
| 18. Rosana Trevino-Perez | Independent Consultant |
| 19. Valerie Fields | Board Member, LAUSD-Board of Education |
| 20. Linda Fowells | Community Partners |
| 21. Peggy Funkhauser | Los Angeles Education Partnership |
| 22. Yoli Aguilar | Los Angeles County Board of Education |
| 23. Greg Clements | Real Estate |
| 24. Jo Ann Koplin | Inspired Spaces |
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Regulatory Constraints

- | | |
|--------------------------------|---|
| 1. Rod Hamilton (Co-Chair) | Catellus Development Corp. |
| 2. Lillian Kawasaki (Co-Chair) | City of L.A. Department of Environmental Affairs |
| 3. Lyle Smoot (VC) | LAUSD |
| 4. Bob Niccum (VC) | LAUSD-Real Estate and Asset Management Branch |
| 5. Andrew Adelman (VC) | City of L.A. Department of Building & Safety |
| 6. Mike Jimenez (VC) | PS Enterprises |
| 7. Santiago Jackson | LAUSD |
| 8. Mark Slavkin | LAAMP |
| 9. O'Malley Miller | Munger, Tolles & Olson LLP |
| 10. Harry Handler | UCLA-Graduate School of Education & Information Studies |
| 11. Mary Spangler | Los Angeles City College |
| 12. Bret Moxley | California Center for Land Recycling |
| 13. Adi Liberman | Office of Ruth Galanter |
| 14. Jennifer Taggart | Environmental Affairs Commission |
| 15. Helena Jubany | LAUSD |
| 16. Kathy Littman | Jones, Lang & LaSalle |
| 17. Judy Frank | Asset Strategies |
| 18. Leo Marmol | Marmol & Radziner |
| 19. Rodger Friermuth | LAUSD |
| 20. Steve MacDonald | City of L.A.-Dept. of Building and Safety |
| 21. Jay Stark | The Lee Group |
| 22. Dan Rosenfeld | Jones, Lang & LaSalle |
| 23. Brant Dveirin | Loeb & Loeb, LLP |

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Joint-Use

- | | |
|----------------------------|--|
| 1. Frank Acosta (Co-Chair) | California Wellness Foundation |
| 2. Alex Rose (Co-Chair) | Continental Development Corporation |
| 3. Leon Ralph (VC) | Los Angeles OIC |
| 4. Lynn Roberts (VC) | LAUSD |
| 5. Ruben Lizardo | L.A. Trade-Tech.-Community Planning & Economic Dev. |
| 6. Ellen Oppenheim | L.A. Dept. of Rec & Parks |
| 7. Carmen Martinez | Los Angeles Public Library |
| 8. Neal Halfon | UCLA-Center for Healthier Children, Families & Comm. |
| 9. Kelly Candaele | L.A. Community Colleges Board of Trustees |
| 10. Art Tyler | Los Angeles City College |
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| 13. Robin Hughes | L.A. Design Center |
| 14. Linda Fowells | Community Partners |
| 15. Lee Wallach | Community Assets |
| 16. Jim Goodell | Goodell Brackenbush |
| 17. Amy Arnold | City of Los Angeles |
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| 23. Gib Hentschke | Rossier School of Education, USC |
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| 25. Andy Lipkis | Tree People |
| 26. Howard Miller | NSBN |
| 27. Bert Pearlman | Inspired Spaces, Inc. |
| 28. John Quiter | Cunningham Group |
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Technology/Technical Data

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| 8. Dan Rosenfeld | Jones, Lang & LaSalle |
| 9. Anne Feree | Gensler |
| 10. Pat Sanford | Tech Ed Services, Inc. |
| 11. Amy Arnold | City of Los Angeles |