

OAKLAND UNIFIED SCHOOL DISTRICT

ASSET MANAGEMENT PLAN



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OCTOBER 2014



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

EXECUTIVE SUMMARY

In accordance with Oakland Unified School District's (OUSD) strategic plan and the Asset Management Policy approved by the Board of Education, this plan outlines the strategies that OUSD should undertake in order to best optimize its physical assets.

The work for this plan began with the 2012 Facilities Master Plan that measured and documented every school site owned by the district. The facilities data collected during the master planning effort created the baseline for this plan. Many additional data sets were used to augment the facilities data in the development of this plan, including Live Go data, utilization data, enrollment data, and census data.

This report begins by outlining the guiding principles that drive the analysis and synthesizes for asset management. The guiding

principles section also highlights the district's goal of enrolling 50,000 students in its schools and the capture rates by grade level needed to achieve that enrollment target.

The following section of the report documents the current state of OUSD's facilities and discusses work that has been done to date on this effort, including the facilities master plan, the development of design guidelines and education specifications, and the district's goal of creating 21st century schools and a full service community schools district.

The report continues with a description of the factors affecting asset management. Not all of these factors are directly related to the physical assets, but each has a significant role to play in the asset management process. These factors include the School Options Program, students assignment and

enrollment, site capacity, classroom utilization, operations and maintenance, and administrative needs.

The final section of this report identifies eight strategies that the district should employ in order to optimize the use of its physical assets. The first and most impactful strategy is to create attractive programs in schools that are currently underutilized. The second strategy to optimize asset utilization is to cap enrollment at over enrolled schools. The third strategy is to co-manage the student assignment and facilities management processes. The fourth solution is to expand or consolidate programs. The fifth strategy is to reduce capacity by removing portable buildings. Strategy six is to reunify the district's administrative divisions. The seventh strategy is to develop competition level athletic facilities as a means of generating revenue. And the final strategy discusses

various options for property disposition to generate unrestricted revenues to support school operations.

The report concludes with a matrix outlining the current, near-term, and long-term uses or each district property and should act as a guide for facilities managers and academic program developers in future planning efforts.

The report finds that OUSD could consolidate the facilities needs associated with housing its administrative staff by up to one third. It also finds that the district could remove nearly a quarter of its portable buildings as a way of aligning site capacity with local student populations. Furthermore, the report identifies the creation of a STEM Corridor in West Oakland as a viable model for the development of attractive academic programs.

CONTEXT FOR THIS PROJECT

Oakland Unified School District (OUSD) owns and operates 6,000,000 square feet in 1,000 buildings across 115 sites. OUSD uses its facilities to educate 37,000 students attending public schools and 10,000 more students attending charter schools. Additionally, OUSD facilities are used to house more than 600 staffers and administrators. The challenge of managing so many people with such varied needs in so many different facilities is the primary context for this asset management plan.

Upon completion of the 2012 OUSD Facilities Master Plan, the district approved an Asset Management Policy that seeks to optimize the use of its various facilities by managing

its physical assets as a system, as opposed to trying to optimize specific facilities as individual sites. The Facilities Planning and Management division will continue to maintain and modernize certain buildings and sites, but it will determine which services to deliver to which sites based on the goals of the asset system at large.

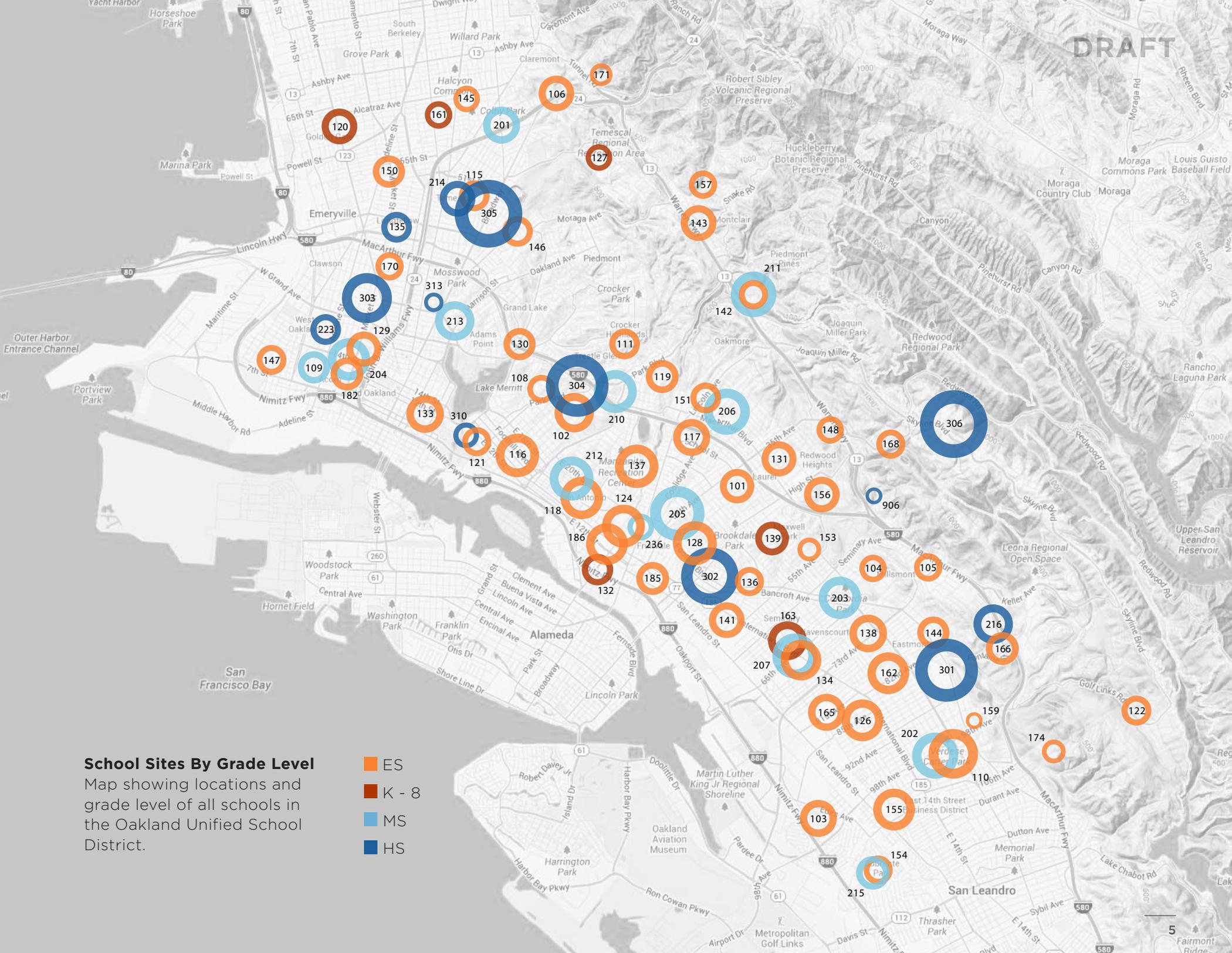
This report begins by outlining the factors that affect asset management such as the school choice, school enrollment, building capacity, and classroom utilization. The plan uses two measure of utilization to assess the current state of each facility: site capacity versus school enrollment, and classroom utilization. These measures

indicate the how well a school site is performing relative to its facilities capacity to house students.

The report continue with an overview of the operating and maintenance costs associated with the ongoing management of OUSD's physical assets. Energy use, deferred maintenance, and seismic upgrades are the primary ongoing costs associated with operating the district's properties.

The next section of this plan details the space needs of OUSD's organizational divisions and the impact that these needs are having on the district's ability to effectively manage and optimize its properties.

The final section of this report describes eight strategies that OUSD can undertake to increase the utilization of individual facilities and to improve the processes associated with ongoing management of district properties. Strategies for optimization include everything from improving academic programs to attract students to underutilized schools to removing portable capacity from certain sites to creating revenue generating athletic facilities. The solutions outlined in this section are not meant to be mutually exclusive. In fact they will be most successful when enacted through a coordinated effort by various district divisions.



School Sites By Grade Level

Map showing locations and grade level of all schools in the Oakland Unified School District.

- ES
- K - 8
- MS
- HS

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1

GUIDING PRINCIPLES

The goals of this asset management plan are derived from Board Policy 7350 and from principles and requirements outlined by the Facilities Planning and Management Division.

OAKLAND UNIFIED SCHOOL DISTRICT ASSET MANAGEMENT POLICY

In alignment with the district’s strategic plan, the physical assets of the Oakland Unified School District shall be managed and maintained as a system to provide safe, secure, healthy, and technology ready learning environments for students in Oakland’s publicly funded schools. The district shall also use its properties to realize unrestricted revenue to support programs and services for district students.

ASSET MANAGEMENT PLAN GUIDING PRINCIPLES

The following points are guiding principles for this plan as outlined by the board policy on asset management:

1. Manage Assets as a System – OUSD’s portfolio of physical assets consist of 339 permanent buildings and 673 portable buildings located on 115 sites across the city of Oakland, California. In order to achieve the goals of this asset management plan, the district’s physical assets should be managed as a holistic system.

2. Provide Safe, Secure, Healthy, and Technology Ready Schools – In accordance with OUSD’s strategic plan, the district’s physical assets should support the delivery of quality education programs by providing safe, secure, healthy, and technology ready learning environments.

3. Use Properties to Realize Unrestricted Revenues – Certain and appropriate OUSD facilities should be made available for the district to use to generate unrestricted revenue that will support programs and services for district students.

4. Develop Classroom Loading Model – In order to establish a baseline understanding of classroom utilization and site capacity, a classroom loading formula is needed to define a recommended number of students per classroom for various OUSD programs.

5. Reduce Portable Classrooms – Develop a comprehensive plan to define the appropriate number of portables that should be operated by the district in order to provide classrooms spaces in alignment with the district’s educational goals and school design guidelines.

DISTRICT GOALS

The following are the goals of this plan as outlined by the Facilities Planning and Management division:

Schools Should Operate as Viable Programs of Choice

All OUSD schools should be functional options of choice, ready to serve every district student, in every neighborhood of Oakland.

Optimize Asset Portfolio Relative To Local Student Populations

The optimization of OUSD’s physical asset portfolio requires the district to align the size of its school facilities accommodate 50,000 students district-wide.

Reunify District Leadership

The recentralization of some of OUSD’s administrative divisions allow the district to operate more efficiently and effectively.

DRAFT

ENROLLMENT LEVELS AND ASSET PLANNING

According to the 2010 census there were about 58,700 school-aged children living in the city of Oakland in the 2013-2014 school year. Growth rates suggest a 0.25% growth the city’s population rate, which means that in the 2018-2019 school year, there will be roughly 59,500 school-aged children in Oakland. OUSD currently houses around **37,000** students in district run programs and **4,000** students in charter programs. In order to effectively plan for future capacity level the district has set an enrollment target of **50,000** students for the 2018-2019 school year. This enrollment target will dictate the capacity levels that OUSD’s physical assets will need to accommodate.

CURRENT CASE 37,000 STUDENTS

Enrollment In District Schools By Grade Level for the 2013-2014 School Year

TK-5 : 20,897
6-8 : 7,733
9-12 : 8,490

Capture Rate By Grade Level for the 2013-2014 School Year

TK-5 : 79.1%
6-8 : 55.7%
9-12 : 46.0%

LOW GROWTH 40,000 STUDENTS

Necessary Enrollment In District Schools By Grade Level To Meet Overall Target

TK-5 : 20,000
6-8 : 9,200
9-12 : 10,800

Necessary Capture Rate By Grade Level To Meet Enrollment Target

TK-5 : 74.7%
6-8 : 65.5%
9-12 : 57.8%

HIGH GROWTH 50,000 STUDENTS

Necessary Enrollment In District Schools By Grade Level To Meet Overall Target

TK-5 : 24,250
6-8 : 11,875
9-12 : 13,875

Necessary Capture Rate By Grade Level To Meet Enrollment Target

TK-5 : 90.6%
6-8 : 84.5%
9-12 : 74.2%

ALL STUDENTS 60,000 STUDENTS

Necessary Enrollment In District Schools By Grade Level To Meet Overall Target

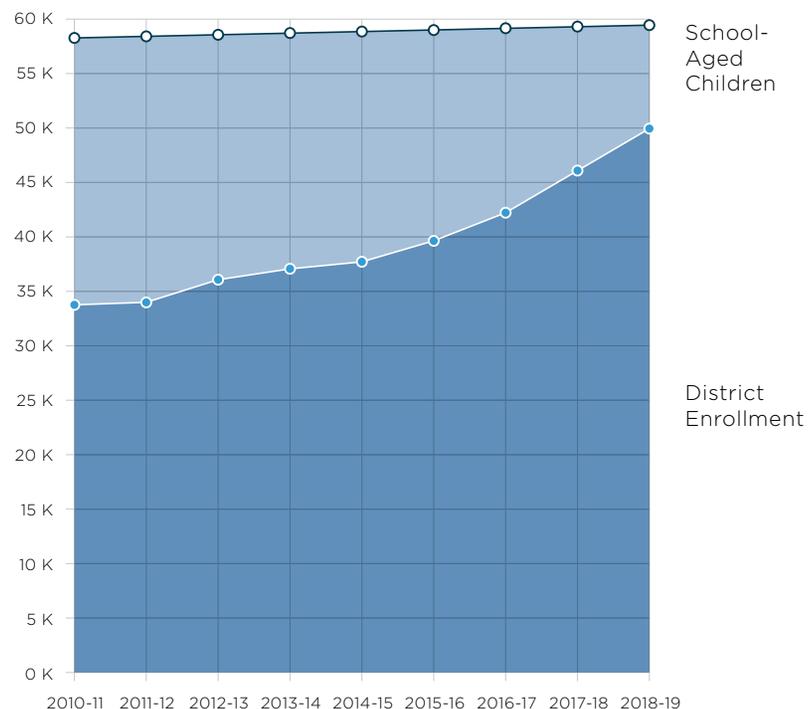
TK-5 : 26,983
6-8 : 14,166
9-12 : 18,851

Necessary Capture Rate By Grade Level To Meet Enrollment Target

TK-5 : 100%
6-8 : 100%
9-12 : 100%

DISTRICT-WIDE TARGET ENROLLMENT NUMBERS

PLANNED CAPACITY



District-wide target enrollment numbers set the overall capacity level to which the district's asset plan will be devised.

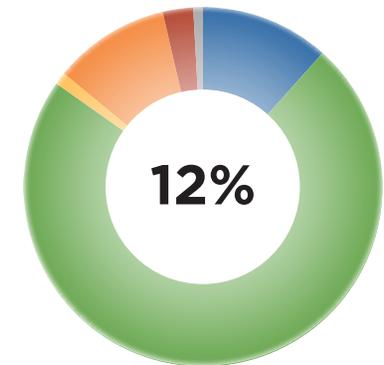
2

CURRENT SCHOOL FACILITIES

USE AND UTILIZATION

OUSD operates 88 district run programs, 16 charter programs, and 27 early child education centers on 86 sites across the city of Oakland. Only 72% of classrooms assigned to district run TK-12 programs are fully and appropriately utilized.

UTILIZATION



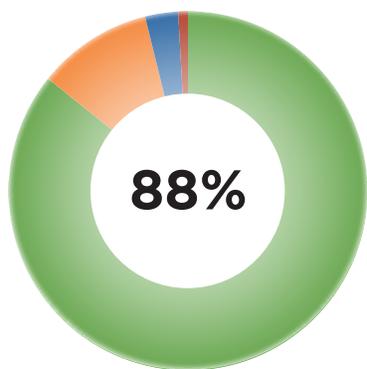
...of OUSD classrooms are underutilized

- Utilized
- Underutilized
- Overutilized
- Charter
- Admin
- Leased

CURRENT SCHOOL FACILITIES

OUSD properties are used primarily to serve students enrolled in district operated programs. The classroom utilization rate for the district is strong **73%**, but the district could increase its asset optimization by better utilizing the **12%** of classrooms that are underutilized. Furthermore, **1%** of district classrooms are considered overutilized which means that some district schools are over capacity and do not have an adequate amount of space to house a variety of important program offerings. The remaining **14%** of district-owned classrooms are used to house charter programs, administrative functions, or are leased to an adjacent school district, and these classrooms could be better used by housing district-run programs.

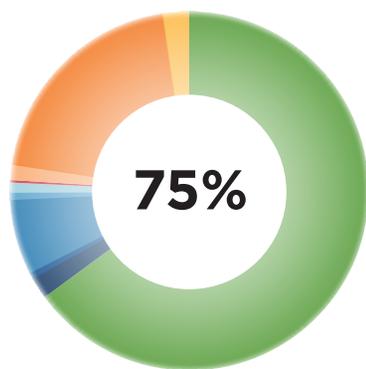
PROGRAM ORGANIZATION



...of OUSD classrooms are used for district programs

- Admin
- District
- Charter
- Leased

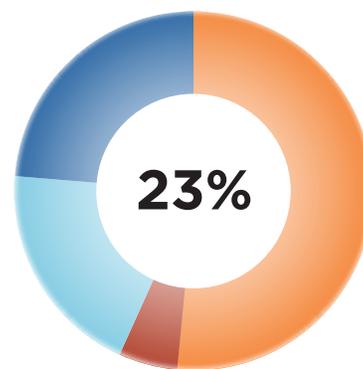
USE TYPE



...of OUSD classrooms are used for general education

- Pre K
- Gen Ed
- SDC
- Flex
- FSCS
- Lab
- Admin

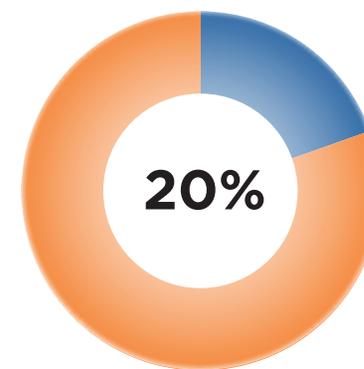
PROGRAM TYPE



...of OUSD classrooms are used for 9-12 Instruction

- ES
- K - 8
- MS
- HS

BUILDING TYPE



...of OUSD classrooms are in portable buildings

- Permanent
- Portable

DRAFT FACILITIES MASTER PLAN GOALS

Seven major goals for improving OUSD facilities

The 2012 Facilities Master Plan was developed to direct capital projects throughout the Oakland Unified School District through 2017-22. The document was a collaboration between Facilities staff, education planning experts, and the OUSD community. The plan outlines a path of ongoing improvements that support the district's strategic vision for a the realization of a Full Service Community School District. The plan contained seven major goals:

1. FULL SERVICE COMMUNITY SCHOOLS

In accordance with the district's strategic vision, the Facilities Master Plan provides the framework for the creation of a *"Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day."* This means working in collaboration with networks of administrators, educators, and community partners to identify and prioritize projects that support innovative educational programs and "wrap around" services to students and their families.

2. MODERNIZE AND UPGRADE FACILITIES

More than half of OUSD's buildings are more than 50 years old. Older buildings are in need of repairs and upgrades to

continue to operate at a high level of performance. Modernization needs include building system upgrades to heating, roofing, and plumbing systems as well as sustainability upgrades that reduce energy and water consumption resulting in improved efficiencies. While these projects represent the "bricks and mortar" issues facing the district's facilities, they may also facilitate a school's ability to serve as a Full Service Community School by providing the necessary systems to support community activities.

3. ENHANCE SEISMIC SAFETY

Although all OUSD facilities meet California building codes, the ever-evolving understanding of structural performance during earthquakes means that there are opportunities to reinforce and improve the seismic safety of OUSD buildings. The Facilities Master Plan lays out the framework through which the 118 buildings identified as either highly/moderately vulnerable to seismic activity can be upgraded in conjunction with other modernization and Full Service Community projects.

4. SUSTAINABILITY

A guiding principle for all district projects is to minimize the consumption of resources. To achieve this goal, the district is employing strategies to improve energy

efficiency, produce energy where possible, and conserve water. All sustainability projects follow the best practices laid out by the Collaborative for High Performance Schools (CHPS).

5. EFFICIENT USE OF RESOURCES

A major tenant of the Facilities Master Plan and all district policies is to ensure that all resources are first and foremost used in service of Oakland's children, youth, and their families. All school sites should be heavily used by school programs, community, partners, and the neighborhoods around them.

6. COMMUNITY INPUT

Stakeholder input from students, parents, teachers, administrators, and community members was critical to the development of the Facilities Master Plan and continues to be a major principle of all district projects and prioritization processes.

7. DEMOGRAPHICS AND ENROLLMENT

Facilities Planning and Management works closely with the district's Research, Assessment, and Data division (RAD) and Oakland planners in order to project and anticipate future facility needs.

FACILITIES MASTER PLAN

PLANNING FOR CHANGE

Developing a long range master plan that will align OUSD's built environment with its strategic vision.

DRAFT STATE OF THE ART SCHOOLS

Facilities that facilitate educational outcomes

OUSD's classrooms will be modern, functional spaces that support teaching and learning. In order to maximize sustainability and simplify maintenance and upkeep, designs should align with the Collaborative for High Performance Schools (CHPS) best practices. Classrooms should also be flexible so as to support a variety of curricular pedagogies, and accommodate changing technologies. Classrooms should be safe environments that promote respect for students to socialize, learn and develop creativity. The standard classroom guidelines are intended to support the needs of programs and curriculums at all school levels; however, certain programs may require a variation on this model.

IMPROVED ASSESSMENTS

OUSD is implementing the Common Core State Standards, Next Generation Science Standards, and the Smarter Balanced Assessment. Classrooms in the district should support teachers working with these standards.

PEDAGOGIES

Every school is different and every teacher is different. New and renovated classrooms have equal quality across the district while allowing many different teaching methods to take place within them.

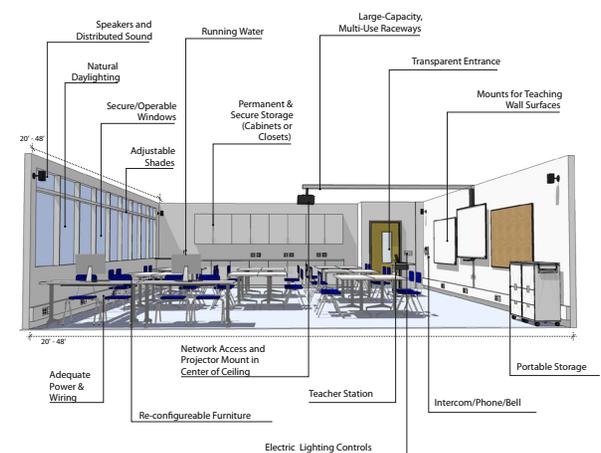
STEM

Oakland schools at all levels feature programs focusing on Science, Technology, Engineering and Math. Classrooms should accommodate hands-on, engaging learning experiences that teach students skills in logic and critical thinking and infuse technology into all aspects of student learning.

TECHNOLOGY

It is essential that classrooms have the ability to support technology as a teaching tool; however, the technologies used in a classroom will evolve and be replaced dozens of times throughout the 100+ year life-cycle of a school building. Rather than update the necessary systems for each new generation of educational technology, the following guidelines describe how to integrate flexible infrastructure and modular fittings into the design of new and modernized buildings at the start. This solution will ensure that classrooms continue functioning as effective, modern learning environments even as the demands and applications of technology change.

OUSD's classrooms will be modern, functional spaces that support teaching and learning. Classrooms should be safe environments that promote respect for students to socialize, learn and develop creativity.



21ST CENTURY SCHOOLS

NEXT GEN EDUCATION

Creating modern and functional teaching and learning spaces to facilitate the delivery of high quality educational programs.

DRAFT GUIDELINES AND SPECIFICATIONS

Creating high-quality teaching and learning environments

The goal of OUSD’s strategic vision: ***Community Schools, Thriving Students*** is to create “a Full Service Community School District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.” To this end, school facilities must not only be high quality learning environments, but also support a variety of wrap-around services and community-based activities.

The OUSD Design Guidelines describe physical design specifications and functional requirements for rooms, building systems, and school grounds, and includes additional guidelines to properly accommodate new patterns of uses, enable shared access, and provide improved security throughout the day.

It is the result of a focused engagement process with OUSD staff, school facility experts, as well as a study of relevant school facility code requirements and best practices. Working groups consisting of OUSD stakeholders developed con-

tent for this document through a discussion of topics identified in the 2012 Facilities Master Plan:

- Shared Use
- Kitchens and Gardens
- 21st Century Classrooms/STEM
- Middle School & High School facilities

Equity

By establishing a consistent framework for the design of all capital projects, facilities built by the district will meet equitable standards of high quality, performance, and functionality. From this common starting point, design teams will engage stakeholders in order

to assess the unique characteristics of the site and develop an understanding of the school program’s distinct identity and needs. As a result, each project will produce individualized architectural outcomes.

Sustainability

Sustainability is a guiding principle for all projects. OUSD’s Design Guidelines align with design criteria established by the Coalition for High Performance Schools, in order to: “protect student and staff health, and enhance the learning environments of school children everywhere; conserve energy, water, and other natural resources, and reduce waste, pollution, and environ-

mental degradation.” Moreover, these elements should be made visible and prominent so that facilities themselves become teaching tools.

IMPLEMENTATION

New construction projects should be able to implement the full set of specified criteria, while renovation projects may be constrained by site features or existing structural elements at the project site. In such cases, the cost of each design requirement should be weighed and valued against the benefit it provides.

DESIGN GUIDELINES AND ED-SPECS

SPECS AND STANDARDS

Designing schools to high quality standards that promote equity, access, community, and education.

DRAFT SCHOOLS THAT SERVE THE COMMUNITY

Extending the reach of OUSD's services

Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day. All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career.

Projects to support Full Service Community Schools include the creation of new health centers, improving the quality of classrooms for students with special needs, making specialty classrooms for innovative school programs, and initiatives for school transformations from the Quality School Development Group.

HEALTH CENTER

School-based health centers provide integrated medical, dental, mental health, health education and youth development programs and services. Some health centers also provide services to families. They are typically located in or near

a school facility and are operated through partnerships with community-based organizations/federally qualified health centers. Work with lead agency and medical provider on specific design needs.

WELLNESS CENTER

Wellness centers offer a range of free, confidential services, and emphasize information and referrals to health resources in the community (as opposed to on-site health services)

COUNSELING OFFICES

Counseling offices allow students and families to have access to individual or group behavioral health counseling

sessions. Sometimes these offices are embedded in a school-based health center, and sometimes they are located in a separate section of the school. Where possible, they should be co-located with other health services.



FULL SERVICE COMMUNITY SCHOOLS

HEALTH AND WELLNESS

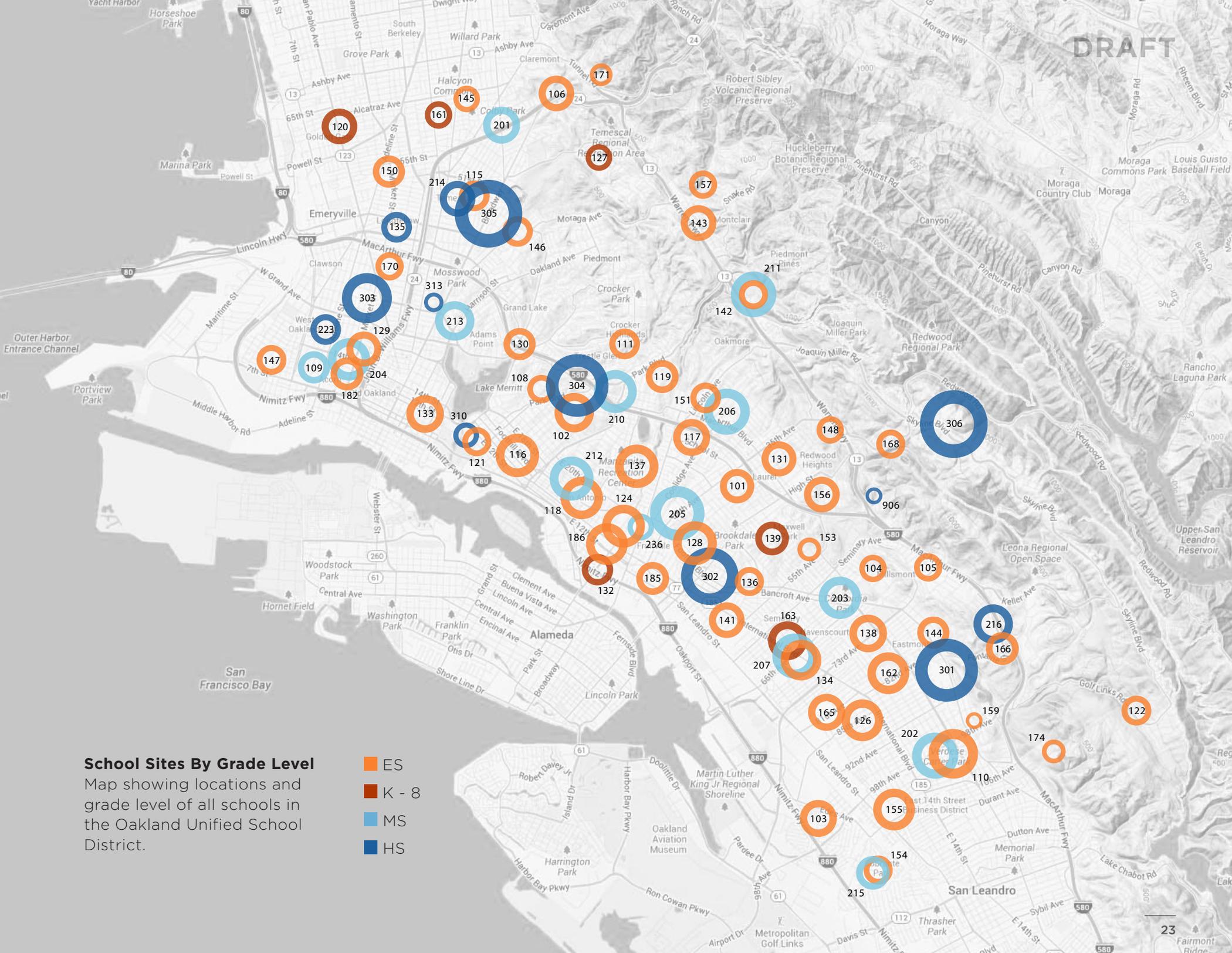
Developing high quality schools and community outreach programs that serve students, families, and the OUSD community at large.

3

ONE DISTRICT MANY SCHOOLS

ASSET SYSTEM

Optimizing facilities at the school level is focuses too much on the individual needs of one of the many moving parts in OUSD's asset system. Optimizing at the system level offers opportunities for growth.

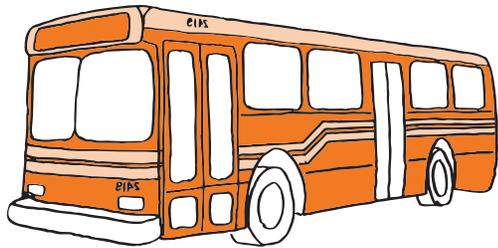


School Sites By Grade Level

Map showing locations and grade level of all schools in the Oakland Unified School District.

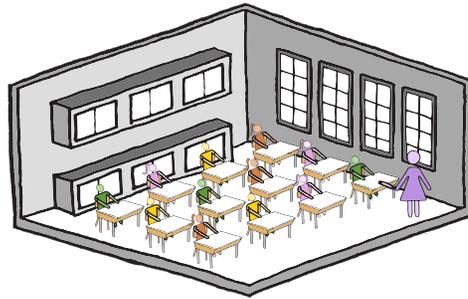
- ES
- K - 8
- MS
- HS

DRAFT SIX FACTORS AFFECTING ASSET MANAGEMENT



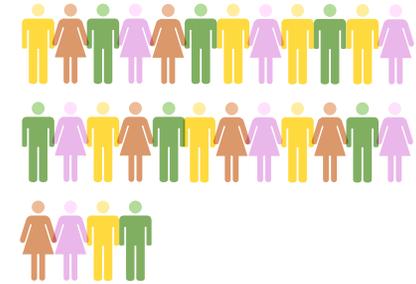
SCHOOL OPTIONS

The district's physical assets were designed to accommodate a certain number of students given the population of school aged children inside the school's attendance boundary. Prior to the School Options Program, schools sites were relatively well sized to accommodate surrounding student populations.



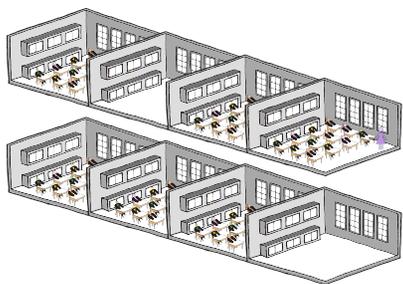
SITE CAPACITY

The district has 2,578 classrooms to fill. If every classroom were loaded with the maximum number of students, the district could house 55,695 students. The district has enough capacity to educate 93% of all school aged children in the city of Oakland.



SCHOOL ENROLLMENT

Enrollment at OUSD schools has dropped in the past 15 years from a high of 55,000 students. It has, however, leveled off around 37,000 students. With 60,000 school-aged children living in the city of Oakland and new non-public options for academic education opening every year, OUSD is capturing a greatly diminished share of the education market.



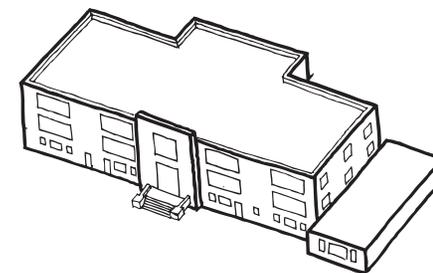
CLASSROOM UTILIZATION

OUSD has the capacity to serve enrollment levels of decades past at 55,000 students. The problem is that site capacity does not align with program viability, and certain schools have too many students, while other schools have too few.



OPERATIONS & MAINTENANCE

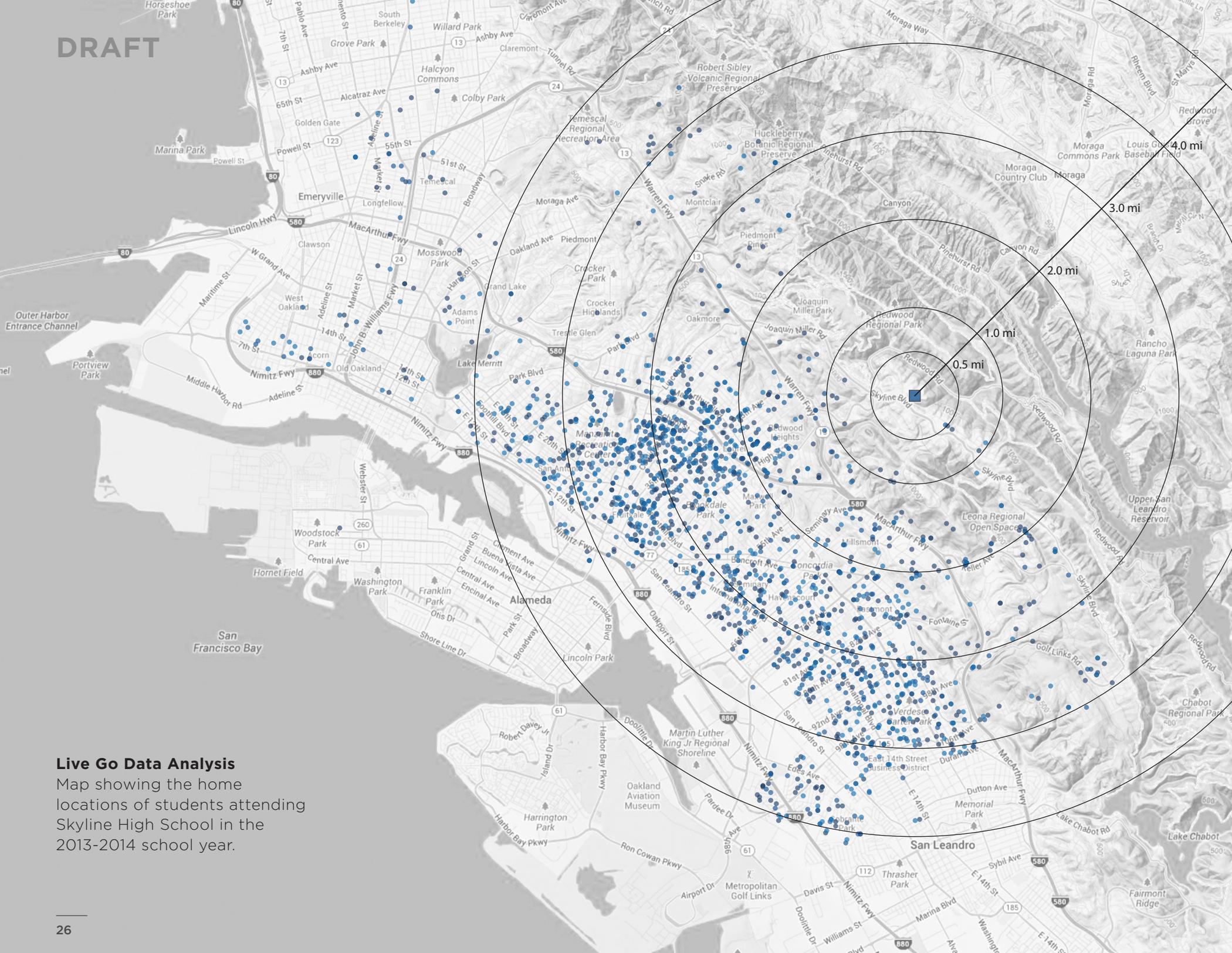
Every year, OUSD spends \$5 million on energy costs alone. Adding costs associated with maintenance, materials, and modernization puts the operating budget associated with facilities into the 10's of millions of dollars.



ADMINISTRATIVE NEEDS

OUSD's administrative staff are currently distributed across 7 sites consuming more than 250,000ft² of space to house nearly 600 full time and flex time workers. By consolidating the administrative divisions housed at school sites from 180,000 ft² of school space to a 100,000 ft² centralized facility, OUSD could reduce ongoing costs associated with moving district employees, add capacity to its system, and generate unrestricted revenues in the process.

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Live Go Data Analysis
Map showing the home locations of students attending Skyline High School in the 2013-2014 school year.

SCHOOL OPTIONS

EQUITY AND COMPLEXITY

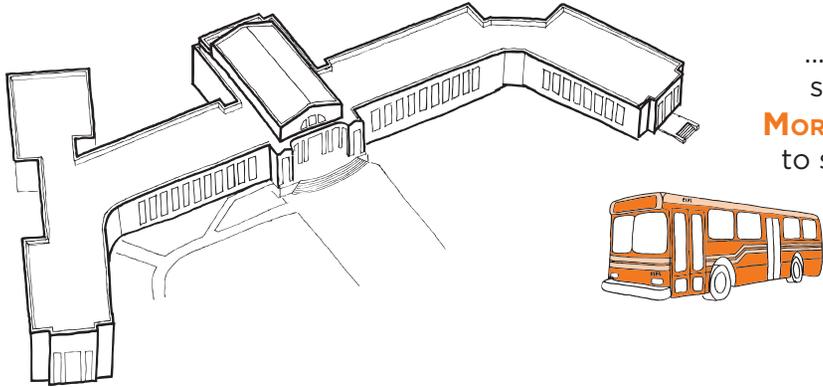
The School Options Program offers parity in terms of access to education. But it also adds complexity to asset optimization.

DRAFT SCHOOL OPTIONS PROGRAM

Improving access to high-quality district programs

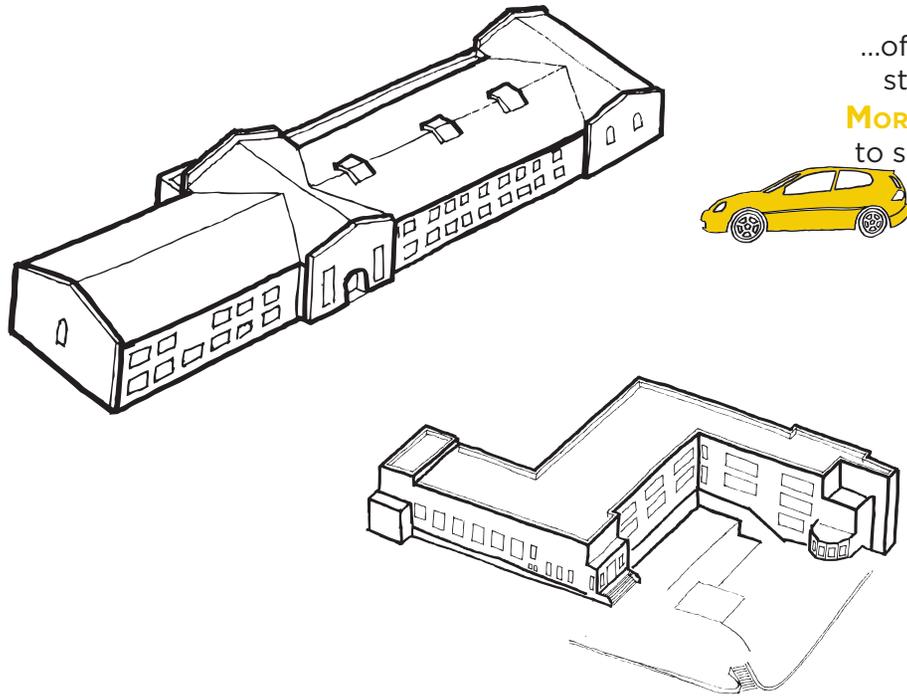
25%

...of high school
students travel
MORE THAN 3.5 MILES
to school each day



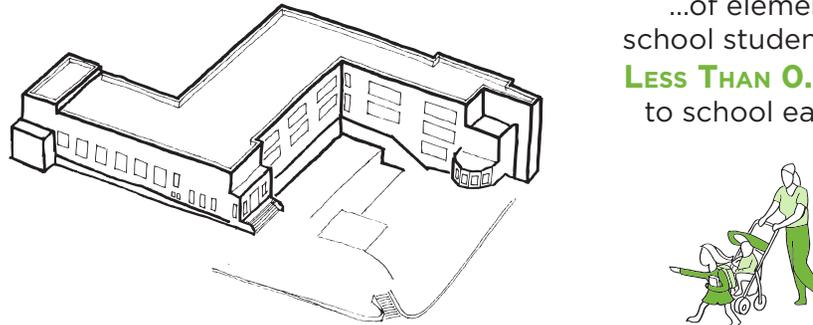
53%

...of middle school
students travel
MORE THAN 1.0 MILE
to school each day



50%

...of elementary
school students travel
LESS THAN 0.5 miles
to school each day



SCHOOL CHOICE

The district's physical assets were designed to accommodate a certain number of students given the population of school-aged children living within the school's attendance boundary. Prior to the School Options Program (SOP), school sites were relatively well sized to accommodate neighborhood student populations.

The introduction of the SOP meant that all district students suddenly had the opportunity to apply to any school of their choice. Various factors affect school choice behavior, including the quality of a school's academic and extracurricular programs, the quality of other nearby

program options, the ability to travel to and from school, and the safety of a school's surroundings.

The primary effect of the SOP is that students began gravitating toward certain schools and away from others, demonstrating the overall desirability of each school in the system. The district's desire to allow as many students as possible to benefit from school choice increases the assignment of students to high-demand programs. This means that some schools are currently enrolled well beyond the bounds of what the facility was designed to accommodate, while others have excess space that could

be used to house additional students. The static nature of building assets cannot keep up with the dynamism of school choice behavior.

While most elementary schools serve a core neighborhood population, some students, like those in the Lakeview attendance boundary, have to travel farther than others because the school facilities in their neighborhoods have been re-purposed to house charter schools or administrative functions. At the middle and high school levels, students travel greater distances to find a viable program option. Students in the Fremont and Castlemont attendance boundaries travel farther than many other high school students because the programs in these neighborhoods are not as highly desirable in the minds of potential students. Creating robust academic programs that function as viable programs of choice is critical to the effective management of OUSD's physical asset system.

Another major effect of the

School Options Program is that some students travel great distances to get to and from school each day. OUSD's 37,000 students travel **111,500 miles** to and from school each day. If each student attended the nearest school, the total number of miles traveled would be 35,800 miles. That means that an extra **75,700 miles** are traveled each day as a product of the SOP.

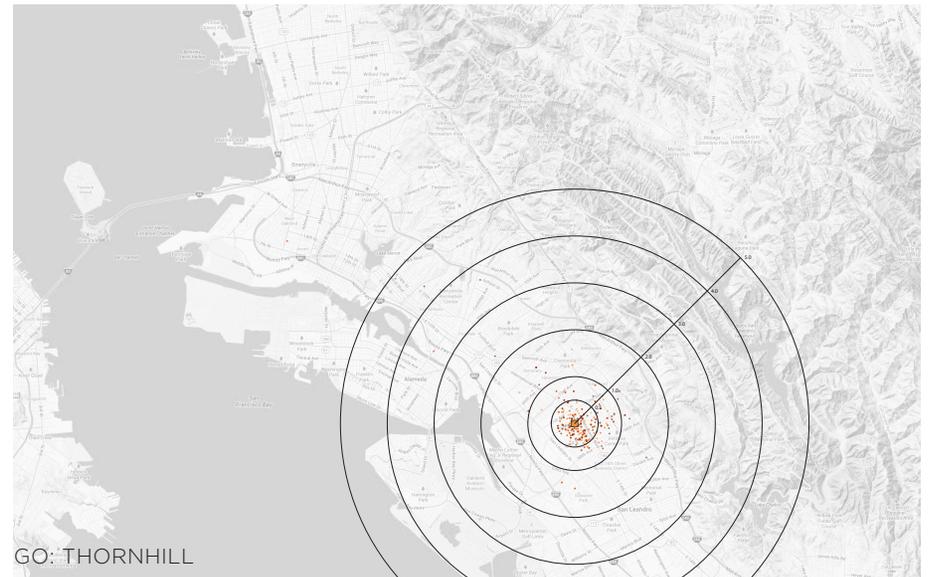
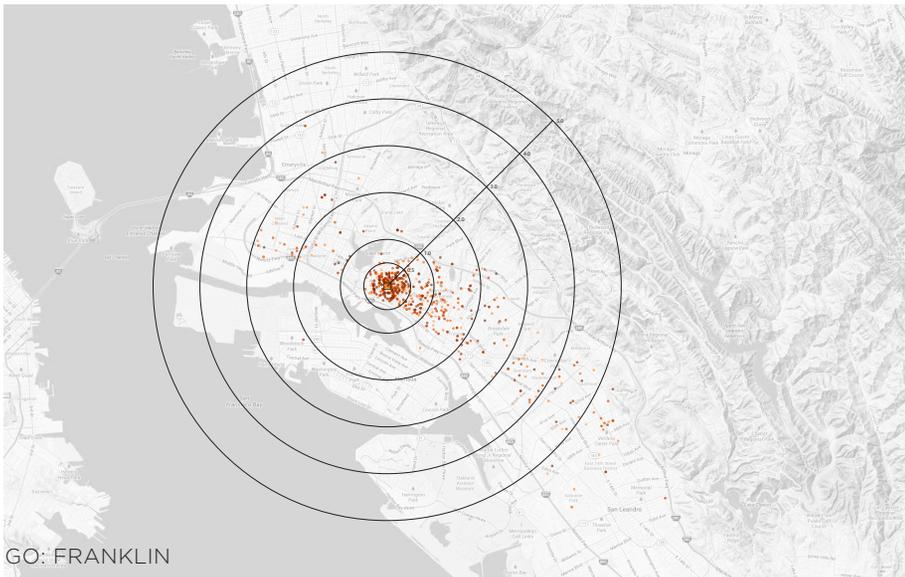
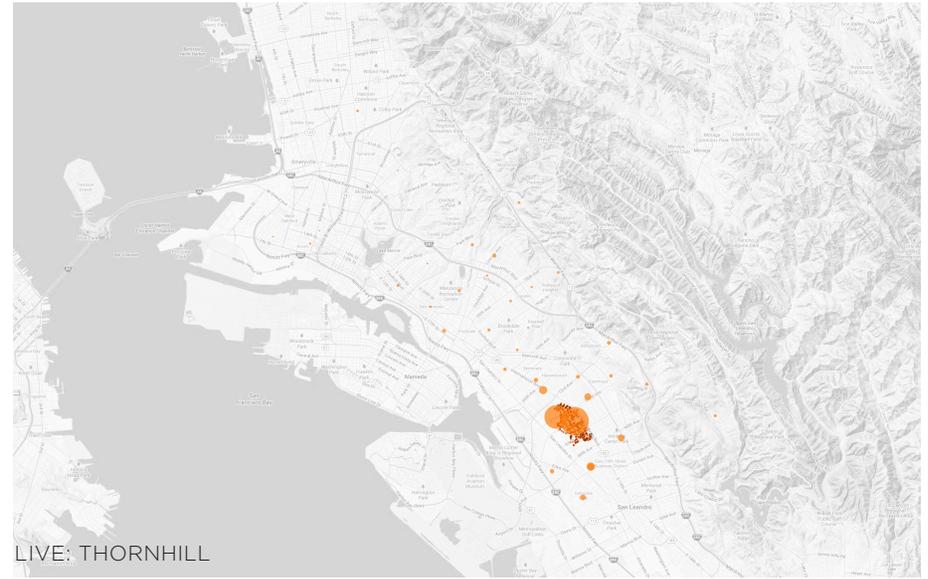
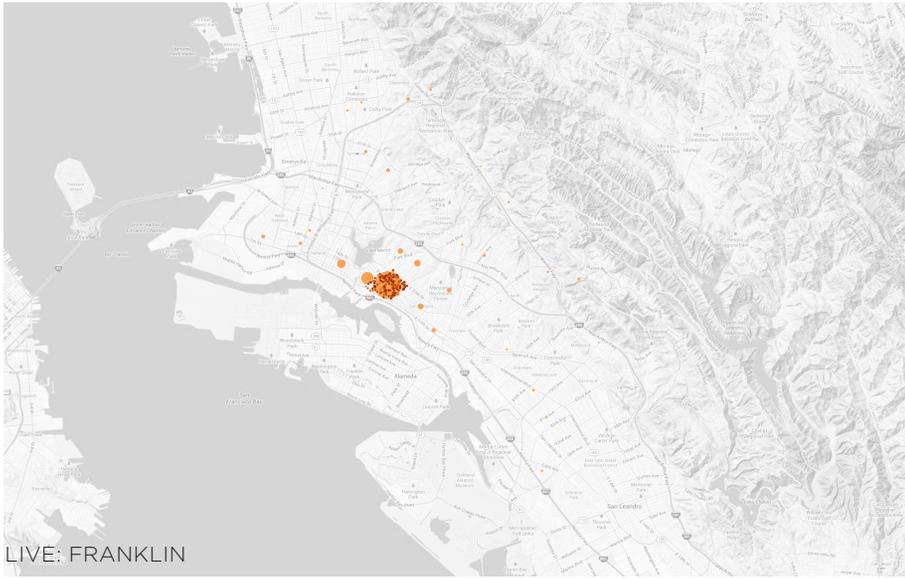
75,700 extra miles traveled means extra time spent commuting, reduced economic output from parents who have to drive their children to school across town, higher levels of carbon emissions emitted into the environment, and increased levels of tardiness and truancy.

In all, only 46% of students attend their neighborhood school. Developing an asset management model that draws students back to their local schools by creating attractive academic programs will help reduce the social, environmental, and economic impacts associated with school choice.

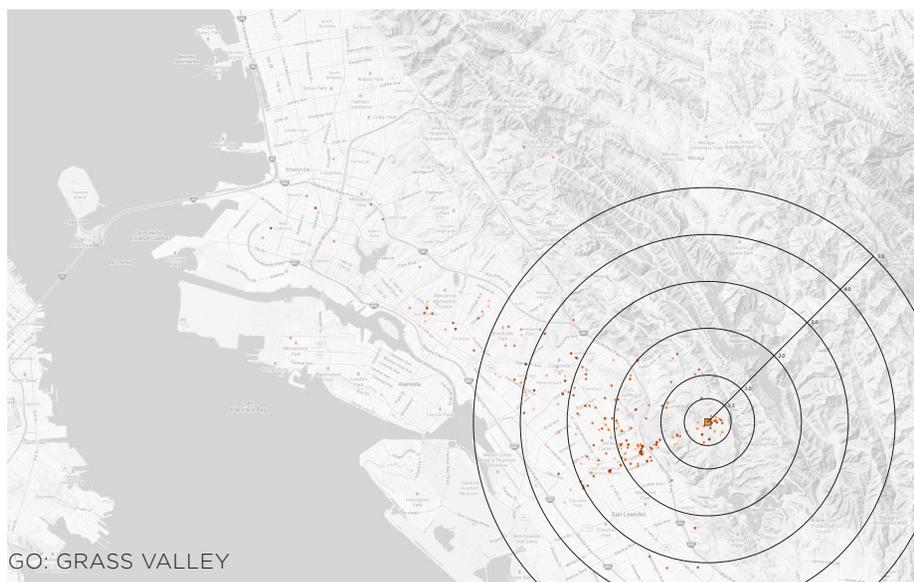
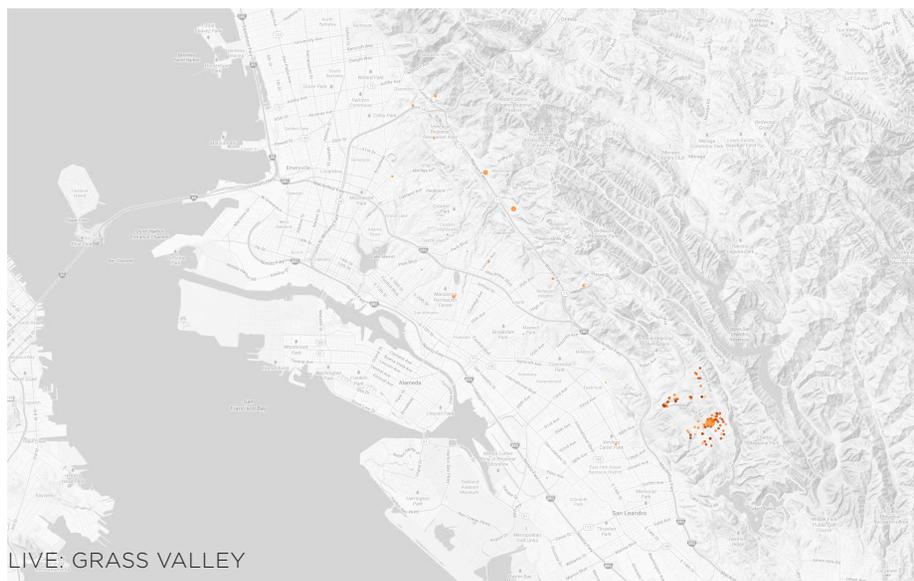


DRAFT LIVE GO ANALYSIS

Measuring the relationships between students and their schools



LIVE GO DATA ANALYSIS

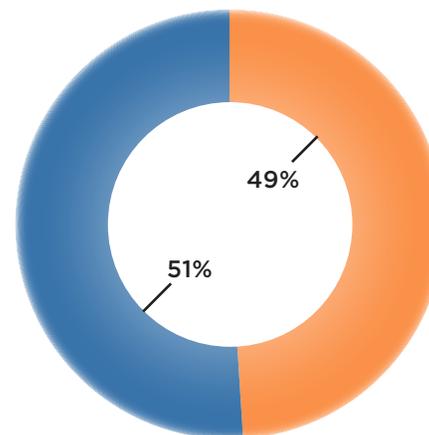


OUSD keeps an annually updated data set that holds information about each student’s home location and school attended. This data is called the Live Go data and is used to understand the relationships between students and their schools. In the adjacent maps, the small orange dots each represent one student, with the color of the dot indicating the student’s grade level.

The maps on the top of the page show all of the students

LIVE IN GO IN - ES

- Live In Go In
- Live In Go Out

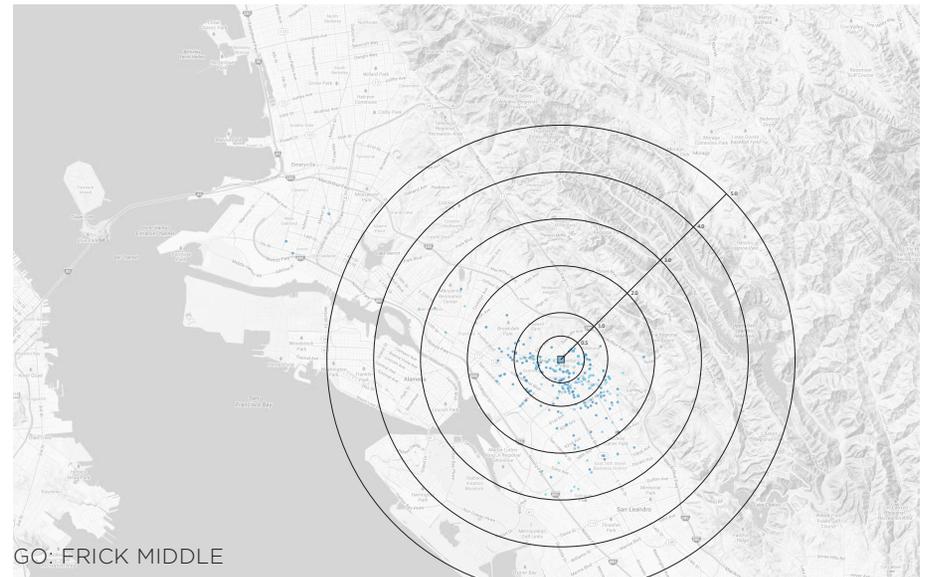
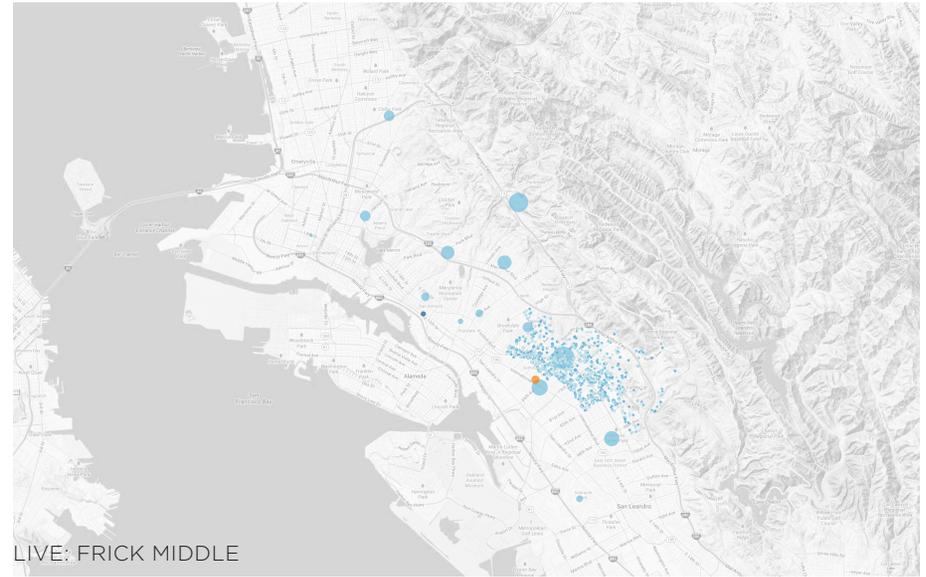
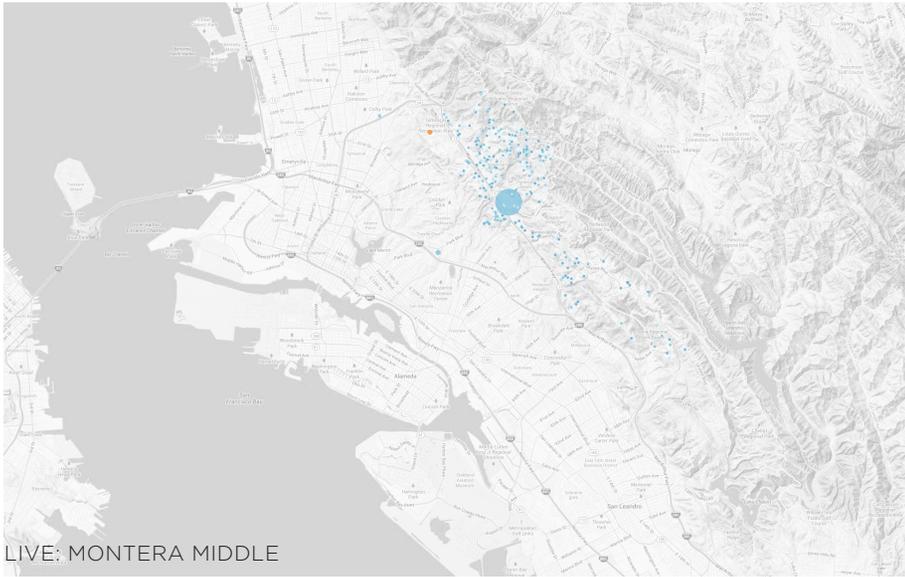


living in a certain school attendance boundary. The larger orange dots on these maps indicate the school sites attended by the students living in that attendance boundary. The maps on the bottom of the page show the home locations of all the students attending that school site. The clustering or scattering of the dots indicate the degree to which each school serves the children in its neighborhood.

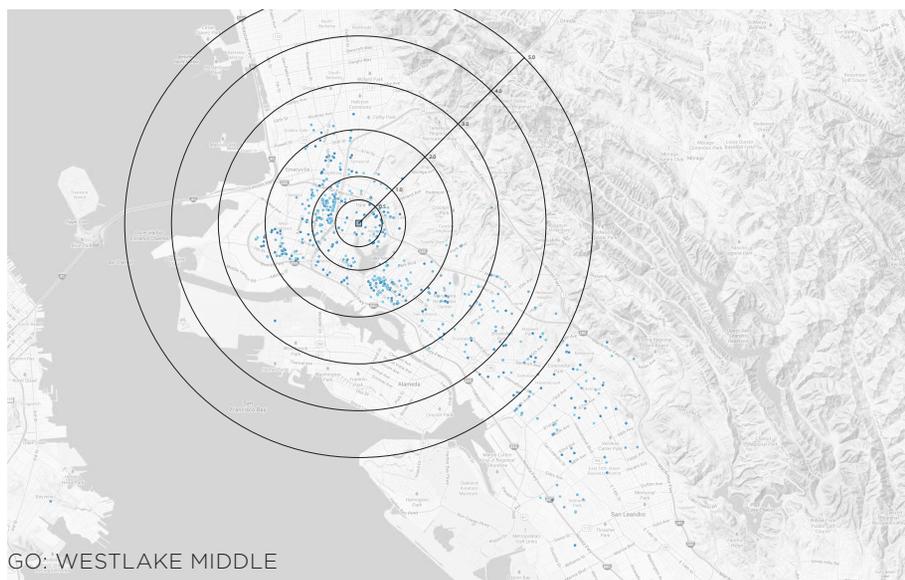
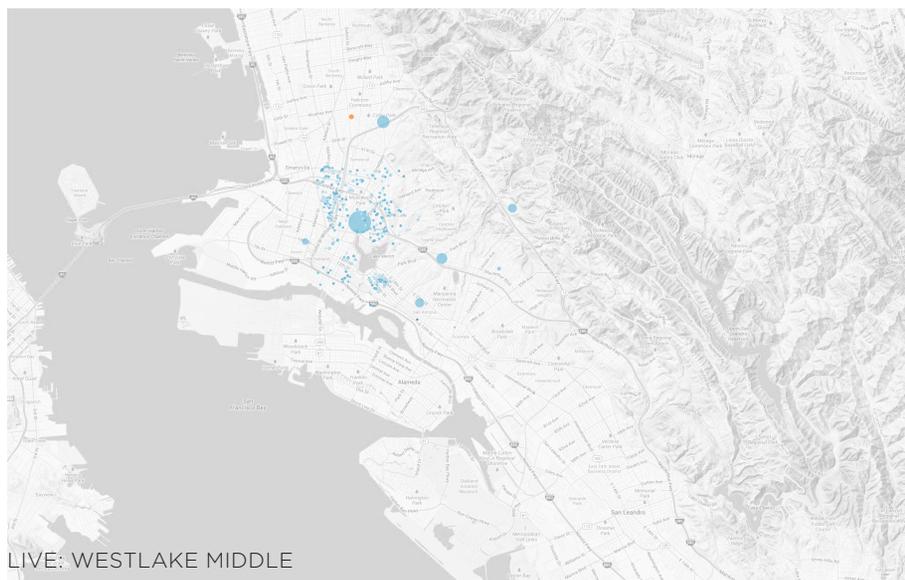
OUSD elementary schools tend to server local student populations to a greater degree than OUSD middle and high schools. Some schools, like Franklin, attract students from across Oakland, and well beyond their attendance boundaries. Other schools, like Highland, server a much more local student population. Other schools still, like Grass Valley, do not have a very strong core population of students that they serve. Before SOP, schools would have looked much more like Highland than either Franklin or Grass Valley.

DRAFT LIVE GO ANALYSIS

Measuring the relationships between students and their schools



LIVE GO DATA ANALYSIS



At the middle school level, live-go patterns take a much different shape. The overall percentage of students who go to the school that is within the attendance boundary that they live in (i.e. Live In Go In) is 46%, which is slightly lower than that for elementary schools (49%).

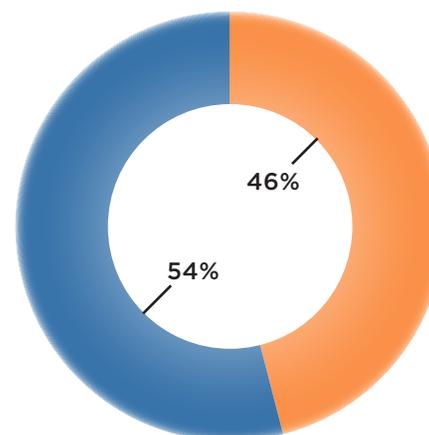
All district middle schools, serve a population of students beyond their attendance boundary. This may be because there are only about 16 school sites for all OUSD

students to choose from.

Other patterns emerge when analyzing the Middle school live go data. It is very clear, for instance, that Montera Middle School is a highly attractive program in the system because heavy concentrations of students are traveling from all over the district to attend school there. This finding is made even more interesting by the fact that Montera is situated near the edge of the district boundary, meaning that it is highly attended because the school is centrally located and easy to get to.

LIVE IN GO IN - MS

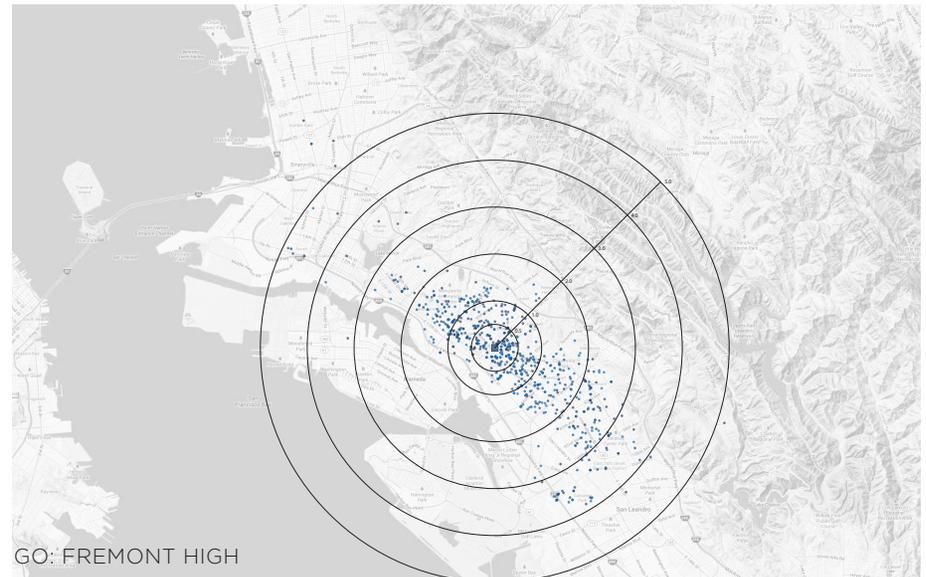
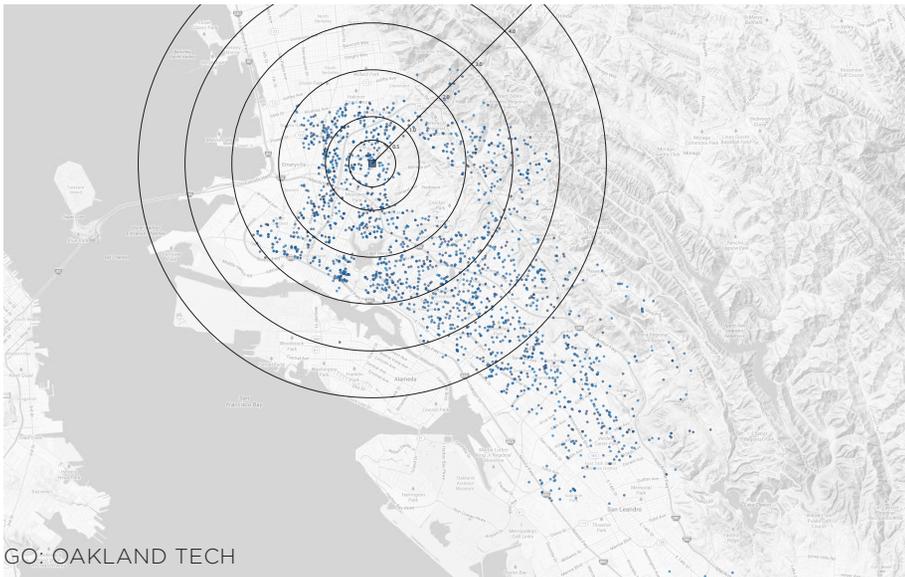
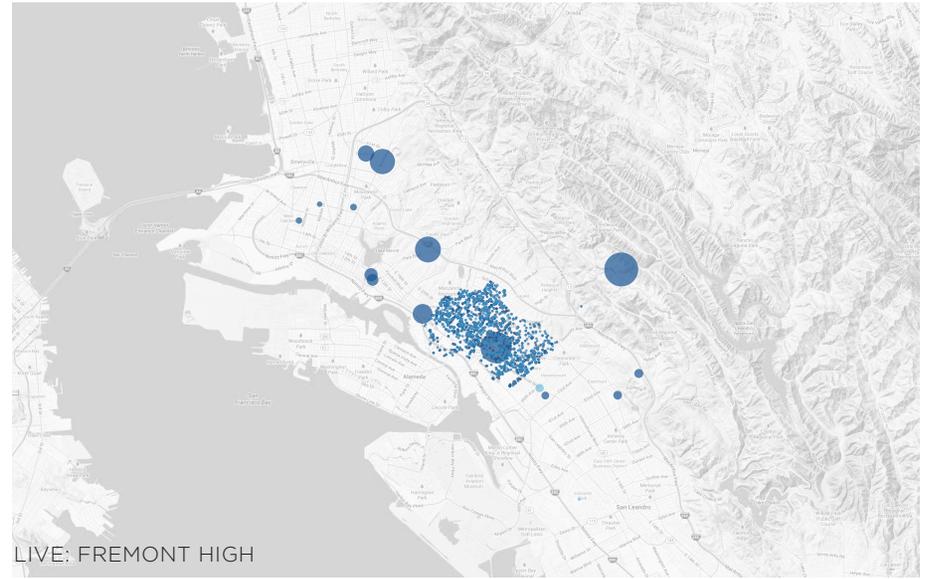
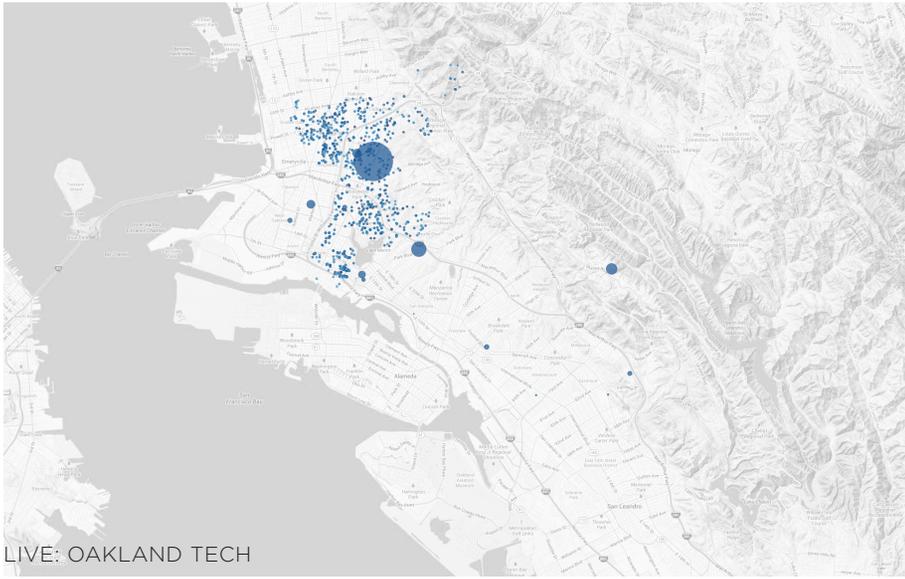
- Live In Go In
- Live In Go Out



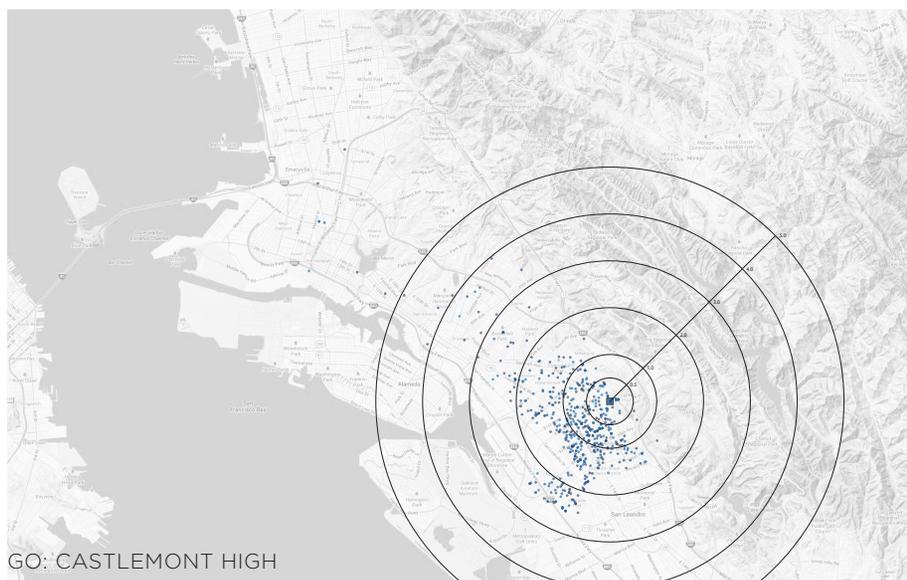
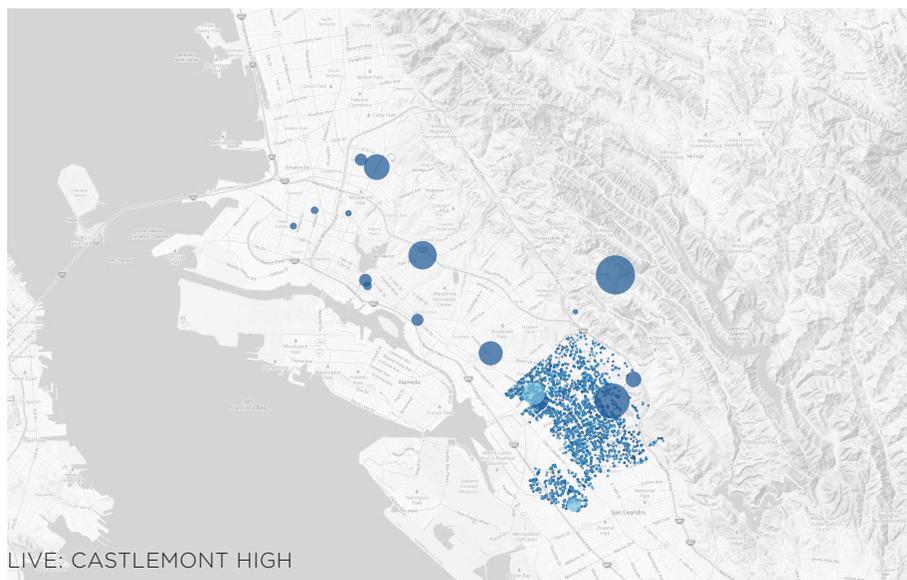
On the other end of the spectrum are school like Frick Middle School. This program is not attracting students from across the district the way that other programs are, which means that students living in the Frick attendance boundary travel much farther to school each day (2.4 miles on average) than their counterparts in other attendance boundaries.

DRAFT LIVE GO ANALYSIS

Measuring the relationships between students and their schools



LIVE GO DATA ANALYSIS



Because there are only a handful of high school options, students travel much greater distances to get to high school than they do at the middle or elementary school levels. That being said, similar patterns appear for high schools as do for middle and elementary schools.

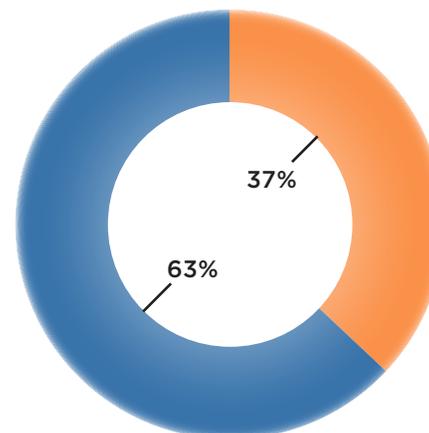
Oakland Technical High School is an example of a high school that attracts students from great distances through a robust academic and extracurricular program

offering. This is evidenced by the fact that more students attend Oakland Tech from outside the attendance boundary (68%) than do from within the attendance boundary (32%). Oakland High School and Skyline High School also have greater numbers of so called Live Out Go In students indicating the attractiveness of these programs.

While schools like Fremont High, Castlemont High, and McClymonds High School attract some students from outside the attendance boundary, they have a much more centralized cluster of students served. This indicates that the programs at these schools are not highly attractive to students across the district. Improving the academic and extracurricular programs at these schools could help to bring more local students to these school sites, thereby decreasing the overall distance traveled to school by students in these attendance boundaries.

LIVE IN GO IN - HS

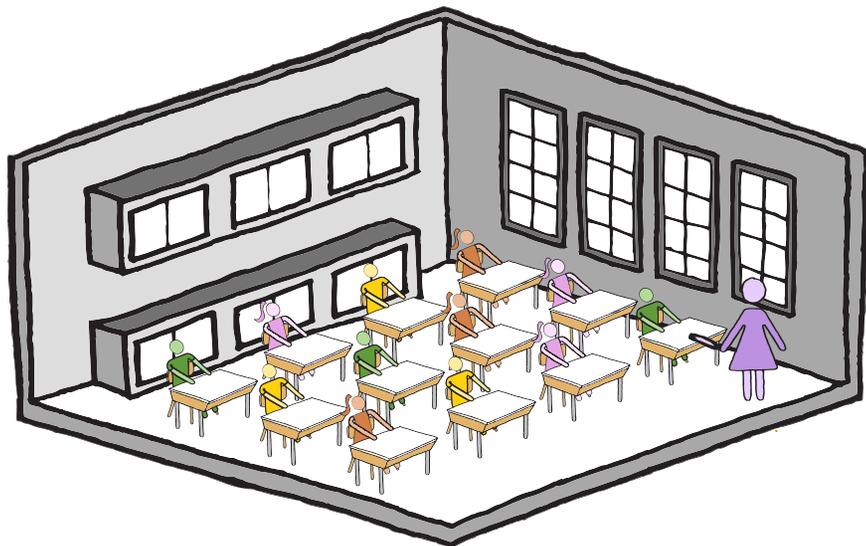
- Live In Go In
- Live In Go Out



DRAFT MEASURING CAPACITY

Determining how many students a site can hold

The district has 2,578 classrooms to fill. If every classroom were loaded with the maximum number of students, the district could house 55,695 students. The district has enough capacity to educate 93% of all school aged children in the city of Oakland.



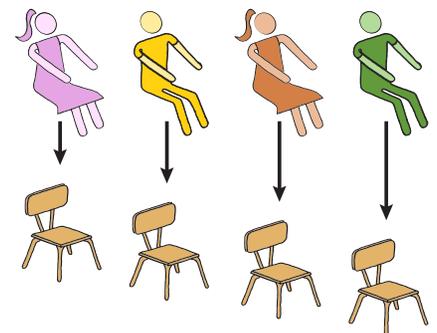
Site capacity is the maximum number of students that should be assigned to a given school in order to deliver appropriate academic programs to all district students. Capacity is calculated by determining the number of rooms available for use as general education classrooms and then applying the district's loading standards to each available classroom. Loading standards are a set of student to teacher ratios that determine the maximum number of students that can be assigned to a given teacher and a given classroom.

The loading standard (also referred to as a student to teacher ratio) for transitional kindergarten through 3rd grade is set at 24:1. This ratio is outlined by the state of California under the Local Control Funding Formula. If the district can achieve average daily attendance of 24 or fewer students per class for grades TK-3, the state will reward the district with higher per pupil funding

levels. Assigning students appropriately to achieve these loading standards is a important parameter for asset management.

Loading standards for grades 4-5, 6-8, and 9-12 are currently set according to the maximum number of students that each teacher can teach as outlined in the teachers' contracts. For grades 4 and 5, the ratio is 31:1. For grades 6 through 12, the ratio is 32:1.

Determining site capacity for every district school is an critical first step in the asset optimization process as it sets a baseline level for determining whether a given school is at, over, or under capacity.



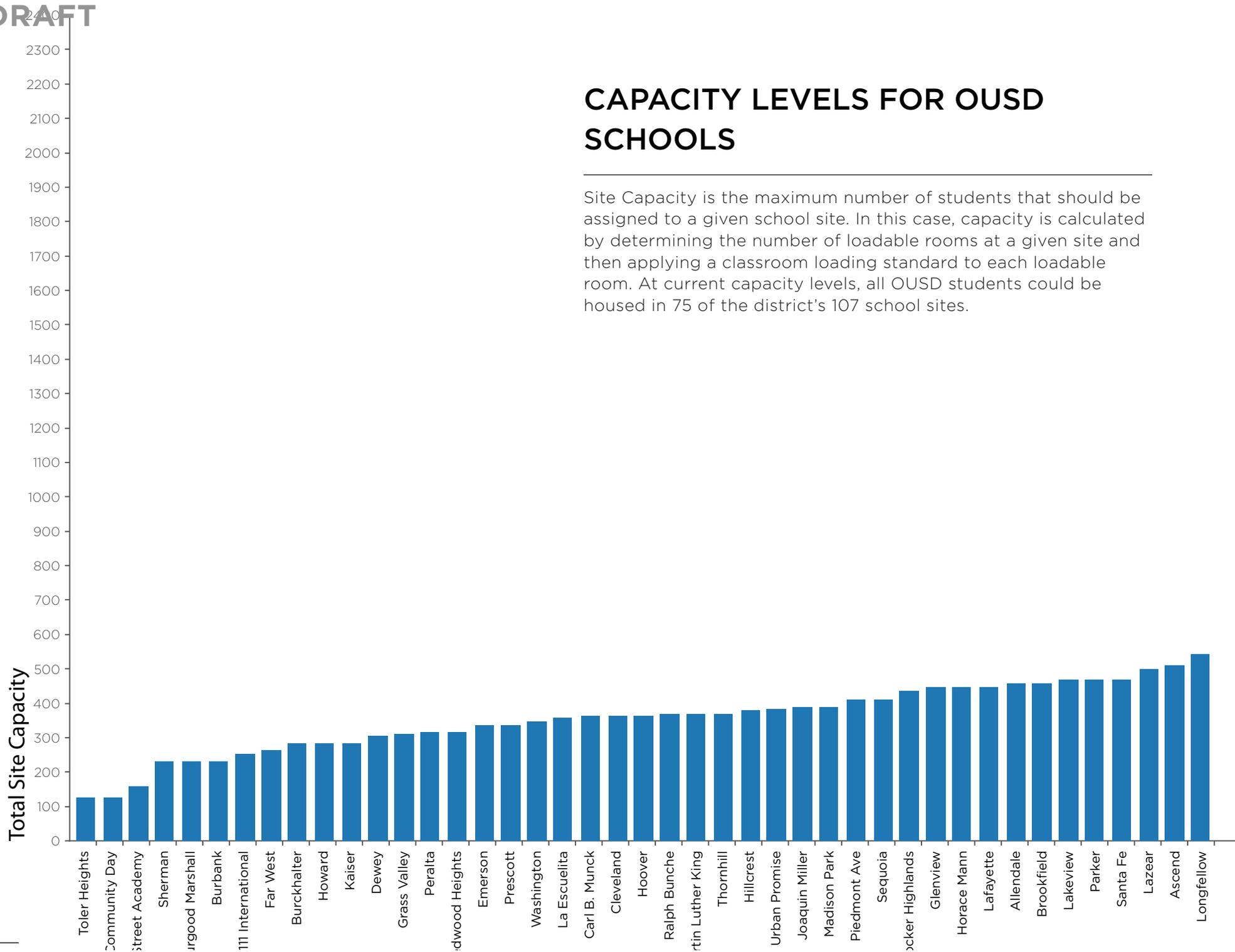
SITE CAPACITY

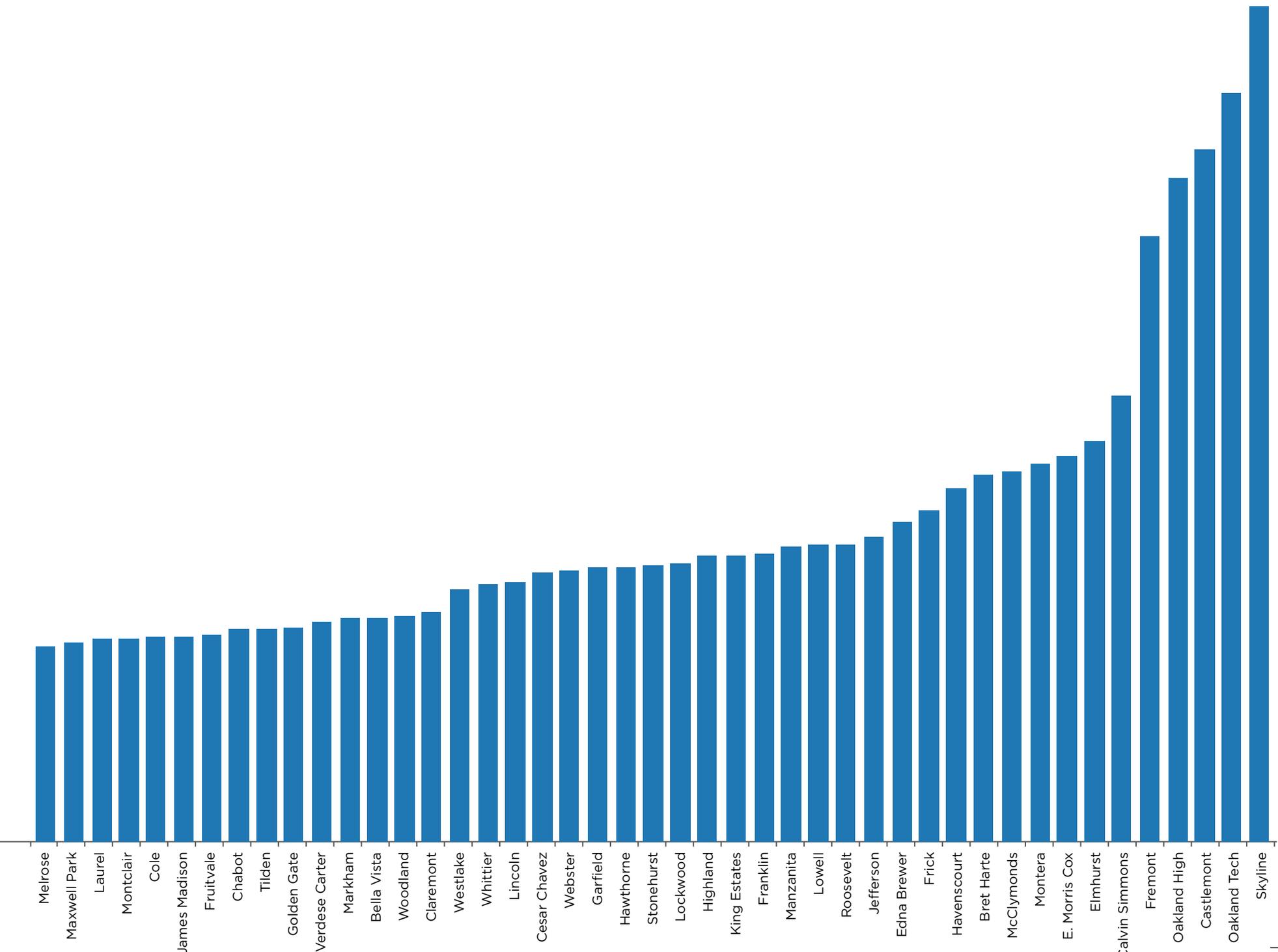
STUDENTS PER SITE

In an ideal world, every district school would have enough room to house all of the students who wanted to attend it. In the real world, some schools have too much room, while others do not have enough.

CAPACITY LEVELS FOR OUSD SCHOOLS

Site Capacity is the maximum number of students that should be assigned to a given school site. In this case, capacity is calculated by determining the number of loadable rooms at a given site and then applying a classroom loading standard to each loadable room. At current capacity levels, all OUSD students could be housed in 75 of the district's 107 school sites.





DRAFT MEASURING ENROLLMENT

Determining how many students a school houses

When OUSD operated under the neighborhood school model, a school's enrollment was determined by how many neighborhood kids wanted to go to school. Now, with the School Options Program and the limited capacity at each school site, school enrollment has to be determined by assigning children to specific schools.

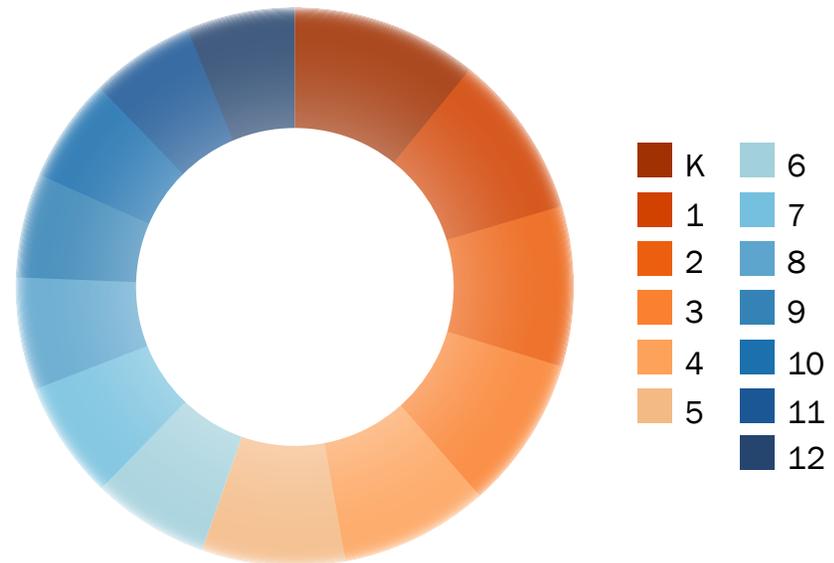
For students and families in the OUSD system, the student assignment process begins with an application to attend a Kindergarten, 6th grade, or 9th grade class of an elementary, middle, or high school of their choosing. Children are then assigned to a certain school based on two specific factors: whether or not they have a sibling attending that school, and whether or not the school is in the neighborhood they live in. While all children have the opportunity to apply to any school they wish, not all students get the first - or even second - school of their choosing.

OUSD's future enrollment target will act as a guiding parameter for this plan as it provides the capacity level to which the physical assets should be managed. OUSD's future enrollment target for the entire district is set at 50,000 students. To this end, OUSD will need to capture an additional 13,000 students in order to fully optimize its asset capacity.

In order to reach the 50,000 student target, OUSD will need to increase enrollment across all grade levels, but will need to focus primarily on attracting more students at the middle and high school levels. Middle school enrollment will have to grow by 54% and high school enrollment will have to grow by 63%, whereas elementary school enrollment will only have to grow by 16%. Meeting these targets will require the district to develop high-quality program options to attract more students to district schools.

Enrollment at OUSD schools has dropped in the past decade from a high of 54,000 students. It has, however, leveled off around 37,000 students. With about 60,000 school-aged children living in the city of Oakland, and with new non-public options for academic education opening every year, OUSD is capturing a greatly diminished share of the education market.

ENROLLMENT IN DISTRICT PROGRAMS BY GRADE LEVEL (2013-14)

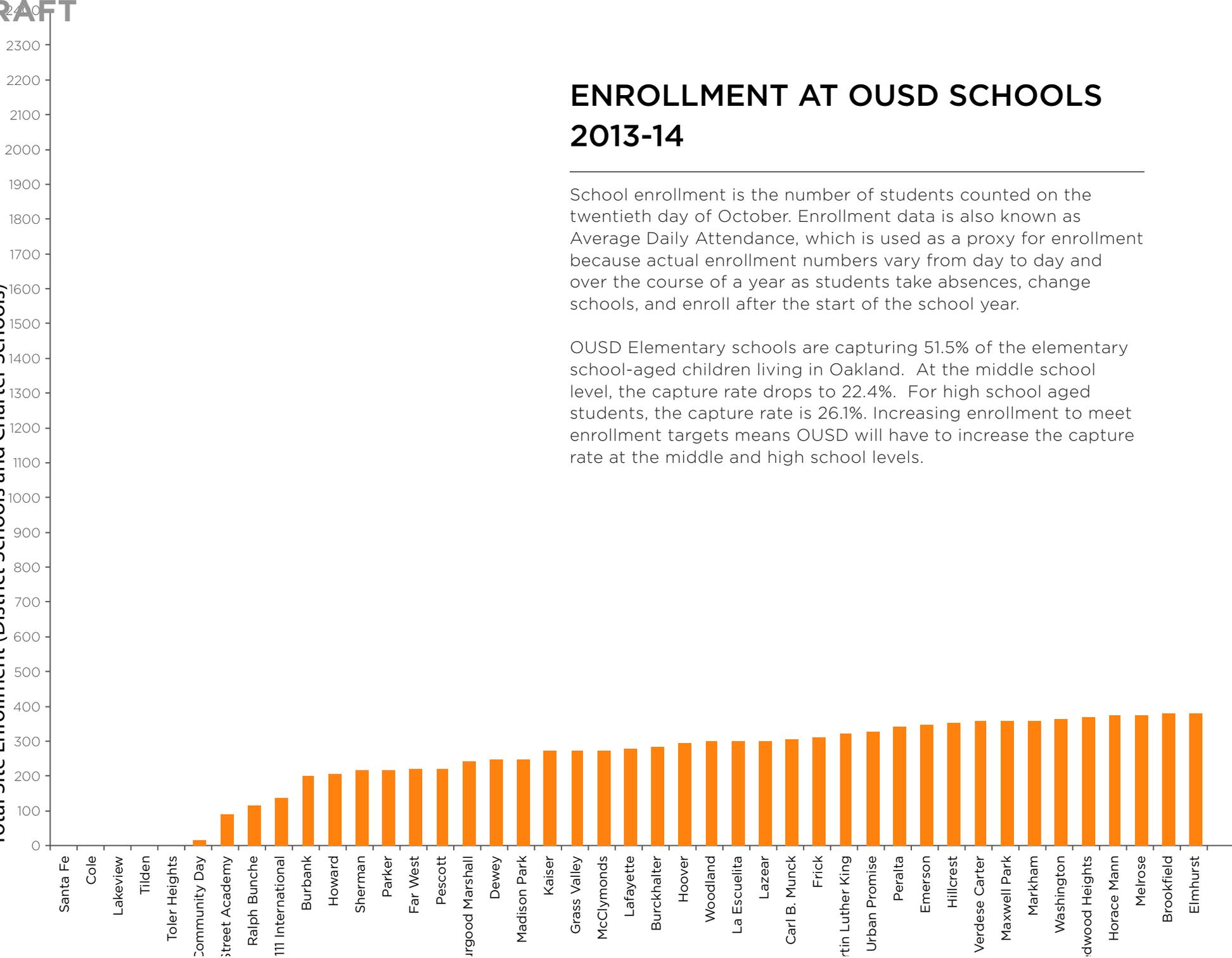


SCHOOL ENROLLMENT

SUBTITLE

Options drive enrollment. Enrollment
drives funding. Funding drives options.
It's a virtuous cycle.

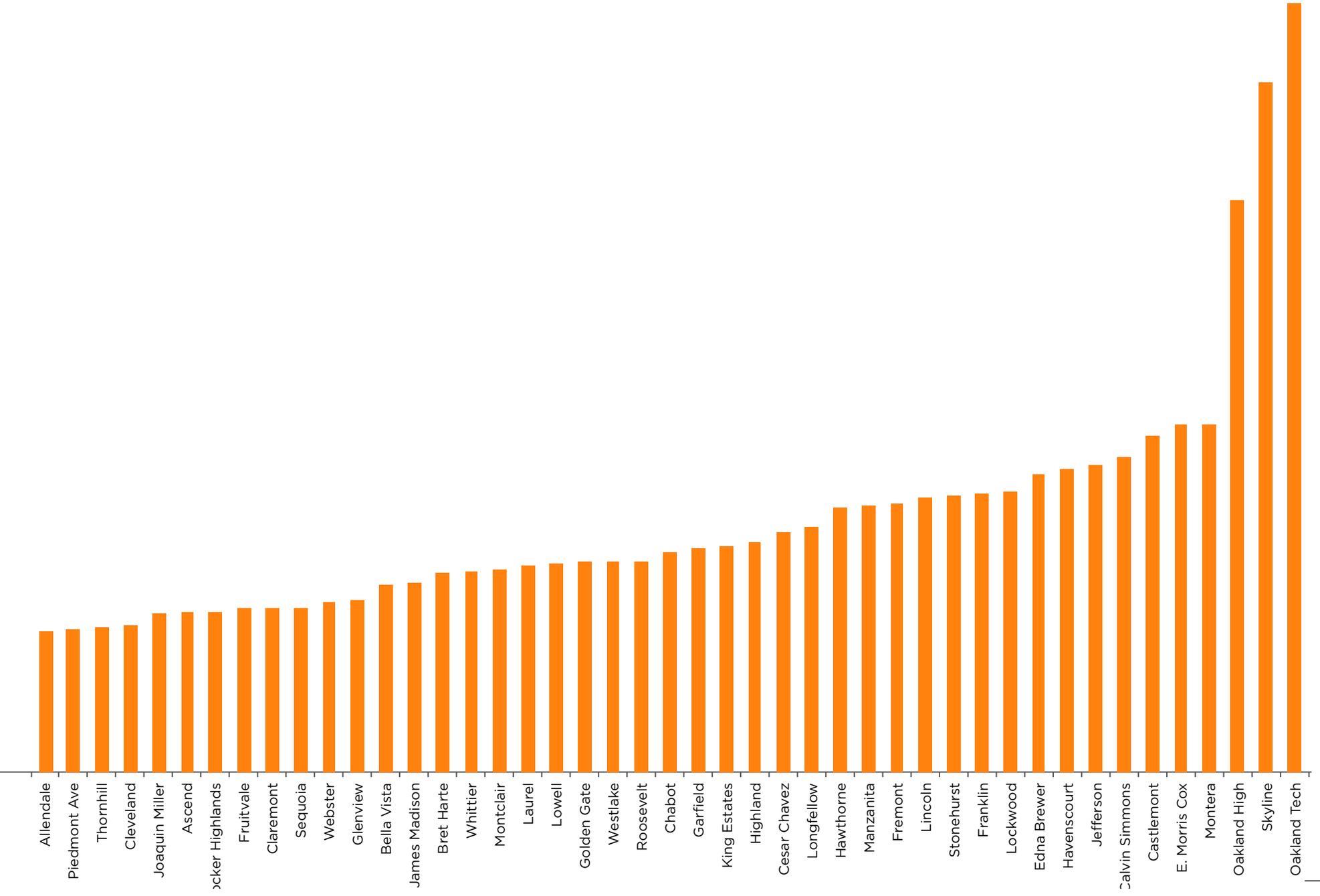
Total Site Enrollment (District Schools and Charter Schools)

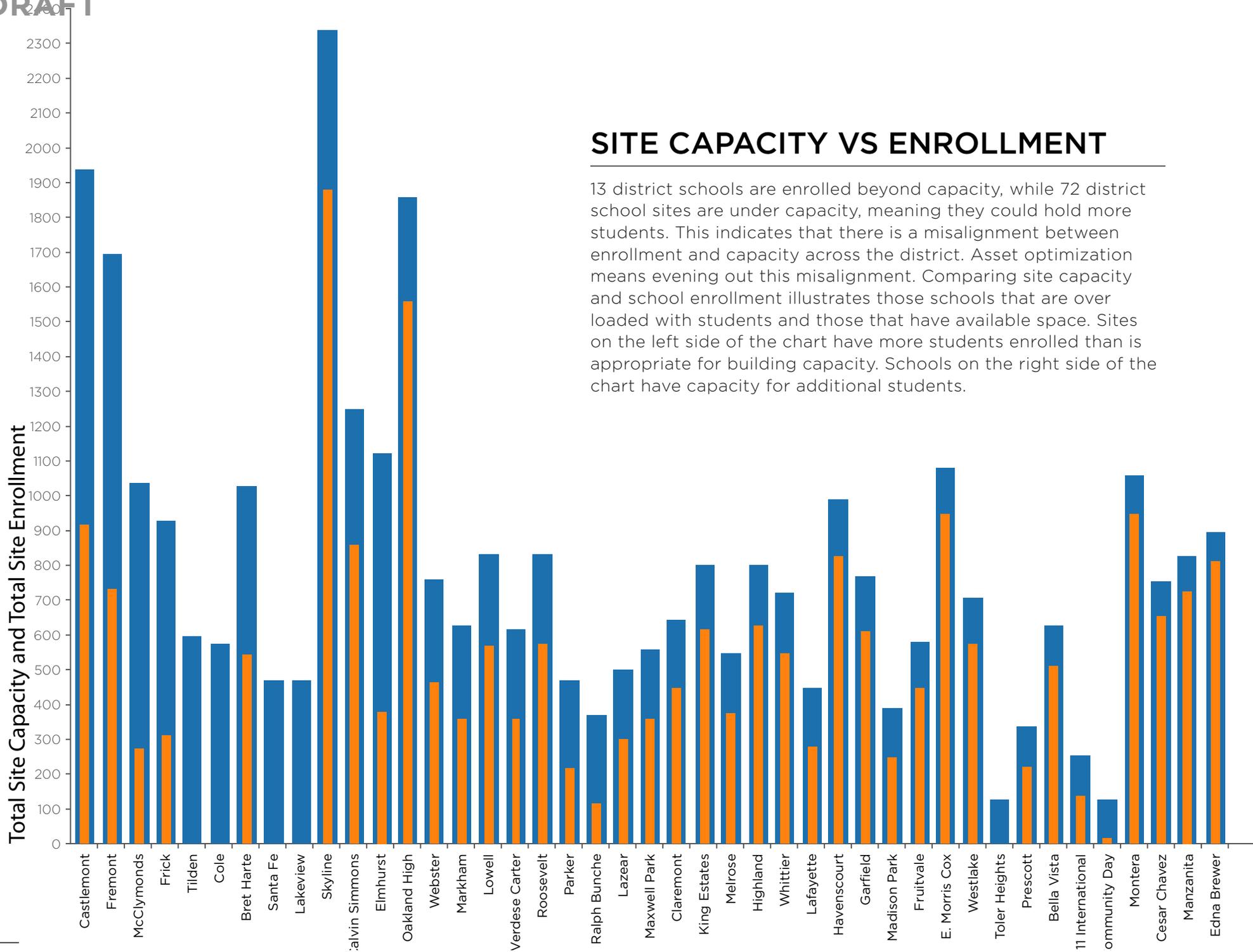


ENROLLMENT AT OUSD SCHOOLS 2013-14

School enrollment is the number of students counted on the twentieth day of October. Enrollment data is also known as Average Daily Attendance, which is used as a proxy for enrollment because actual enrollment numbers vary from day to day and over the course of a year as students take absences, change schools, and enroll after the start of the school year.

OUSD Elementary schools are capturing 51.5% of the elementary school-aged children living in Oakland. At the middle school level, the capture rate drops to 22.4%. For high school aged students, the capture rate is 26.1%. Increasing enrollment to meet enrollment targets means OUSD will have to increase the capture rate at the middle and high school levels.

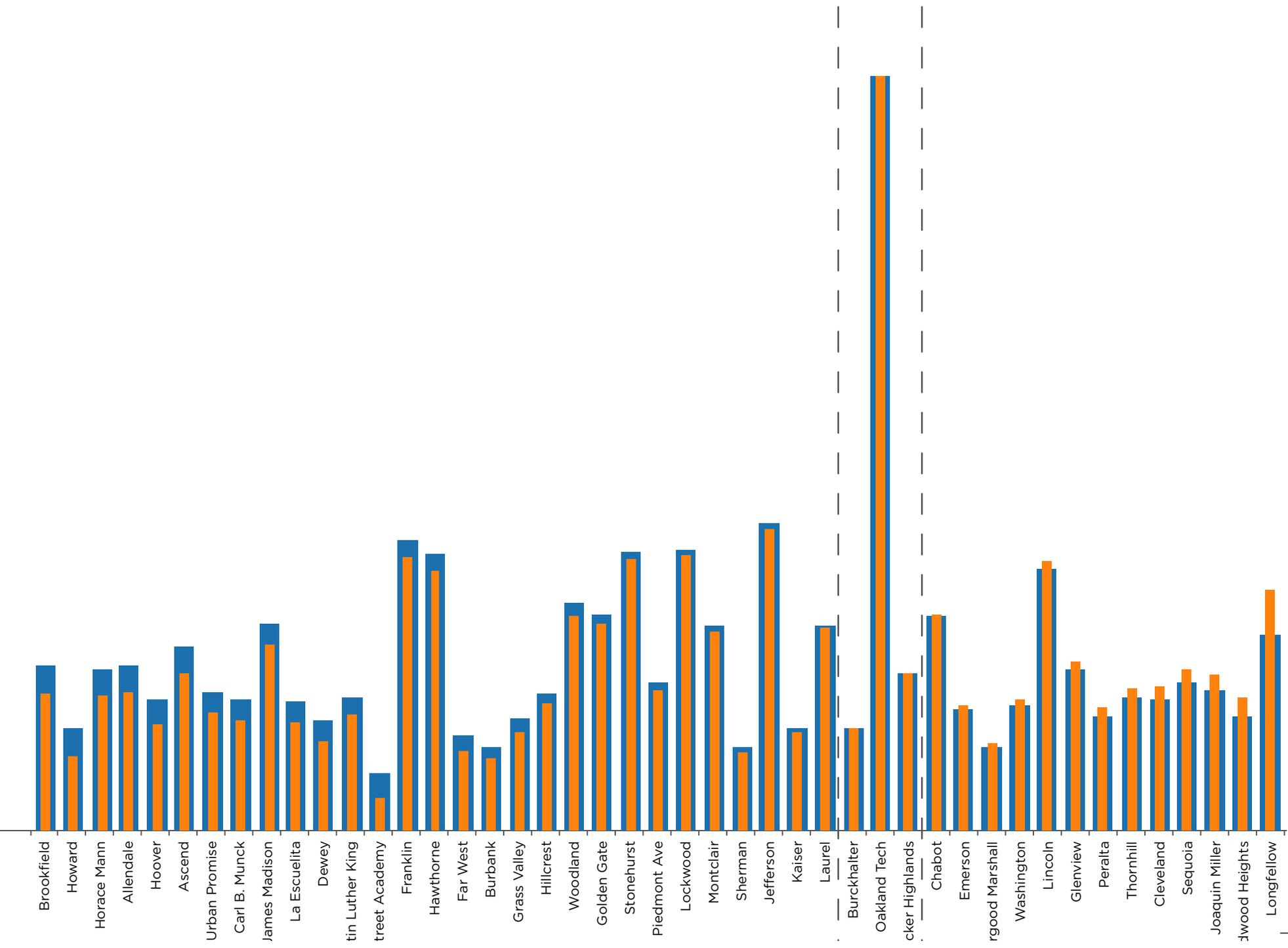




SITE CAPACITY VS ENROLLMENT

13 district schools are enrolled beyond capacity, while 72 district school sites are under capacity, meaning they could hold more students. This indicates that there is a misalignment between enrollment and capacity across the district. Asset optimization means evening out this misalignment. Comparing site capacity and school enrollment illustrates those schools that are over loaded with students and those that have available space. Sites on the left side of the chart have more students enrolled than is appropriate for building capacity. Schools on the right side of the chart have capacity for additional students.

← Under Capacity | At Capacity | Over Capacity →

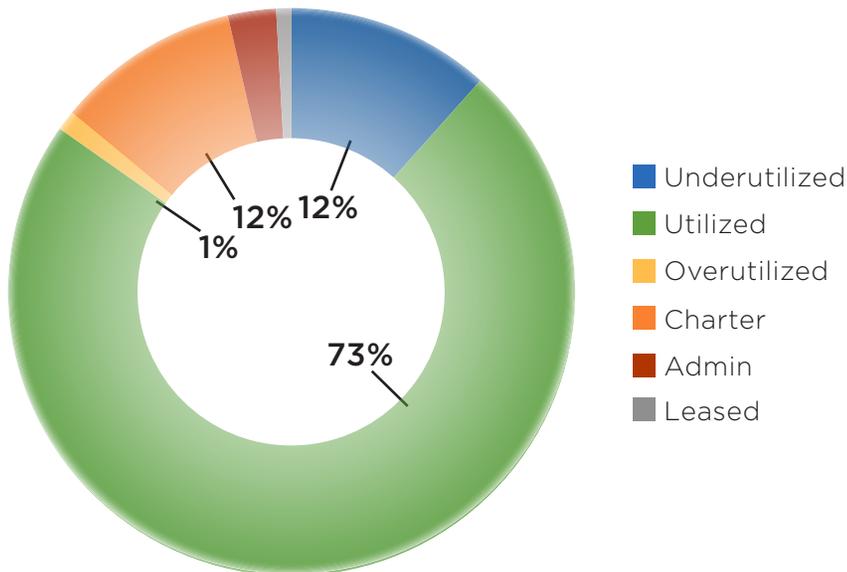


DRAFT MEASURING UTILIZATION

Determining how well a school site is used

OUSD has the capacity to serve enrollment levels of decades past at 50,000 - 55,000 students. The problem is that site capacity does not align with program viability, and certain schools have too many students, while other schools have too few.

UTILIZATION



Utilization is a measure of how well a school site is being used. Determining utilization is an important step of the asset optimization process because it indicates whether or not a school site has the opportunity to expand or contract. Utilization is a measure of the current state as compared to the potential state of a school.

In this case, utilization is determined in two different ways. The first measure of utilization is to compare a school site's capacity with the enrollment of the schools housed at that site. If the total school enrollment exceeds site capacity, then the school site is overutilized. If the capacity of the school site is greater than the number of students enrolled at the school or schools housed on that site, then the school site is considered underutilized. By this measure, 22 OUSD school sites are overutilized, while 62 school sites are underutilized. 2 schools, in the 2013-2014 school year, were enrolled exactly to capacity.

The second way to measure utilization is to determine the number of classrooms that are being used for approved academic programs as compared to the total number of classrooms available for use at a given school. While the capacity utilization measure is an indication of whether the school is over or under enrolled, the classroom utilization rate indicates how many classrooms could be filled with additional students (underutilized rooms), and how many classrooms are filled with students when they should be used for other academic functions (overutilized rooms).

By both measures, OUSD has some schools that are overutilized and others that are underutilized. Increasing the district's utilization rate is a critical factor for true asset optimization. The solutions in section 6 will address strategies for how to increase utilization.

CLASSROOM UTILIZATION

FILLING ROOMS

OUSD has enough site capacity to house all of its students and then some. Unfortunately, capacity at any given site does not necessarily align with the desirability of the program.

DRAFT LOADING FORMULA

Calculating Classroom Utilization and Availability

OUSD has adopted a loading formula that can be used to determine the appropriate number of classrooms to be used at each site given the number of classrooms and the number of students enrolled at each site.

The classroom loading model was developed in conjunction between various divisions of district leadership and staff. The loading model is used for many of the district's planning purposes including determining where there is available space for required educational programs, charter programs, and expansion of district programs. The following are a list of defined categories of classroom uses that are taken into account when calculating a site's classroom utilization rate.

Total Classrooms - Rooms above 600 sq ft that are not used for libraries, multipurpose rooms, gymnasiums, auditoriums, etc.

General Education Classrooms - Classrooms used for instruction of district-run TK-12 programs.

Required Program Classrooms

- Classrooms used for the delivery of classes for Programs for Exceptional Children, bilingual programs, newcomer programs, pre-kindergarten and early childhood education programs, and A through G programs at the high school level. Classrooms used for charter programs are also counted in this category.

Flex Rooms - Flex rooms are used to allow programs flexibility in how they use classroom spaces to offer programs outside of general education. At the elementary level, flex rooms are calculated as 1/8 of general education classrooms. These rooms are used for classes including but not limited to science prep, art, and reading intervention. At the middle school level, flex rooms are calculated

as 1/6 of general education classrooms. Middle school flex rooms are used to house elective classes that augment general education. At the high school level, flex rooms are calculated as 1/10 of general education classrooms. These rooms are typically used for purposes above and beyond general education and required A through G programs such as computer labs and science labs.

Parent / Family Resource

Rooms - Each school is allocated one parent resource room.

Available Classrooms -

The number of classrooms remaining after subtracting general education, required program, flex, and parent rooms from the total number of classrooms.

This loading formula will also be used in other district-level planning processes. The calculation of available space will be used to determine where there is potential capacity for the district to house program offerings outside of general education classes. The available classrooms can be used to house prekindergarten, programs for exceptional children, early childhood education, bilingual, newcomer, and A through G programs. Additionally, the calculation of available space will be used in the district's determination of placement offerings for charter schools during the annual Proposition 39 facilities assessment process. While OUSD applies the formula to facilities that house district programs, the formula does not apply to charter programs.

EXAMPLE UTILIZATION CALCULATIONS

$$\text{Total Classrooms} - \text{General Education Classrooms} - \text{Required Program Classrooms} - \text{Flex Classrooms} - \text{Parent Resource Rooms} = \text{Available Classrooms}$$

Example - Lafayette Elementary School

$$26 - 9 - 5 - 2 - 1 = 9$$

Total Classrooms - General Education Classrooms - Required Program Classrooms - Flex Classrooms - Parent Resource Rooms = Available Classrooms

Example - Bret Harte Middle School

$$45 - 18 - 9 - 3 - 1 = 14$$

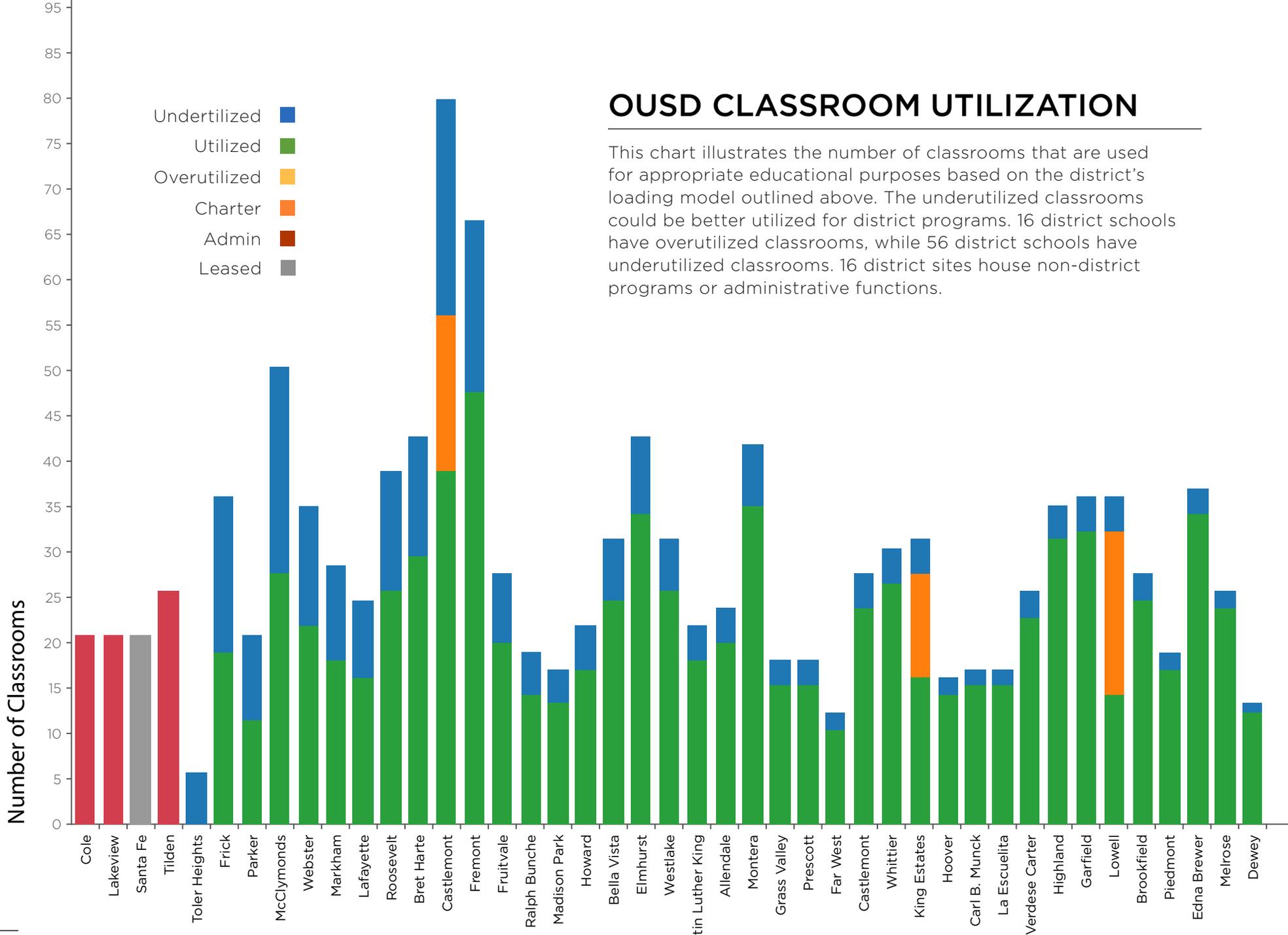
Total Classrooms - General Education Classrooms - Required Program Classrooms - Flex Classrooms - Parent Resource Rooms = Available Classrooms

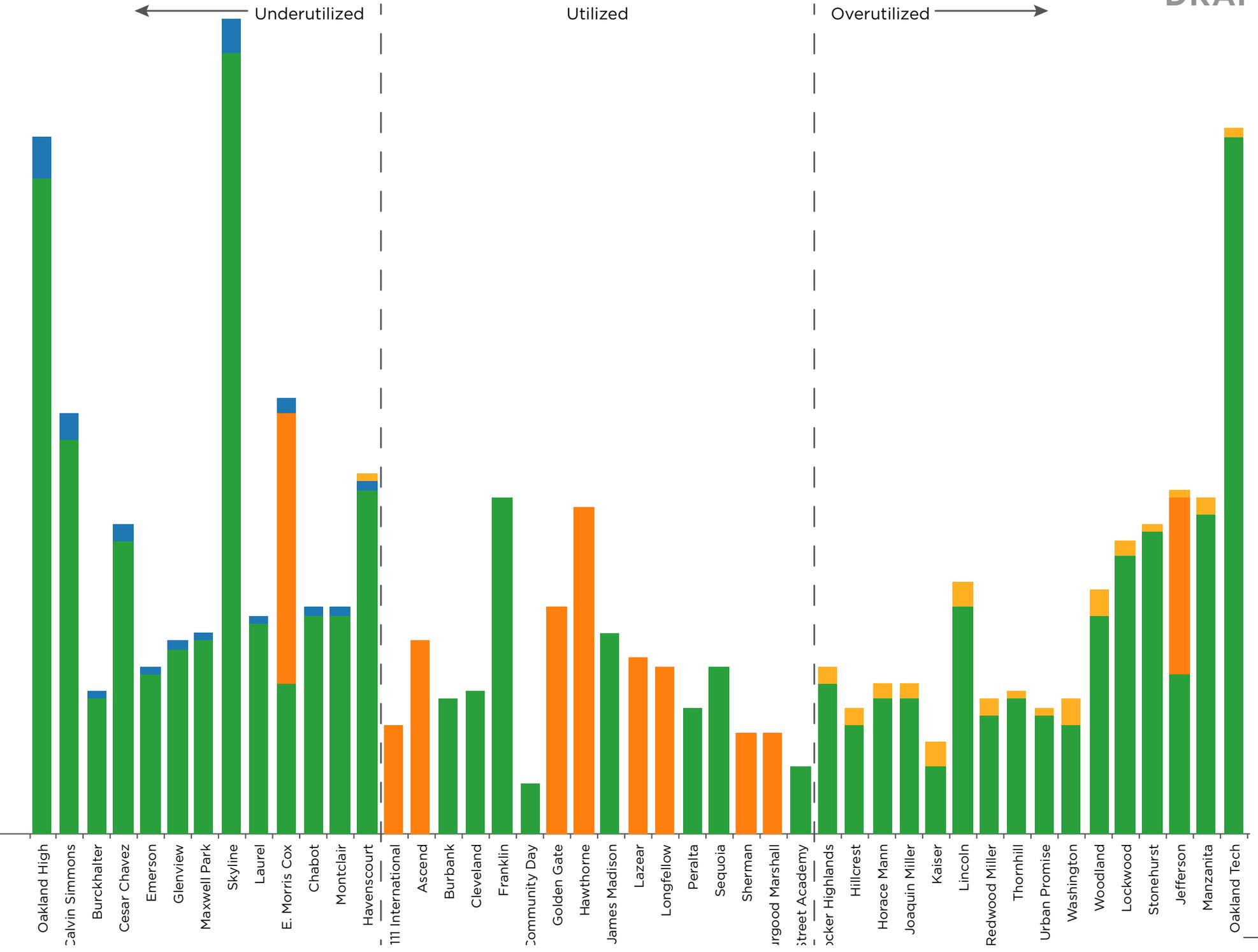
Example - Fremont High School

$$70^* - 32 - 12 - 4 - 1 = 21$$

Total Classrooms - General Education Classrooms - Required Program Classrooms - Flex Classrooms - Parent Resource Rooms = Available Classrooms

*Total classrooms at Fremont High School taken before portable reduction in summer 2014.

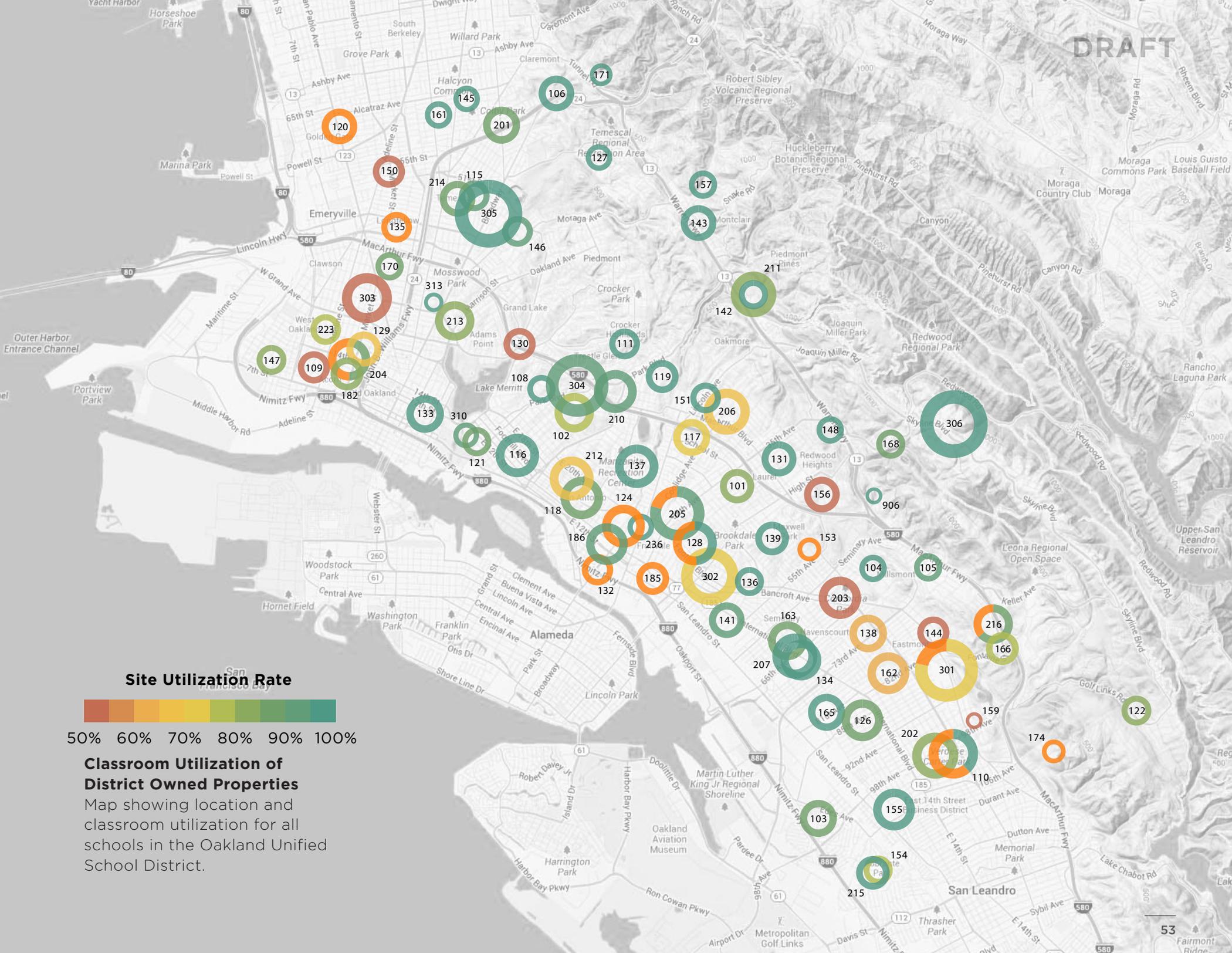




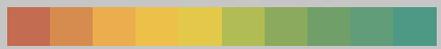
MAP OF CLASSROOM UTILIZATION AT OUSD SCHOOL SITES

| | | | | | |
|-----|-------------------|-----|-----------------------|-----|-------------------------|
| 101 | Allendale | 143 | Montclair | 212 | Roosevelt |
| 102 | Bella Vista | 144 | Parker | 213 | Westlake |
| 103 | Brookfield | 145 | Peralta | 214 | Verdesse Carter |
| 104 | Burbank | 146 | Piedmont | 215 | James Madison |
| 105 | Burckhalter | 147 | Prescott | 216 | King Estates |
| 106 | Anthony Chabot | 148 | Redwood Heights | 222 | Rudsdale |
| 108 | Cleveland | 150 | Santa Fe | 223 | Ralph Bunche |
| 109 | Cole | 151 | Sequoia | 236 | Urban Promise |
| 110 | E. Morris Cox | 153 | Sherman | 288 | Neighborhood Centers |
| 111 | Crocker Highlands | 154 | Sobrante Park | 300 | Hillside |
| 115 | Emerson | 155 | Stonehurst | 301 | Castlemont |
| 116 | Franklin | 156 | Tilden/Swett | 302 | Fremont |
| 117 | Fruitvale | 157 | Thornhill | 303 | McClymonds |
| 118 | Garfield | 159 | Toler Heights | 304 | Oakland High |
| 119 | Glenview | 161 | Washington | 305 | Oakland Tech |
| 120 | Golden Gate | 162 | Webster | 306 | Skyline |
| 121 | La Escuelita | 163 | Whittier | 310 | Dewey |
| 122 | Grass Valley | 165 | Woodland | 313 | Street Academy |
| 124 | Hawthorne | 166 | Howard | 335 | 2111 International Blvd |
| 126 | Highland | 168 | Carl Munck | 338 | MetWest |
| 127 | Hillcrest | 170 | Hoover | 404 | Edward Shands |
| 128 | Jefferson | 171 | Henry Kaiser | 405 | Bond Street Annex |
| 129 | Lafayette | 174 | Thurgood Marshall | 900 | 900 High Street |
| 130 | Lakeview | 182 | Martin Luther King Jr | 901 | 1025 2nd Ave |
| 131 | Laurel | 185 | Ascend | 906 | Community Day |
| 132 | Lazear | 186 | Cesar Chavez | 988 | 955 High Street |
| 133 | Lincoln | 201 | Claremont | | |
| 134 | Lockwood | 202 | Elmhurst | | |
| 135 | Longfellow | 203 | Frick | | |
| 136 | Horace Mann | 204 | Lowell | | |
| 137 | Manzanita | 205 | Calvin Simmons | | |
| 138 | Markham | 206 | Bret Harte | | |
| 139 | Maxwell Park | 207 | Havenscourt | | |
| 141 | Melrose | 210 | Edna Brewer | | |
| 142 | Joaquin Miller | 211 | Montera | | |

DRAFT



Site Utilization Rate



50% 60% 70% 80% 90% 100%

Classroom Utilization of District Owned Properties

Map showing location and classroom utilization for all schools in the Oakland Unified School District.

4

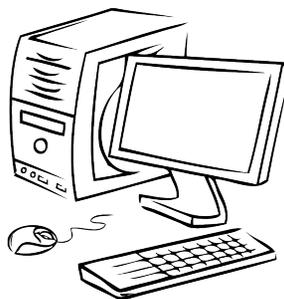
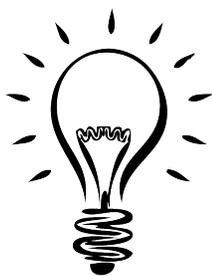
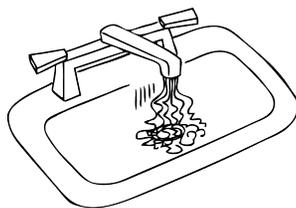
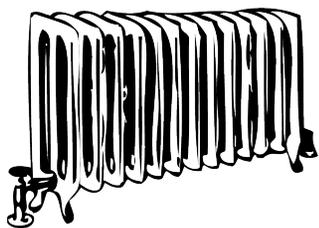
OPERATIONS & MAINTENANCE

ONGOING COSTS

Every year, OUSD spends \$5 million on energy costs alone. Adding costs associated with maintenance, materials, and modernization puts the operating budget associated with facilities into the 10's of millions of dollars.

ONGOING COSTS

In addition to the the \$5 million in energy costs OUSD spends per year, many sites throughout the district are in need of maintenance and seismic upgrades. Altogether, these projects account for more than \$400 million in deferred maintenance district-wide.



OPERATING MODEL

Despite the district's continued commitment to sustainability, annual energy costs increased 103% from 2011 to 2012. The adoption of district-wide Design Guidelines which hold all current and future sites to Collaborative for High Performance Schools (CHPS) standards should help to reduce this cost, but the rapidly increasing inefficiencies of some sites cannot be ignored. Sites such as Oakland Technical cost the district roughly \$300,000 in annual energy costs in 2012, a 40% increase from the year prior. In order to bring down operational costs, the district will need to manage currently inefficient building infrastructures and transition to sustainable energy practices.

Part of the effort to drive down operational costs is the implementation of a large number of modernization and maintenance projects throughout the district-

currently 92% of district sites are in need of some form of modernization. These projects will not only help to create more efficient buildings across the district, but they will also help create modernized facilities that can facilitate contemporary pedagogies (such as STEM) and enable sites to provide wrap-around services to surrounding communities.

In addition to deferred maintenance and modernization projects, the district also needs to respond to the findings from the 2011 seismic vulnerability report conducted by ZFA Structural Engineers. The report identified 118 buildings across 78 sites that are either moderately or highly vulnerable to seismic activity.

The following pages provide a more detailed breakdown of the costs associated with the districts operations and maintenance needs,

DRAFT

| | | | | | | | | | | |
|---------------------------------|------------------------------|------------------------------------|--|--------------------------------|---------------------------|----------------------------|--------------------------------|-----------------------------|------------------------------|-----------------------------|
| Oakland High HS 324,899 | Skyline HS 189,760 | Calvin Simmons MS 92,336 | 2111 International Boulevard Admin 38,786 | Stonehurst ES 75,868 | Montera MS 72,064 | Lockwood ES 71,153 | Frick MS 68,484 | Woodland ES 68,382 | Ascend ES 66,732 | |
| | | | 2111 International Boulevard ES 38,786 | | | | | | | |
| Oakland Technical HS 295,568 | La Escuelita ES 175,453 | Westlake MS 66,557 | Claremont MS 57,186 | James Madison MS 56,214 | Jefferson ES 53,764 | Brookfield ES 52,991 | Webster ES 52,922 | Prescott ES 52,346 | Garfield ES 49,409 | |
| | | Cesar Chavez ES 66,086 | | | | | | | | |
| | McClymonds HS 114,341 | King Estates HS 45,766 | Lowell MS 38,064 | Thurgood Marshall ES 31,932 | Sequoia ES 31,804 | Emerson ES 31,726 | Crocker Highlands ES 31,412 | Dewey HS 31,401 | Whittier ES 31,173 | |
| | Manzanita ES 64,519 | Franklin ES 45,405 | Montclair ES 37,819 | Allendale ES 31,055 | Lazear ES 30,997 | Laurel ES 30,176 | Ralph Bunche HS 29,880 | Washington ES 29,576 | Santa Fe ES 29,563 | |
| Castlemont HS 213,396 | Havenscourt MS 109,601 | Markham ES 41,529 | Hillcrest ES 41,529 | Hillcrest MS 41,529 | Hoover ES 29,419 | Urban Promise MS 27,263 | Sobrante Park ES 27,248 | Lakeview Admin 26,872 | Redwood Heights ES 26,265 | Joaquin Miller ES 25,080 |
| | | Howard ES 41,291 | Carl B. Munck ES 34,621 | | Grass Valley ES 29,281 | | | | | |
| | Elmhurst MS 63,773 | Piedmont Ave ES 40,459 | Parker ES 33,787 | Melrose ES 29,002 | Cleveland ES 24,825 | Community Day HS 21,616 | Thornhill ES 19,065 | Kaiser ES 18,954 | | |
| Fremont HS 193,677 | Roosevelt MS 108,782 | Edna Brewer MS 60,048 | Chabot ES 40,073 | Lafayette ES 33,746 | Burckhalter ES 27,425 | Peralta ES 24,695 | Sherman ES 20,246 | Street Academy HS 13,994 | Cole Admin 10,286 | |
| | Verdesse Carter HS 94,991 | Martin Luther King Jr ES 58,010 | Bella Vista ES 38,933 | Horace Mann ES 32,830 | Glenview ES 27,287 | Lincoln ES 22,649 | Burbank ES 19,504 | E. Morris Cox ES | Toler Heights ES | |
| | | | | | | | | | | |

ENERGY COSTS

Following from the district's commitment to sustainability, all school sites should be high performing buildings that use energy and water efficiently while contributing to the quality of Oakland's built environment. Written in 2013, the OUSD Design Guidelines showcase the district's dedication to sustainable practices by holding all existing and new facilities to the best practices laid out by the Collaborative for High Performance Schools (CHPS). By adhering to CHPS standards, school sites will reduce resource consumption, improve energy efficiency, and in some cases utilize solar technologies (in partnership with the HELiOS Project and the US Department of Energy) in order to produce green-energy on-site.

In addition to making Oakland a greener district, these projects will also help to reduce operational costs across the district. In 2012, annual energy costs were estimated at \$4,634,350. Of the energy costs in June 2012, five schools accounted for 26% of the total while ten account for 39%.

The overall energy costs in 2012 were up 103% from 2011. That increase was largely driven by thirteen schools that experienced increased costs ranging from 12% (at La Escuelita) to as high as a 41% increase (at Oakland Technical). By prioritizing solar and energy efficient projects at these increasingly inefficient sites, the district can drastically reduce its operational expenditures while simultaneously promoting sustainable communities.

DEFERRED MAINTENANCE

All buildings require periodic modernization and upgrades in order to maintain a high level of operational performance. With an aging building inventory—more than half of OUSD’s buildings are 50 years or older—the district’s facilities are in need of maintenance and upgrades. These upgrades are necessary, not only to fulfill the “brick and mortar” issues facing the district, but to provide the necessary infrastructure for wrap-around services that enable the district’s facilities to serve as Full Service Community Schools. For example, more advanced security systems may facilitate after-school use of key rooms.

The specificity of deferred maintenance varies widely across the district, but generally addresses upgrades to building systems and/or site and grounds. Building systems upgrades target deficiencies with regards to building infrastructures such as: Heating/ventilation/air conditioning systems (HVAC), roofing/waterproofing, plumbing, electrical, accessibility, technology infrastructure, security systems, and/or fire alarm upgrades. Whereas site and grounds upgrades confront the shortcomings of exterior landscapes by improving paving, security, and providing students and communities with amenities such as gardens, athletic facilities, and sun shades.

Currently, 84 district sites—92% of the entire district—are in need of some form of deferred maintenance. The total cost for all maintenance and modernization driven projects is estimated at \$333 million. The top five schools in need of maintenance represent 21% of that total while the top ten account for 34%.

The data presented in the adjacent chart illustrates a snapshot in time of the deferred maintenance costs in 2011. Current numbers differ as projects have been undertaken to reduce these costs.

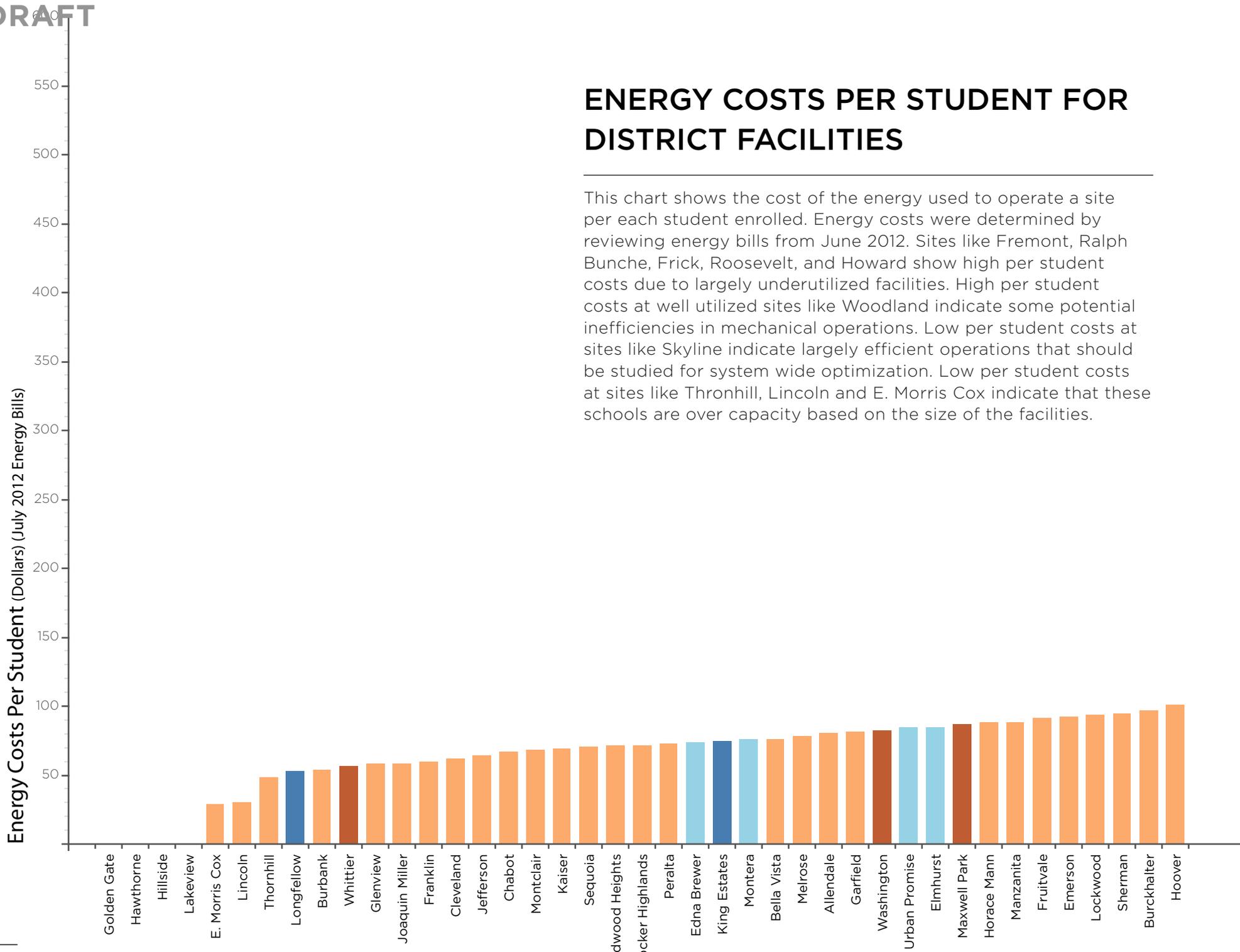
SEISMIC UPGRADES

Although no OUSD building in its present condition poses an imminent seismic hazard, the ever-evolving understanding of structural performance during earthquakes means that there are opportunities to reinforce and improve the seismic safety of district buildings.

In 2002, the California Division of the State Architect released the AB300 report that presented an analysis of the State's K-12 facilities and identified buildings that present a potential risk based on location and age. In 2011, the district commissioned ZFA Structural Engineers to conduct a district-wide survey of all permanent OUSD structures to validate AB300 findings and re-assess overall seismic vulnerability. Per ZFA's assessment of the district's 326 permanent buildings, 35 were deemed as moderately vulnerable and 83 were assessed as being highly vulnerable to seismic activity.

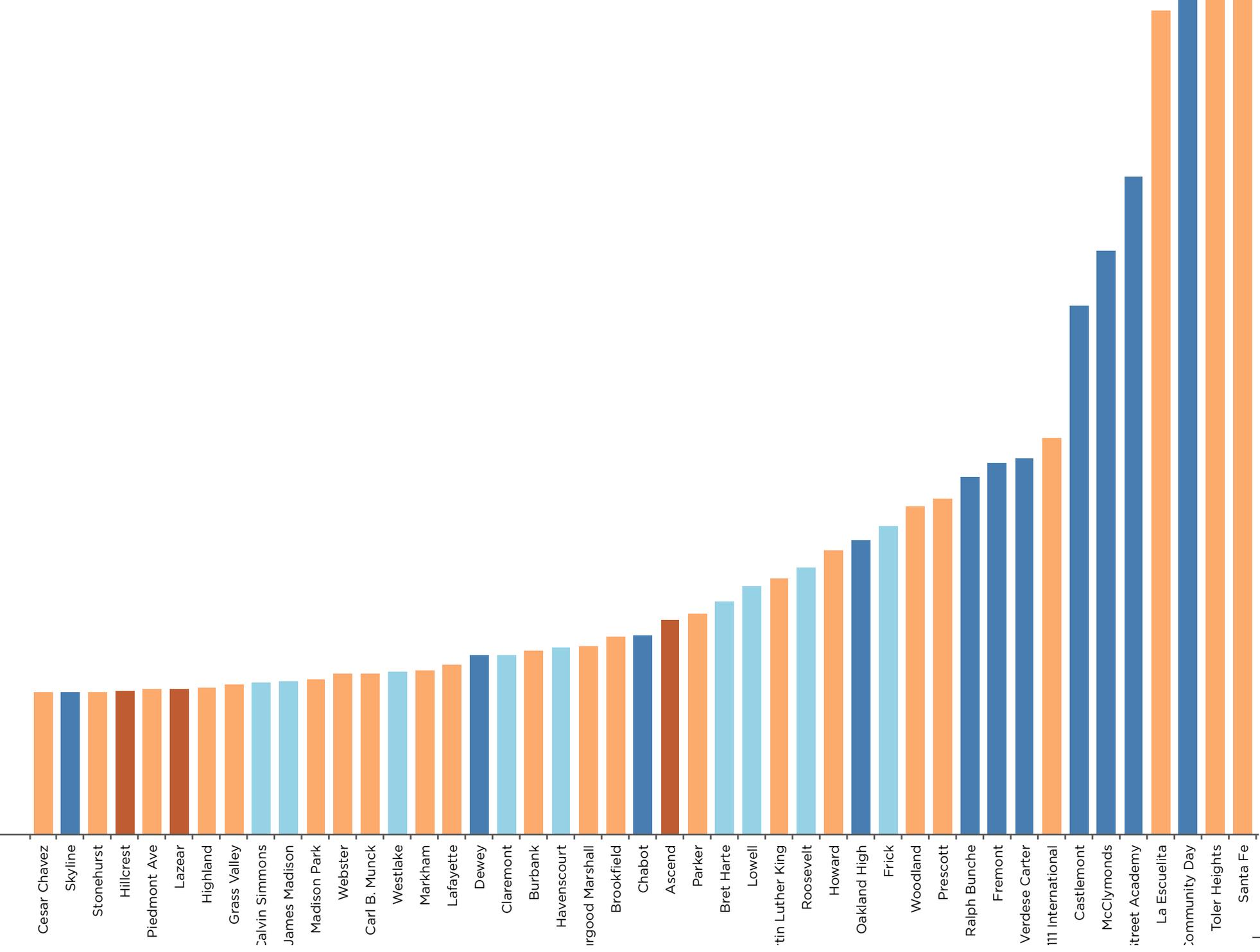
The 118 buildings that are in need of seismic upgrades are dispersed throughout the district across 78 sites—86% of the district's properties. The total cost of addressing these collective seismic deficiencies of the entire district is estimated at \$80.6 million. The top five schools in need of upgrades/repairs account for 32% of this total while the top ten represent 47%.

The data presented in the adjacent chart illustrates a snapshot in time of the seismic upgrade costs in 2011. Current numbers differ as projects have been undertaken to reduce these costs.



ENERGY COSTS PER STUDENT FOR DISTRICT FACILITIES

This chart shows the cost of the energy used to operate a site per each student enrolled. Energy costs were determined by reviewing energy bills from June 2012. Sites like Fremont, Ralph Bunche, Frick, Roosevelt, and Howard show high per student costs due to largely underutilized facilities. High per student costs at well utilized sites like Woodland indicate some potential inefficiencies in mechanical operations. Low per student costs at sites like Skyline indicate largely efficient operations that should be studied for system wide optimization. Low per student costs at sites like Thornhill, Lincoln and E. Morris Cox indicate that these schools are over capacity based on the size of the facilities.



5

LEADERSHIP NEEDS

REUNIFICATION

The distributed model for housing OUSD leadership staff means that district employees spend a lot of time traveling to meetings, and too much time communicating and coordinating.

LEADERSHIP NEEDS

OUSD's leadership staff of nearly 600 full time and flex time workers are currently distributed across six district-owned sites and one leased site consuming more than 300,000ft² of space. By consolidating the administrative divisions housed in 180,000 ft² of school space to a 100,000 ft² centralized facility, OUSD could reduce ongoing costs associated with moving district employees, add capacity to the school system, and generate unrestricted revenues in the process.

FACILITIES HOUSING DISTRICT STAFF

Of the seven sites occupied by district staff and administrators, four were formerly school sites.

John Swett Elementary School

This school site is commonly referred to as Tilden and currently houses the Learning, Curriculum, and Instruction and the Continuous Improvement divisions along with the office of charter schools. Tilden is home to nearly 30 portable buildings, a number of which are condemned. There are

five other elementary school sites within 0.5 miles of Tilden. Freeing up this site would allow the district to reduce its portable count and potentially generate unrestricted revenues.

Lakeview Elementary School

Lakeview Elementary School currently houses 148 FTEs and up to 25 flex employees in multiple OUSD divisions. The 35,000 ft² permanent building and the eight portable buildings at Lakeview sit on three acres of land in the

Grand Lake neighborhood of Oakland. Because Lakeview is not used as a school site there is no district run school in the Lakeview attendance boundary. There is only one other district school within one mile from Lakeview, which means that in order to attend a district program, the 584 children living in the Lakeview boundary have to travel much greater distances to attend a district program. The disposition of this site could generate revenues to use toward future facilities projects.

Foster Middle School

The Foster site currently houses OUSD's Programs for Exceptional Children division. The middle school site is set to be transformed into a central kitchen to serve the district's schools. The project is currently in the design phases and ground breaking is set for January 2015. This means that PEC's 86 FTEs and up to 30 flexTEs will have to move to a new location. Divisions undergo these types of moves every year and create ongoing costs for the district.

Centralizing administrative functions could reduce the annual costs.

Cole Middle School

This site is currently used to house the Technology Services division and the OUSD Police Department. While the district's primary server lives in the new La Escuelita complex, the back up server lives at Cole. The OUSD Police Department utilizes the one portable building at Cole to house a summer program for children.

The three remaining sites that OUSD uses for administrative functions house the Board of Education Members and administrative staffers; the Facilities Planning and Management divisions, including Buildings and Grounds and Custodial Services; Student Nutritional Services; Procurement and Distribution; and Warehousing. The district owns and operates a 130,000 ft² warehouse that is used as a processing center for the district's various supply chains.

ADMINISTRATIVE SPACE NEEDS

Tilden / John Swett Elementary School

| | | | |
|-------------------------------------|--------|-------------|-----|
| Site Number | 156 | | |
| Gross Built Area | 31,586 | Total Empl | 102 |
| Building A | 15,418 | Full Time E | 100 |
| Building B | 2,410 | Flex Empl | 2 |
| Building C | 862 | | |
| Building D | 862 | | |
| Building E | 862 | | |
| Building F | 1,144 | | |
| Building G | 720 | | |
| Building H | 344 | | |
| Building I | 864 | | |
| Portables | 8,100 | | |
| Admin/Office Area | 14,934 | | |
| Admin/Office Area Per Employee (SF) | 146.4 | | |
| Storage Area | 7,481 | | |

| Department | FTE | Flex Emp | Office SF | Storage SF |
|--------------------------------|-----|----------|-----------|------------|
| LCI: Administration | 3 | 0 | 1,472 | 1,447 |
| LCI: Science | 9 | 0 | 1,140 | 0 |
| LCI: Social Studies | 3 | 0 | 392 | 0 |
| LCI: Math | 16 | 0 | 1,475 | 711 |
| LCI: ELA | 12 | 0 | 1,472 | 720 |
| LCI: English Learners | 7 | 0 | 736 | 0 |
| LCI: Transitional Kindergarten | 3 | 0 | 736 | 0 |
| LCI: Family Literacy | 2 | 0 | 736 | 736 |
| LCI: School Improvement Grant | 7 | 0 | 736 | 0 |
| LCI: VAPA | 4 | 0 | 736 | 736 |
| LCI: PE | 0 | 0 | 0 | 711 |
| LCI: Tech Specialist | 3 | 0 | 420 | 0 |
| QAA | 26 | 2 | 3,934 | 0 |
| Office of Charter Schools | 5 | 0 | 949 | 0 |

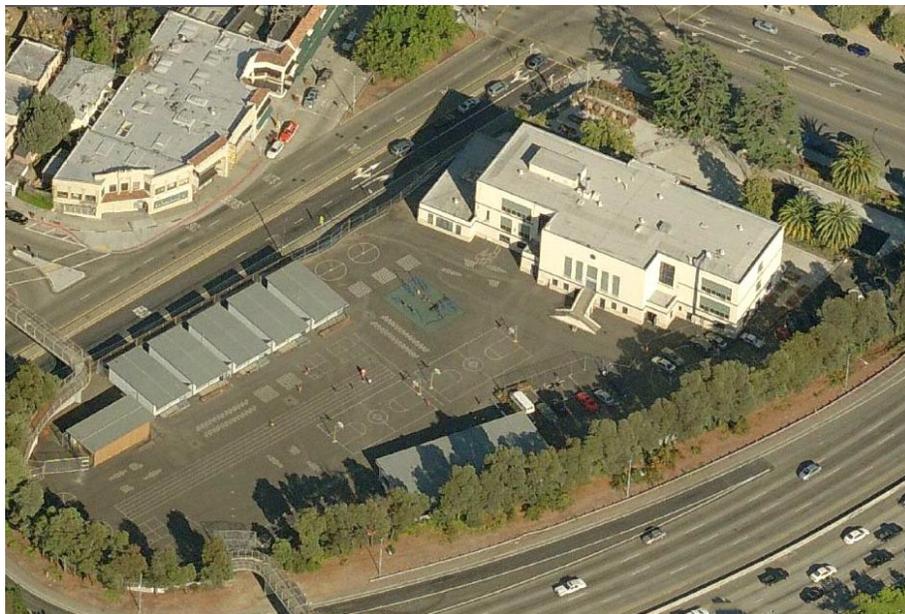
TILDEN ELEMENTARY

This school site is commonly referred to as Tilden and currently houses the Learning, Curriculum, and Instruction and the Continuous Improvement divisions along with the office of charter schools. Tilden is home to nearly 30 portable buildings, a number of which are condemned. There are five other elementary school sites within 0.5 miles of Tilden. Freeing up this site would allow the district to reduce its portable count and potentially develop a site for teacher housing.



LAKEVIEW ELEMENTARY

Lakeview Elementary School currently houses 148 FTEs and up to 25 flex employees in multiple OUSD divisions. The the 35,000 ft² permanent building and the eight portable buildings at Lakeview sit on three acres of land in the Grand Lake neighborhood of Oakland. There is only one other district school within one mile from Lakeview, which means that in order to attend a district program, the 584 children living in the Lakeview boundary have to travel much greater distances to attend a district program. The disposition of this site could generate revenues to use toward future facilities projects.



ADMINISTRATIVE SPACE NEEDS

Lakeview Elementary School

| | |
|-------------------------------------|--------|
| Site Number | 130 |
| Gross Built Area | 43,090 |
| Building A | 34,735 |
| Portables | 8,355 |
| Admin/Office Area | 18,506 |
| Admin/Office Area Per Employee (SF) | 107.0 |
| Storage Area | 4,678 |
| Total Employees | 173 |
| Full Time Employees | 148 |
| Flex Employees | 25 |

| Department | FTE | Flex Emp | Office SF | Storage SF |
|--|-----|----------|-----------|------------|
| Administration | 4 | 0 | 452 | 310 |
| Social Emotional Learning & Leadership | 6 | 0 | 709 | 144 |
| Behavioral Health | 8 | 0 | 709 | 164 |
| Attendance and Discipline | 5 | 0 | 857 | 164 |
| After School Office | 7 | 0 | 709 | 144 |
| Health and Wellness | 24 | 0 | 2,673 | 0 |
| Family Engagement | 15 | 6 | 1,566 | 369 |
| Community Partners | 8 | 0 | 815 | 0 |
| ECE | 15 | 6 | 2,296 | 268 |
| Alternative Student Assignment | 4 | 0 | 840 | 0 |
| Family Resource Center | 5 | 3 | 864 | 0 |
| Transitional Students and Families | 7 | 1 | 1,748 | 0 |
| Translation | 8 | 0 | 884 | 0 |
| African American Male Achievement | 7 | 4 | 884 | 0 |
| Student Assignment | 25 | 5 | 2,500 | 48 |

COLE MIDDLE

This site is currently used to house the Technology Services division and the OUSD Police Department. While the district's primary server lives in the new La Escuelita complex, the back up server lives at Cole. In addition to using the second floor of the building, the OUSD Police Department utilizes the one portable building at Cole to house a summer program for children. Current plans indicate that the tech services team will move to other district owned locations and the OUSDPD will share the site with outreach coordinators from the Programs for Exceptional Children division.



ADMINISTRATIVE SPACE NEEDS

Cole Middle School

| | |
|-------------------------------------|--------|
| Site Number | 109 |
| Gross Built Area | 48,597 |
| Admin/Office Area | 11,241 |
| Admin/Office Area Per Employee (SF) | 208.2 |
| Storage Area | 7,481 |
| Total Employees | 54 |
| Full Time Employees | 51 |
| Flex Employees | 3 |

| Department | FTE | Flex Emp | Office SF | Storage SF |
|---------------|-----|----------|-----------|------------|
| OUSDPD | 14 | 0 | 4,945 | 713 |
| Tech Services | 37 | 3 | 6,296 | 2,476 |

ADMINISTRATIVE SPACE NEEDS

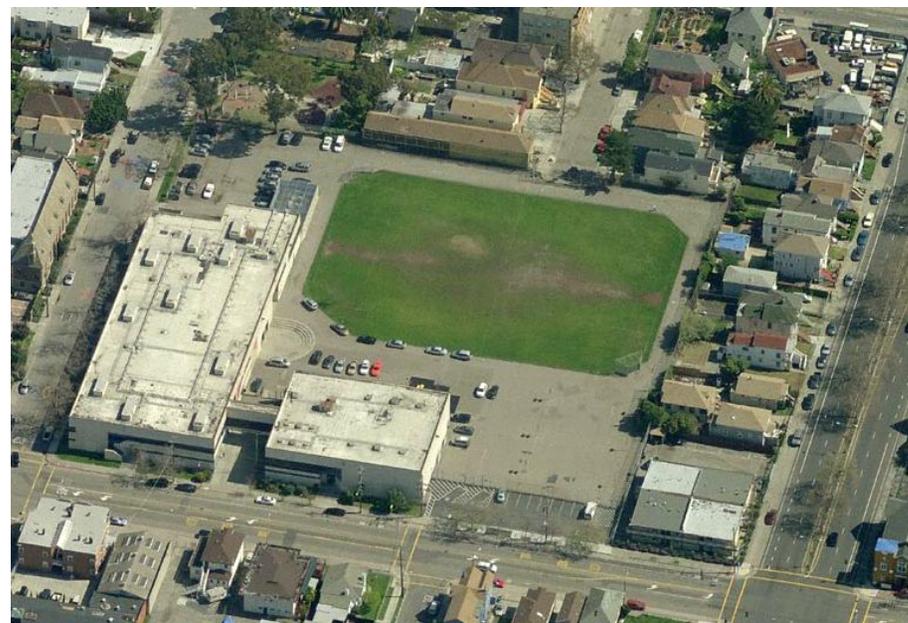
Foster Middle School

| | |
|-------------------------------------|--------|
| Site Number | 184 |
| Gross Built Area | 59,957 |
| Building A | 43,806 |
| Building B | 16,151 |
| Admin/Office Area | 17,618 |
| Admin/Office Area Per Employee (SF) | 150.6 |
| Storage Area | 7,481 |
| Total Employees | 117 |
| Full Time Employees | 86 |
| Flex Employees | 31 |

| Department | FTE | Flex Emp | Office SF | Storage SF |
|----------------------------|-----|----------|-----------|------------|
| Administration | 11 | 0 | 3,859 | 368 |
| Psychological Services | 2 | 12 | 1,880 | 672 |
| Work Ability | 9 | 0 | 1,634 | 60 |
| APE | 22 | 0 | 2,329 | 456 |
| Associated Technology | 9 | 0 | 1,287 | 163 |
| Curriculum and Instruction | 9 | 9 | 1,908 | 204 |
| Social Work | 11 | 10 | 1,729 | 30 |
| Home Economics | 7 | 0 | 850 | 189 |
| Other | 6 | 0 | 2,142 | 0 |

FOSTER MIDDLE

The Foster site currently houses OUSD's Programs for Exceptional Children division. The middle school site is set to be transformed into a central kitchen to serve the district's schools. The project is currently in the design phases and ground breaking is set for January 2015. This means that PEC's 86 FTEs and up to 30 flexTEs will have to move to a new location. Divisions undergo these types of moves every year and create ongoing costs for the district. Centralizing administrative functions could reduce the annual costs.



ADMINISTRATIVE SPACE NEEDS

955 High Street

| | |
|-------------------------------------|--------|
| Site Number | 988 |
| Gross Built Area | 32,894 |
| Building A | 22,800 |
| Building B, Portables 1 | 920 |
| Building C, Portables 2 & 3 | 1,653 |
| Building D, Portables 4-9 | 4,921 |
| Building E, Portables 10-12 | 2,600 |
| Admin/Office Area | 8,166 |
| Admin/Office Area Per Employee (SF) | 103.4 |
| Storage Area | 7,481 |
| Total Employees | 79 |
| Full Time Employees | 75 |
| Flex Employees | 4 |

| Department | FTE | Flex Emp | Office SF | Storage SF |
|-----------------------|-----|----------|-----------|------------|
| Facilities | 29 | 0 | 2,975 | 0 |
| SGI | 18 | 0 | 1,255 | 0 |
| Buildings and Grounds | 27 | 4 | 3,673 | 0 |

955 HIGH STREET

955 High Street is home to 79 district employees from the Facilities Planning and Management Division, Buildings and Grounds, and the district’s construction management team. The facilities on-site include a large machine shop and various equipment storage and management areas as this site acts as the district’s maintenance shop.



900 HIGH STREET

900 High houses OUSD’s Student Nutrition, Custodial, Buildings and Grounds, and Procurement services divisions. The site also contains a 130,000 ft² warehouse facility that acts as the district’s primary inventory management and distribution center.



ADMINISTRATIVE SPACE NEEDS

900 High Street

| | |
|-------------------------------------|---------|
| Site Number | 900 |
| Gross Built Area | 137,594 |
| Building A | 133,109 |
| Building B | 2,848 |
| Building C | 352 |
| Building D | 1,285 |
| Admin/Office Area | 9896 |
| Admin/Office Area Per Employee (SF) | 170.6 |
| Storage Area | 12287 |
| Total Employees | 58 |
| Full Time Employees | 45 |
| Flex Employees | 13 |

| Department | FTE | Flex Emp | Office SF | Storage SF |
|-----------------------|-----|----------|-----------|------------|
| Nutritional Services | 16 | 2 | 2,291 | 2,494 |
| Custodial Services | 9 | 0 | 952 | 610 |
| Procurement | 8 | 2 | 3,504 | 90 |
| Distribution Center | 4 | 9 | 486 | 0 |
| Buildings and Grounds | 8 | 0 | 120 | 3,360 |
| Procurement | 8 | 2 | 3,334 | 90 |
| Smart Center | | | 4,610 | 531 |

6 STRATEGIES FOR OPTIMIZATION

OPTIMIZE AT THE SYSTEM LEVEL

In order to meet the district-level asset management goals, OUSD can employ combinations of the following strategies to align capacity with student populations and to even out utilization rates of district facilities.

1

CREATE ATTRACTIVE PROGRAMS

The most impactful thing that OUSD could do to optimize the use of its physical assets is to grow robust academic programs in schools across the district to attract more students who are currently choosing alternative options to public education.

2

CAP SCHOOL ENROLLMENT

Optimizing the utilization of sites across the district means aligning the enrollment at each school with the site's capacity. Certain attractive schools are currently enrolled well beyond capacity and capping enrollment can help to distribute student enrollment across other sites.

3

CO-MANAGE FACILITIES AND STUDENT ASSIGNMENT

Asset management and student assignment go hand in hand. Data sets and process used to determine student assignment should be co-managed together with facilities asset data and planning to create efficiencies in the district's annual planning processes.

4

EXPAND OR CONSOLIDATE PROGRAMS

Combining certain schools could create an opportunity to utilize certain sites for revenue generation. Expanding grade level offerings at other sites could help to grow enrollment and increase utilization.

5

REDUCE PORTABLE CLASSROOMS

Based on future district-wide enrollment targets, OUSD currently has the capacity to meet its future needs. But because current enrollment falls below the target, OUSD can remove up to 20% of its portables now.

6

REUNIFY DISTRICT LEADERSHIP

Reunification of the district's administrative facilities means would allow OUSD to benefit from more efficient and effective work flows. Reunification would also allow the district to utilize schools sites to add capacity to the system or generate unrestricted revenues.

7

DEVELOP COMPETITION LEVEL ATHLETIC FACILITIES

Developing competition-level athletic fields and facilities would provide district students with high quality physical education and extracurricular assets. Athletic facilities would also allow the district to generate revenue by hosting sporting competitions and other athletic events.

8

PROPERTY DISPOSITION

Disposition of certain district owned properties would allow OUSD to benefit from additional revenue streams while also unloading the costs associated with operating and maintaining vacant and underutilized facilities.

INCREASING QUALITY PROGRAM OPTIONS

The quality of a school’s academic program offerings is one of the primary factors affecting student choice behavior. Because strong schools attract potential students, OUSD should develop robust academic programs at certain sites to provide functional schools of choice and highly desired programs in areas of the district that are highly underutilized.

The School Options Program has the effect of channeling students toward high performing academic programs. For lower performing programs, the policy creates a negative reinforcing loop: fewer students apply to and enroll in the school; the school receives less per-pupil funding and has less flexibility to grow the strength of its program offerings; therefore, even fewer students attend that program the following year.

In order to counteract this negative reinforcing loop, OUSD should develop high-quality academic programs at

certain school sites to attract and retain students who would otherwise not apply to attend their neighborhood school. Investing in program development will have long-term effects because it will afford more students access to strong academic programs while also evening out the demand for high quality education across the district.

The perceived safeness of a neighborhood surrounding a school also contributes to how attractive it is to potential students. In addition to improving academic outcomes as a way of making schools more attractive, OUSD

should find ways to make the community perceive certain schools as safe places for children to be educated.

The adjacent list of schools represents those sites where there is the greatest opportunity for growth in the system. Developing highly attractive academic programs at these sites could drive greater number of students to attend the school nearest to them. Developing attractive programs at these schools could have the greatest impact on evening out the demand for OUSD programs while also increasing the utilization at OUSD school sites.

SCHOOLS IMPACTED

| High Schools | Growth API (2013) |
|---------------------------|------------------------------|
| Castlemont High | 509 |
| McClymonds High | 513 |
| Fremont High | - |
| Middle Schools | |
| West Oakland Middle | 575 |
| Frick Middle | 621 |
| Alliance Academy | 627 |
| United for Success | 632 |
| Westlake Middle | 647 |
| Bret Harte Middle | 666 |
| Life Academy | 676 |
| Roosevelt Middle | 679 |
| Elmhurst Community Prep | 686 |
| K-8 Schools | |
| Melrose Leadership K-8 | 667 |
| Elementary Schools | |
| RISE | 555 |
| Futures Elementary | 588 |
| REACH | 628 |
| Allendale Elementary | 663 |
| East Oakland Pride | 668 |
| New Highland Academy | 676 |
| Melrose Elementary | 678 |
| Manzanita Community | 693 |
| Global Family | 697 |
| Community United | 700 |
| Madison Park Academy | 701 |
| Garfield Elementary | 720 |
| Horace Mann Elementary | 739 |
| Markham Elementary | 749 |

STRATEGY [1]:

CREATE ATTRACTIVE PROGRAMS

IMPROVING ACADEMIC OUTCOMES

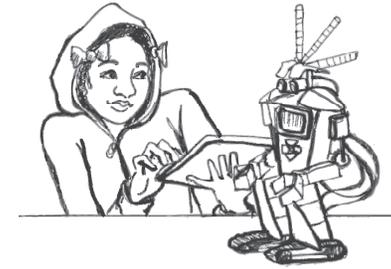
The quality of academic programs drives school choice. Developing a greater number of viable options for district students at strategically located sites will create highly attractive schools that draw students in and even out demand.

OUSD STEM CORRIDOR

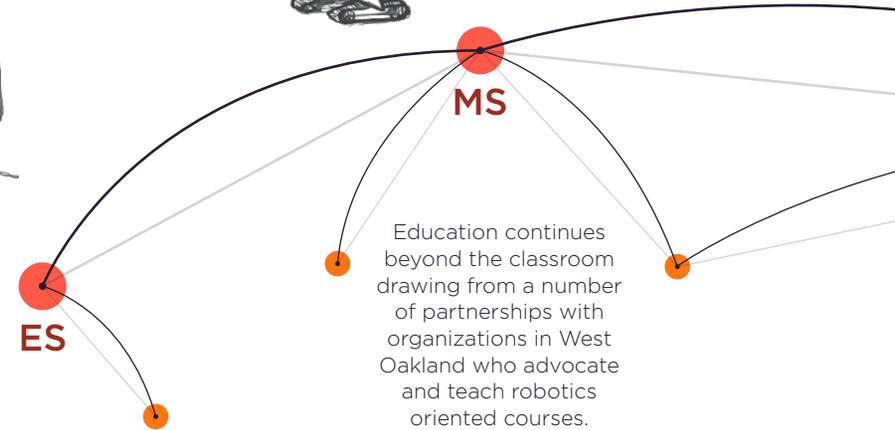
The OUSD STEM Corridor links three schools in West Oakland with cutting edge academic programs focusing on science, technology, engineering, and mathematics. The corridor is more than just a physical connection between facilities in West Oakland. The STEM Corridor also represents a student's journey starting in kindergarten and continuing through elementary, middle, and high school, and beyond. As the student grows and progresses, new STEM projects and learning opportunities will be made available through partnerships with local business that operate in STEM fields. West Oakland is the perfect place to develop the STEM Corridor because it has underutilized facilities and an under served population. Only 23% of students living in West Oakland attend schools in West Oakland. Developing strong STEM programs in West Oakland schools will attract students to currently underutilized school sites by creating hands-on learning opportunities that bring real world business and technology challenges into the classroom.



In elementary school children get an introduction to tech courses such as robotics.



By middle school that interest has been cultivated and expanded to the realms of programming.



Education continues beyond the classroom drawing from a number of partnerships with organizations in West Oakland who advocate and teach robotics oriented courses.

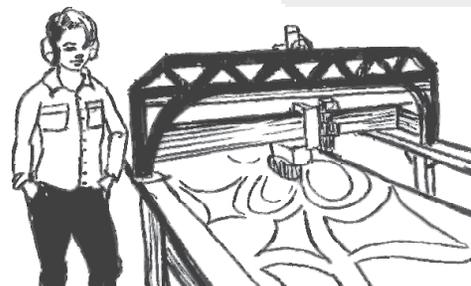
STEM ACTIVITIES BY GRADE LEVEL

| | ES | MS | HS | COMMUNITY COLLEGE |
|---|--|--|--|--|
| S | Ecosystems/ Estuaries, Dissecting Owl Pellets, Growing Seeds, Seismic Testing, Drones, Silk Worms | Light Spectrum-Lenses, Lighting Circuits, Dissection, Testing Water Quality, Digital Microscopes, Seismic Testing, Soap Making, Sound Waves, Gardening | Lighting Design, Dissecting Frogs/Pigs, Darkroom Chemistry, Soil Testing, Farming | Agricultural Systems, Biochemistry, Medicine, Pharmaceuticals, Bioprocess Engineering |
| T | Lego robotics, 3d-Printing, Programming | Digital Animation, Build a Computer, 3d-Printing, Programming, Robotics, Sound Engineering | Data Centers, Digital Animation, Circuit Board Creation, Programming, 3d-Printing, Digital Music Production, Digital Film Production, Drones, Aerial Imaging, CNC, Laser Cutters | Automation and Robotics, Cyber Crime Technology, Information Systems, UI/UX Design, Computer Science, Digital Production, Game Design, Programming |
| E | Erosion/Water Flow, Egg Drop, K-Nex Projects, Building projects, Introduction to Physical Principles | Seismic Testing Shake Tables, Rube Goldberg Perpetual Motion Machines, Model Building, Physics | Design-Build Studio, Fabrication Laboratories, Welding, Auto Shop, Physics, Digital Modeling, Drafting | Structural Engineering, Civic Engineering, Electrical Engineering, Hydraulics, Music Recording, Geographic Information Systems |
| M | Math Computer Games, Math Blocks, Pedometer/Measuring Distance | Spread Sheets, Geometry and Building, Stock Trading, City-Resource Management Game | Data Analysis, Data Visualization, Geometry Applications, Pedometer Mapping/Measuring in 3 Dimensions, Taxes, Algorithms | Data Modeling, Accounting, Banking and Finance, Economics, Logistics Management, Music Theory |



HS

By high school, students are experts, building and experimenting with their own drones.



COMMUNITY COLLEGE

OUSD STEM CORRIDOR POTENTIAL PARTNERSHIPS

SCIENCE

Adamas Pharmaceuticals | Amyris Inc. | Arcadia US | California Solar Systems | Center for Neuro Skills | City Slicker Farms | Emeryville Pharmaceutical Service | Ernest Gallo Clinic and Research Center | Grifols | Joint BioEnergy Institute | Joint Center for Artificial Photosynthesis | Kinemed | Micro Analytical Laboratories Inc. | NovaBay Pharmaceuticals | Recology East Bay

TECHNOLOGY

365 Data Centers | Almost Scientific | American Telesource Inc. | Art.com Inc | Aspera | Digital Accomplice | Evault (Seagate) | Forefront Telecare | Grace Note | HUB Oakland | Location Labs | Lyris TEchnologies Inc. | Marquette | New TEch Network | Pandora Media Inc. | Photo Science Geospatial Solutions | Pixar | Radiorobot | RGA Environmental | Robotics for Fun | Silicon Valley Staffing | Tech Liminal | Zoo Labs

ENGINEERING

Applied Materials & Engineering Inc. | Baseline Environmental Consulting | Cambria Environmental Technology Inc. | ENVIRON International Corp | MMI Engineering | Nor-Cal Metal Fabricators | Oakland Machine Works | OTX West | Sharkbite Studios | SKASOL Inc. | Tetra Tech | The Crucible

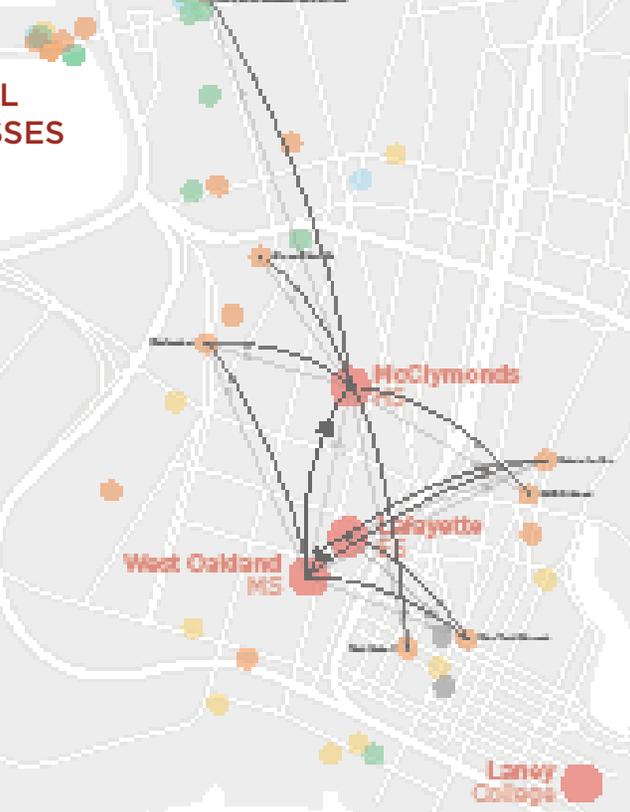
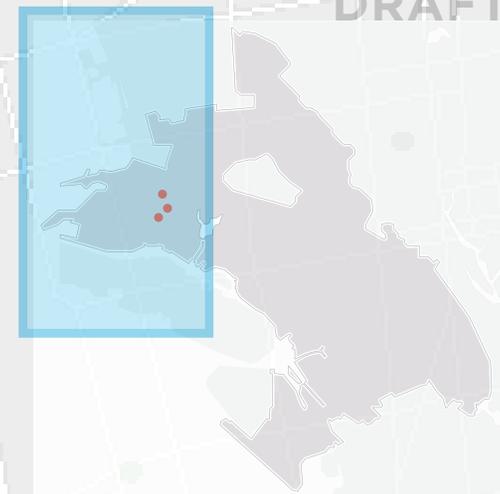
MATH

Exponential | Indigo Systems | Insight | Mede Analytics

CIVIC AND EDUCATIONAL

Alameda City College | California State University East Bay | Ex'pression College | Oakland Metropolitan Chamber of Commerce | UC Berkeley

LOCAL BUSINESSES



MANAGING SCHOOL SIZE

A primary effect of the School Options Program is that high-performing schools attract more and more students - and funding - which creates a virtuous cycle that allows programs to grow and attract even more students. This leads to over crowding at many schools in the district.

Even though district-wide enrollment has diminished over the past decade and even though there is more than enough capacity in the system to provide accommodate all district students, some schools continue to be overloaded with students. Capping enrollment at overcrowded schools is an important step in the effective, system-level management of OUSD’s physical assets because it will help to even out student populations and provide over-crowded schools with enough flex space to adequately serve their student populations.

In order to better manage the effects of the School Options Program, OUSD should

develop a policy that specifies how schools should be loaded and the point at which schools should be considered full. This would have the effect of reducing the number of over-crowded schools while also increasing enrollment at underutilized schools.

Because capping enrollment will mean that there are fewer opportunities for students to attend one of OUSD’s current, high-quality programs, this solution should be deployed in conjunction with improving academic programs so that the district can provide more viable program options to all students. Capping enrollment will help to provide schools with more space to provide

appropriate academic programs.

Capping school enrollment is a solution that will yield results after several years of coordination between facilities managers, enrollment coordinators, and student assignment staffers. An enrollment cap would begin with an incoming kindergarten class and would continue each year with the following incoming class. Over a six year period, this strategy would work to even out the loading of each school in the system by setting a maximum number of students per class for and managing enrollment based on the number of classrooms at each site.

SCHOOLS IMPACTED

| High Schools | Enrollment (2013-2014) |
|---------------------------|-----------------------------------|
| Oakland High | 1560 |
| Oakland Tech | 2096 |
| Skyline High | 1880 |
| Sojourner Turth | 225 |
| Rudsdale Continuation | 182 |
| Dewey | 247 |
| Middle Schools | |
| Edna Brewer Middle | 813 |
| James Madison Middle | 518 |
| Montera Middle | 949 |
| Elementary Schools | |
| Chabot Elementary | 599 |
| Bella Vista Elementary | 512 |
| Cleveland Elementary | 398 |
| Crocker Highlands | 439 |
| Franklin Elementary | 758 |
| Grass Valley Elementary | 276 |
| Henry Kaiser Elementary | 275 |
| La Escuelita | 300 |
| Laurel Elementary | 561 |
| Lincoln Elementary | 748 |
| Martin Luther King Jr | 320 |
| Montclair Elementary | 552 |
| Peralta Elementary | 340 |
| Piedmont Avenue | 392 |
| Redwood Heights | 368 |
| Sequoia Elementary | 450 |
| Thornhill Elementary | 396 |

STRATEGY [2]:

CAP SCHOOL ENROLLMENT

ASSIGNING FOR OPTIMIZATION

The virtuous cycle that some schools benefit from is positive but unsustainable. Capping school enrollment will reduce the effects of over crowding and allow more schools to focus on providing rich educational opportunities.

INTEGRATING ASSET MANAGEMENT PROCESSES

Various OUSD divisions contribute to the optimization of the district's physical assets. In order to increase classroom utilization at certain schools and decrease over crowding at others, OUSD should create a stronger link between the Student Assignment Office, the Office of Charter Schools, and the Facilities Planning and Management division. Developing a more robust assignment and planning system will allow the district to effectively manage how its facilities are used and utilized.

One of the primary inputs to the student assignment process is information pertaining to the number of classrooms available for loading at every school. This information is important because it is the basis for decisions on how many students the district assigns to any given school. Furthermore, state mandated class sizes dictate how many students can be assigned to certain classrooms, so linking the facilities information with the student assignment

information is crucial for meeting state-wide standards and district-wide goals.

OUSD divisions currently hold their own data sets and information sharing can be cumbersome. Coupling these divisions can smooth out the assignment and loading processes, making it easier for the district to achieve the goals of capping school enrollment and improving the academic programs.

To achieve this integration, OUSD should bring the Facilities Planning and Management division and the Student Assignment Office under the same organizational umbrella. Reorganizing in this way would allow the two units to communicate and collaborate more effectively. While the two divisions do not necessarily have to be collocated, making them responsible to the same division chief will increase their accountability toward one another.

Another important district

Optimizing OUSD's physical assets will require the work of multiple district divisions. Optimization begins with the loading, assignment, and enrollment of schools. Furthermore, allocation of space to charter programs affects classroom utilization. In order to effectively utilize and optimize the district's physical assets, OUSD's Student Assignment Office and Office of Charter Schools should be more directly linked with the Facilities Planning and Management division.

process that relies on facilities information is the assignment of available space to qualifying charter programs. This annual process to meet Proposition 39 regulations requires that underutilized classrooms be made available to charter programs. In order to make appropriate decisions regarding charter assignment, accurate information regarding school site utilization is needed. The Facilities Planning and Management division should work directly with the Office of Charter Schools and the Continuous Improvement division to ensure that

appropriate offers are made each year depending on the utilization and availability of district classrooms.

SCHOOLS IMPACTED

All Schools

STRATEGY [3]:

ASSIGN STUDENTS TO AVAILABLE SPACE

REORGANIZE FOR OPTIMIZATION

School choice drives student assignment. Student assignment drives student enrollment. Student enrollment drives classroom utilization. Asset optimization requires a robust student assignment process.

GROWING ENROLLMENT AND INCREASING UTILIZATION

The primary way that classroom utilization can be increased is by assigning more students to underutilized sites. This can be achieved quickly by consolidating multiple programs onto one site. Another strategy for quickly increasing utilization is to expand program offerings to include additional grade levels. Consolidating and expanding programs will increase classroom utilization at district schools while also free up assets for potential disposition.

Some of the strategies for optimizing asset utilization, such as improving academic programs and capping school enrollment, may take several years of work before the intended outcomes are realized. Two more immediate strategies for increasing utilization are to either expand program offerings at certain school sites to accommodate additional grade levels or to consolidate two or more programs that currently reside in underutilized buildings into one site.

Grade level expansions are currently taking place at two elementary schools and one

middle school. Grade level expansions are particularly effective solutions at schools that have high populations of English language learners because they can offer a seamless educational experience for students and families that have particular needs when it comes to language development and communication. Furthermore, expanding elementary school programs to include middle school classes could also be an effective way for the district to boost its enrollment numbers in grades 6-8 by making it easier for students to stay in a district school that they already know and love.

Consolidating programs onto one site can also be an effective way of increasing classroom utilization. In cases where two schools that are geographically proximate have enrollment numbers well below the site's capacity, consolidating the two programs onto one of the two underutilized sites would allow the district to more fully utilize one building, while also freeing the other building up for revenue generation purposes.

SCHOOLS IMPACTED

PROGRAM EXPANSION

Whittier/Greenleaf K-6 to K-8
Washington/Sankofa K-7 to K-8
Parker K-5 to K-8
Markham K-5 to K-8
La Escuelita K-5 to K-8

James Madison 6-8 to 6-12
Roosevelt 6-8 to 6-12

McClymonds 9-12 to 6-12

SCHOOLS AFFECTED

PROGRAM CONSOLIDATION

Martin Luther King Jr., and Lafayette Elementary

Markham Elementary, and Webster/East Oakland Pride

Sojourner Truth Independent Study, and Rudsdale Continuation

STRATEGY [4]:

EXPAND OR COLLOCATE PROGRAMS

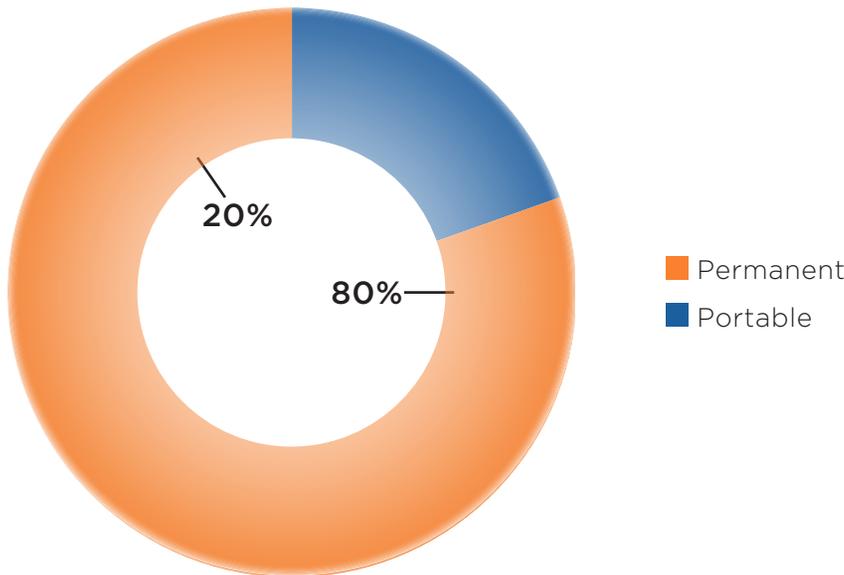
GROWING ENROLLMENT

Some adjacent programs with a lot of underutilized space could be collocated or to increase optimization.

ALIGNING CAPACITY WITH STUDENT POPULATIONS

Portable classrooms account for 17% of the district’s classroom capacity. Removing all portables would shrink the district’s capacity by 9,500, to 45,500 students. Under current enrollment targets, OUSD could reduce its portable building count by 23%.

BUILDING TYPE



OUSD currently owns 673 portable buildings, 473 of which are classroom spaces. In order to achieve the district’s goal of aligning site capacity with the surrounding neighborhood population, some sites will need to remove portable buildings.

In addition to schools that have excess capacity tied up in portable buildings, there are a handful of sites with multiple portable buildings that currently house administrative functions. Moving these administrative divisions to a central location will free up these sites and allow the district an opportunity to remove portable buildings.

Over all, OUSD can remove 152 portable buildings while still maintaining enough capacity to meet its future enrollment targets. The district should conduct this portable reduction over a multi-year period in order to maintain a certain level of flexibility as circumstances may change in years to come.

SCHOOLS IMPACTED

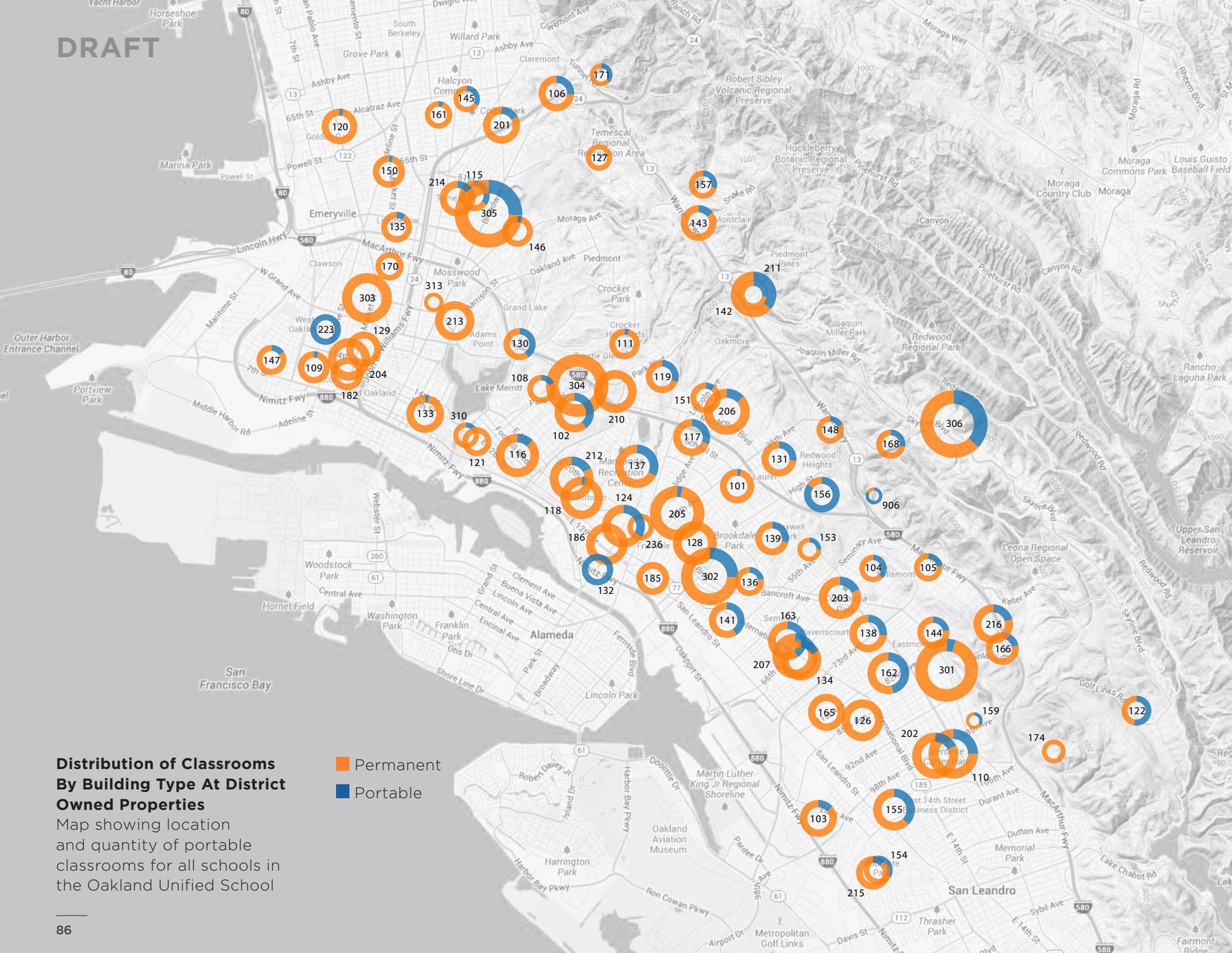
| High School Sites | Portables |
|--------------------------|-----------|
| Fremont High | 23 |
| Skyline High School | 35 |
| King Estates | 7 |
| Castlemont High | 4 |
| Verdesse Carter | 4 |
| Dewey | 2 |
| Middle School Sites | |
| Montera Middle | 16 |
| Elmhurst Middle | 9 |
| Frick Middle | 7 |
| Roosevelt Middle | 7 |
| Bret Harte Middle | 6 |
| Calvin Simmons | 2 |
| Elementary School Sites | |
| Lazear Elementary | 21 |
| E. Morris Cox Elementary | 17 |
| Webster Elementary | 17 |
| Fruitvale Elementary | 15 |
| Bella Vista Elementary | 13 |
| Brookfield Elementary | 13 |
| John Swett Elementary | 11 |
| Melrose Elementary | 11 |
| Grass Valley Elementary | 10 |
| Lakeview Elementary | 10 |
| Highland Elementary | 9 |
| Markham Elementary | 8 |
| Lockwood Elementary | 6 |
| Howard Elementary | 5 |
| Parker Elementary | 5 |
| Garfield Elementary | 2 |
| Toler Heights | 2 |
| Allendale Elementary | 1 |

STRATEGY [5]:

REMOVE PORTABLES

MANAGING CAPACITY

Portable buildings were an effective way for the district to add capacity when enrollment numbers were high. Now that enrollment has dropped, the district has underutilized portable buildings that can be removed.



**Distribution of Classrooms
By Building Type At District
Owned Properties**

Map showing location
and quantity of portable
classrooms for all schools in
the Oakland Unified School

- Permanent
- Portable

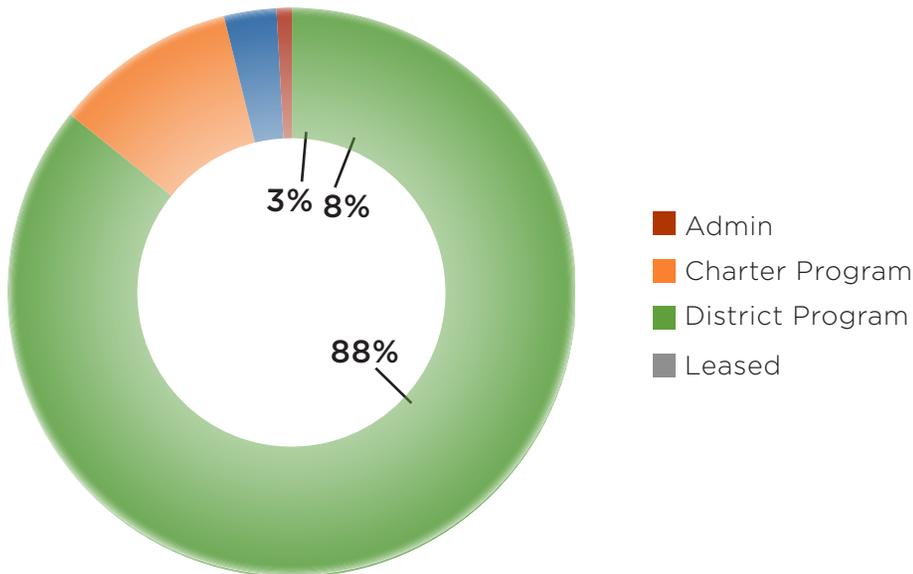
MAP OF OUSD PERMANENT AND PORTABLE CLASSROOMS

| | | | | | |
|-----|-------------------|-----|-----------------------|-----|-------------------------|
| 101 | Allendale | 143 | Montclair | 212 | Roosevelt |
| 102 | Bella Vista | 144 | Parker | 213 | Westlake |
| 103 | Brookfield | 145 | Peralta | 214 | Verdese Carter |
| 104 | Burbank | 146 | Piedmont | 215 | James Madison |
| 105 | Burckhalter | 147 | Prescott | 216 | King Estates |
| 106 | Anthony Chabot | 148 | Redwood Heights | 222 | Rudsdale |
| 108 | Cleveland | 150 | Santa Fe | 223 | Ralph Bunche |
| 109 | Cole | 151 | Sequoia | 236 | Urban Promise |
| 110 | E. Morris Cox | 153 | Sherman | 288 | Neighborhood Centers |
| 111 | Crocker Highlands | 154 | Sobrante Park | 300 | Hillside |
| 115 | Emerson | 155 | Stonehurst | 301 | Castlemont |
| 116 | Franklin | 156 | Tilden/Swett | 302 | Fremont |
| 117 | Fruitvale | 157 | Thornhill | 303 | McClymonds |
| 118 | Garfield | 159 | Toler Heights | 304 | Oakland High |
| 119 | Glenview | 161 | Washington | 305 | Oakland Tech |
| 120 | Golden Gate | 162 | Webster | 306 | Skyline |
| 121 | La Escuelita | 163 | Whittier | 310 | Dewey |
| 122 | Grass Valley | 165 | Woodland | 313 | Street Academy |
| 124 | Hawthorne | 166 | Howard | 335 | 2111 International Blvd |
| 126 | Highland | 168 | Carl Munck | 338 | MetWest |
| 127 | Hillcrest | 170 | Hoover | 404 | Edward Shands |
| 128 | Jefferson | 171 | Henry Kaiser | 405 | Bond Street Annex |
| 129 | Lafayette | 174 | Thurgood Marshall | 900 | 900 High Street |
| 130 | Lakeview | 182 | Martin Luther King Jr | 901 | 1025 2nd Ave |
| 131 | Laurel | 185 | Ascend | 906 | Community Day |
| 132 | Lazear | 186 | Cesar Chavez | 988 | 955 High Street |
| 133 | Lincoln | 201 | Claremont | | |
| 134 | Lockwood | 202 | Elmhurst | | |
| 135 | Longfellow | 203 | Frick | | |
| 136 | Horace Mann | 204 | Lowell | | |
| 137 | Manzanita | 205 | Calvin Simmons | | |
| 138 | Markham | 206 | Bret Harte | | |
| 139 | Maxwell Park | 207 | Havenscourt | | |
| 141 | Melrose | 210 | Edna Brewer | | |
| 142 | Joaquin Miller | 211 | Montera | | |

UNDER ONE ROOF

A centralized office building that houses many - but not all - of the district's administrative divisions could increase operating efficiency and reduce time spent on coordination and travel. A 100,000 ft² facility would shrink the district's administrative space need by 30% and free up school buildings to be used for other purposes.

FACILITY USES



As per the vision set by the OUSD Board of Education on 4 September 2014, the property at 1025 2nd Avenue should be redeveloped into an educational and leadership complex that will house district administrative divisions along with a new development for Dewey High School.

A school district as large and complex as OUSD requires a great deal of organization and administration in order to keep things operating smoothly. As stated in section five, OUSD divisions are currently housed on seven different sites, consuming about 300,000 ft² of space. With 505 full time employees and 75 flex time employees, OUSD's distributed system for housing district employees requires extra

SCHOOLS IMPACTED

Lakeview Elementary
John Swett Elementary School
Cole Middle School
Foster Middle School

time and energy spent on coordination of work streams and communications amongst divisions.

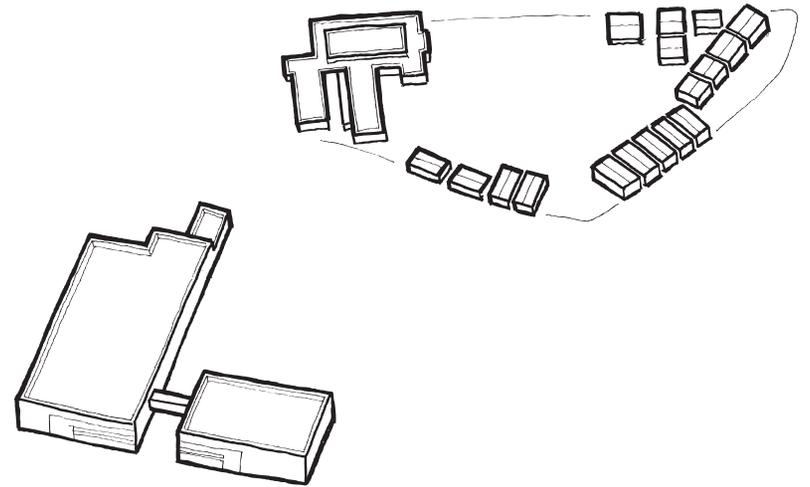
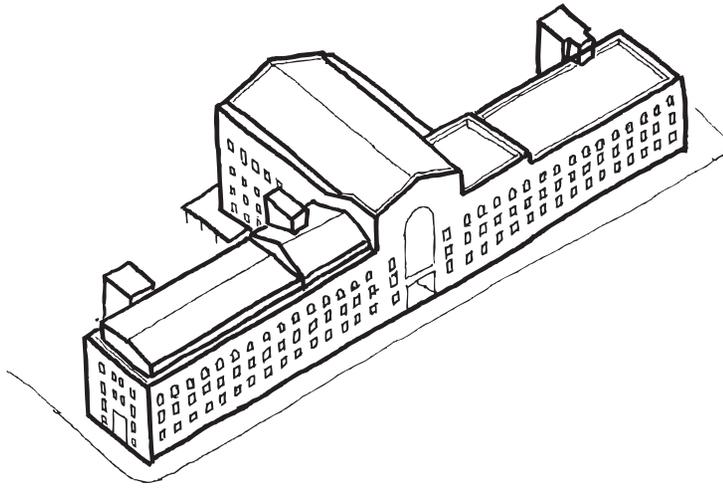
Not only would reunification of those administrative divisions that were dispersed from the district's previous administrative facility into a 100,000 ft² office space save time, money, and travel, it would also add a level of cohesion to OUSD's organizational culture. When members of an organization are collocated, they are more likely to feel like they are part of something larger than their own division, and they can see more easily how their work and effort fits in with that of other individuals and other departments. A culture based around a decentralized model for housing staff leads to siloing of divisions, less cultural cohesion, and inefficient organization processes. Moving OUSD back to a centralized model would create greater efficiencies not only from a facilities point of view, but also from an organizational culture point of view.

STRATEGY [6]:

REUNIFY DISTRICT LEADERSHIP STAFF

COLLOCATING STAFF

A distributed model for housing district staff leads to inefficiencies in work streams and excess effort for communication between divisions. Recentralizing OUSD administration will greatly affect the district's ability to optimize the use of its physical assets.



2011

CENTRALIZED LEADERSHIP

CENTRALIZED LEADERSHIP

2012

LEADERSHIP BUILDING DAMAGED

DEVELOPED FACILITIES MASTER PLAN

2013

RELOCATE DIVISIONS

DISTRIBUTED DIVISIONS TO UNDERUTILIZED OR VACANT SCHOOL SITES

MOVED STAFF AND MATERIALS

2014

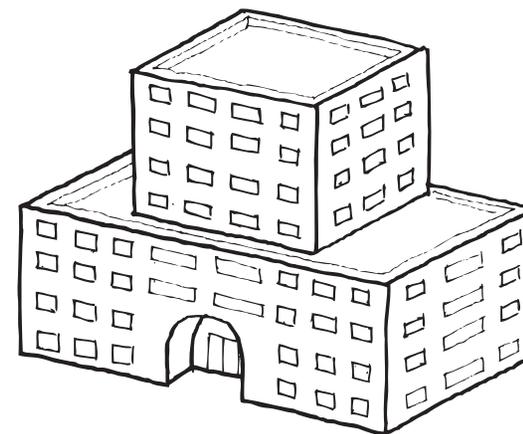
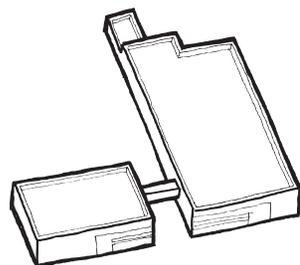
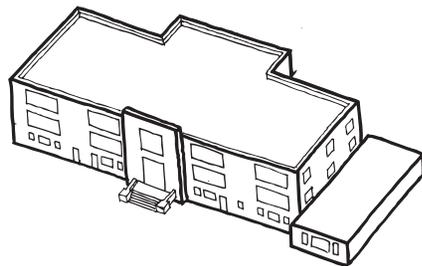
ASSET MANAGEMENT PLAN

CONDUCT UTILIZATION ANALYSIS

DOCUMENT ADMINISTRATIVE SPACE NEEDS

DEVELOP ASSET MANAGEMENT PLAN

DEVELOP DISPOSITION STRATEGY



2015

PLANNING FOR NEW ADMIN BUILDING

SELECT SITE

SELECT ARCHITECT AND CONSTRUCTION TEAMS

DOCUMENT USER AND FUNCTIONAL REQUIREMENTS AND DEVELOP BUILDING PROGRAM

BEGIN COMMUNITY ENGAGEMENT

2016

DESIGN OF NEW ADMIN BUILDING

DEVELOP ARCHITECTURAL CONCEPT

DESIGN BUILDING SYSTEMS

DEVELOP CONSTRUCTION DOCUMENTS

BID PROJECT

2017

CONSTRUCTION OF NEW ADMIN BUILDING

BREAK GROUND

INFILL PLAN FOR VACATED SCHOOL SITES

FURNITURE INVENTORY AND REPLACEMENT

SELECT FINISHES

2018

REUNIFIED LEADERSHIP

MOVE INTO NEW ADMIN BUILDING

MOVE OUT OF SCHOOL BUILDINGS

REUTILIZE SCHOOL FACILITIES

PLAY FIELDS AND REVENUE GENERATION

An important component of the high school experience is the school spirit that is derived from sports programs and extracurricular activities. Developing competition-level athletic facilities at OUSD sites could be elements that attract students to under-enrolled district programs while also generating unrestricted revenues for the district.



Optimization of OUSD's physical assets primarily means increasing utilization rates at district schools sites. Optimization can also mean generating revenues from the district's physical assets. One way for the facilities division to help the district generate revenue from its properties is to develop competition-level athletic facilities. Athletic

SCHOOLS IMPACTED

High Schools

Castlemont High
Fremont High
McClymonds High
Oakland High
Oakland Tech
Skyline High

fields and facilities that can be used to host outside sporting events such as basketball tournaments, football games, or track meets can be rented out to private businesses in Oakland, neighboring schools districts, or other sporting organizations.

OUSD should consider developing these facilities across its high school sites so as to distribute athletic resources for physical fitness and extracurricular activities to multiple district schools. A competition level football field at McClymonds High School could bolster its football program and bring additional utilization and prestige to the school. New basketball courts at Fremont High School could be an important component of that school's redevelopment and revitalization. Competition-level athletic fields could bring new life to district high schools and generate unrestricted revenues.

STRATEGY [7]:

COMPETITION LEVEL ATHLETIC FACILITIES

DIVERSIFYING REVENUE STREAMS

Developing competition-level athletic facilities will allow OUSD to generate revenues associated with outside sporting events while also providing state of the art fields and facilities to bolster physical education, extracurricular activities, and school spirit.

USING FACILITIES TO GENERATE UNRESTRICTED REVENUES

OUSD has processes and procedures in place for disposing of district-owned properties. Property disposition can be a strong way for the district to generate unrestricted revenues, reduce costs associated with the ongoing operations and maintenance of unused or underutilized facilities, and reduce overall capacity to align with future enrollment targets.

OUSD has a number of options for property disposition including but not limited to selling a property, entering into a joint use agreement with a partner occupant, exchanging the property for another property or asset of equal value, or entering into a short or long-term lease agreement. Regulations for each option are outlined by specific standards set in the California Education Code and should be followed for all property dispositions.

Evaluation of proposals for vacant properties should follow a set of five processes in order to determine appropriate rental rates and sale rates for district properties:

1. Analyze Suitability

Step one involves evaluation of the legality of leasing

conditions and determining the tenure and terms of any potential lease. Assessing suitability also means that OUSD should evaluate the impact of modernization project and whether or not a portion of the revenue has to be returned to the state.

2. Compare Relevant Properties

This step involves research of lease rates and/or sale rates for comparable retail and office properties within a one mile radius of the site in question.

3. Assess Condition

Condition assessment requires an evaluation of the current facilities condition and identification of any upgrades that may be necessary. A discount rate should be applied to the overall rental fee

based on the asset condition.

4. Identify User and Type

Once potential rental parties have been identified, OUSD should apply a discount rate based on the user type and the alignment of the user’s property use with the district’s goals.

5. Recommend Disposition Option

Upon completion of steps one through four, the facilities department should recommend renter and fee to the Board of Education for approval.

The adjacent image is an example rental rate worksheet that will facilitate the rental rate evaluation process for the Facilities Planning and Management division.

SITES IMPACTED

- 1025 2nd Avenue
- Edward Shands
- Rudsdale
- Bond Street Annex
- Neighborhood Centers
- Hillside Academy

| | |
|--------------------------------|-------------------------|
| Facility SF | 11,393 sf |
| Average Comparables Rental Fee | \$10.86 sf/year |
| Base Rental Fee | \$123,671 /year |
| Facility Condition Discount | \$0 /year |
| Intended Use Discount | \$0 /year |
| Rental Fee | \$ 123,671 /year |

| CONDITION ASSESSMENT | | |
|----------------------|------------------------|---------------|
| Condition Score | Qualitative Assessment | Discount Rate |
| 4 | Good | 0% |

| CONDITION ASSESSMENT TABLE | | |
|----------------------------|------------------------|---------------|
| Condition Score | Qualitative Assessment | Discount Rate |
| 1 | Very Poor | 30% |
| 2 | Poor | 20% |
| 3 | Fair | 10% |
| 4 | Good | 0% |

| COMPARABLES | | |
|---|----------------|-----------------|
| Address | Square Footage | Rental Fee |
| 7800 MacArthur Blvd, Oakland CA 94605 | 14,000 sf | \$6.60 sf/year |
| 4108 International Blvd, Oakland CA 94601 | 10,000 sf | \$11.88 sf/year |
| 2558 Seminary Ave, Oakland CA 94605 | 1,200 sf | \$12.00 sf/year |
| 5833 Bancroft Ave, Oakland CA 94605 | 2,178 sf | \$12.00 sf/year |
| 5845 MacArthur Blvd, Oakland CA 94605 | 2,000 sf | \$14.40 sf/year |
| 5383 Bancroft Ave, Oakland CA 94601 | 2,400 sf | \$8.25 sf/year |

sources: LoopNet (<http://www.loopnet.com/>), CityFeet (<http://www.cityfeet.com/>), CoStar Group (<http://www.costar.com/>), Craigslist

| INTENDED USE DISCOUNT | | |
|-----------------------|---------------|-----------|
| Program Type | Discount Rate | Discount |
| Private Users | 0% | \$0 /year |

Describe intended use:
 The proposed tenant for the site is the Bethel Missionary Baptist Church who intends to use the site to further the church's mission. The proposed tenant shall be designated as a Private User as the intended use of the site is mainly to further the ends of the private organization. The proposed tenant is primarily interested in a long-term (30-40-year) lease of the property, and secondarily in an option to purchase.

| INTENDED USE DISCOUNT TABLE | |
|-----------------------------|---------------|
| Program Type | Discount Rate |
| Civic User | - |
| Program Partners | 50% |
| Community Users | 25% |
| Private Users | 0% |

STRATEGY [8]:

PROPERTY DISPOSITION

GENERATING REVENUE

Disposition of certain district owned properties would allow OUSD to benefit from additional revenue streams while also unloading the costs associated with operating and maintaining vacant and underutilized facilities.

7

IMPLEMENTATION TIME LINE

PLAN FOR SUCCESS

Implementation of the OUSD Asset Management Plan will require the hard work and coordinated efforts of many of the district's administrative and educational divisions.

HIGH-LEVEL TIME LINES

The strategies outlined in the previous section are intended to be implemented in conjunction with one another. The following pages outline schedules for all the components of this asset management plan.

The first schedule is a high-level time line showing the steps that should be taken over the next five years for each of the strategies for asset optimization. Facilities managers should work in conjunction with officers and staffers from other district divisions in order to effectively implement these strategies. The time line illustrates the sequence of actions that, when taken together, will lead the district to increased optimization of its physical assets.

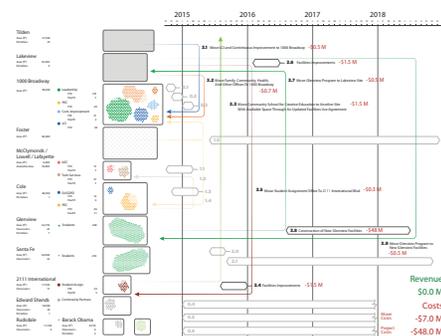
The second time line indicates the best current, near-term, and long-term uses for each property owned by OUSD. Most properties in this time line matrix are and will continue to be district run school sites. Some site,

however, will be vacated due to program consolidations and administration reunification. These properties will require a use and/or disposition strategy once vacated. The column indicating the near-term use for site indicates an action that should be taken to transform each site from its current state to toward its desired operating state based on its utilization, capacity, enrollment, and population information.

The third time line is a detailed series of steps that, when taken will allow the district to reunify its leadership facilities into one central location while it undergoes the process of developing the joint Education and Leadership Complex at 1025 2nd Avenue. This time line also include the critical path steps necessary in order to move district leadership staff off of sites that play an important role in several ongoing redevelopment projects including the construction of a central kitchen facility at Foster Middle School and the development of new facilities at Glenview.

| | 2014-2015 | 2015-2016 |
|--|--|--|
| 1 CREATE ATTRACTIVE PROGRAMS | Assess Feasibility of STEM Center Begin Community Engagement for Project Develop Plan for Academic and Architectural Programs at Fremont High School | Begin Engagement for STEM Center Begin Planning and Design for Fremont High |
| 2 CAP SCHOOL ENROLLMENT | | Cap Enrollment at Some Overutilized Schools |
| 3 CO-MANAGE FACILITIES AND STUDENT ASSIGNMENT | Assess and Propose Student Assignment Process Collect Site Data for Prop. 53 Charter Assignment Model | Roll Out New Student Assignment Process Assess, Update and Implement Prop. 53 Program |
| 4 EXPAND OR CONSOLIDATE PROGRAMS | Program Consolidations at Larkin Middle Washington Elementary Whittier Elementary | Program Expansion at Foster Elementary |
| 5 REDUCE PORTABLE CLASSROOMS | Review Enrollment Fremont High Foster High Foster Middle Hawthorn Middle | Student Elementary Oakland Elementary Hawthorn Elementary Juniata Middle Stockfield Elementary |
| 6 RECENTRALIZE DISTRICT ADMINISTRATION | Document User and Functional Requirements Select Architect Develop Building Program | Develop Architecture Concept Design Building Systems Develop Construction Documents Bid Project |
| 7 DEVELOP COMPETITION LEVEL ATHLETIC FACILITIES | Conduct Assessment of Current Athletic Facilities Develop Feasibility Study for Location and Build Out of Athletic Facilities | Draft Plans for New Athletic Facilities Integrate Athletic Facilities into New Construction At Fremont High School |
| 8 PROPERTY DISPOSITION | Identify Partners for Lease and/or Joint Use for School District Rebuild Neighborhood Centers Preserve Value | Develop Disposition Strategy For All Remaining Vacant Properties |

| Site ID | Site | Attendance Boundary | Current Use (2015-16) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|-----------------|---------------------|---|--|---|
| 126 | Beachline | Clear Channel | Charter Elementary School | Charter Elementary School | Charter Elementary School |
| 128 | Highland | Highland | Shared Site With Two District Programs | Close Enrollment | Shared Site With Two District Programs |
| 129 | Jefferson | Jefferson | District Elementary School / Shared Site With Charter | District Elementary School / Shared Site With Charter | District Elementary School / Shared Site |
| 129 | Jayville | Jayville | District Elementary School | Close Enrollment / Collocate Programs On Site | District Elementary School / Shared Site |
| 130 | Lafayette | Lafayette | Health Center Assignment to Joint School District Family Child Center and OHS | 2015 CLOSURE FOR 2016-17 2016 CLOSURE AND 2017 COLLOCATE PROGRAMS | Charter Elementary School / Revenue Generation |
| 131 | Larzel | Larzel | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 132 | Lincoln | Lincoln | District Elementary School | Reliance Enrollment | District Elementary School |
| 134 | Litchwood | Litchwood | District Elementary School / Shared Site With Two District Programs | Reliance Enrollment | District Elementary School / Shared Site With Two District Programs |
| 136 | Moravia Main | Moravia Main | District Elementary School | Reliance Enrollment | District Elementary School |
| 137 | Moravia | Moravia | District Elementary School / Shared Site With Two District Programs | Reliance Enrollment | District Elementary School / Shared Site With Two District Programs |
| 138 | Murkham | Murkham | District Elementary School | Reduce Portable Capacity / Collocate Programs On Site | District Elementary School / Shared Site |
| 141 | Melrose | Melrose | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 142 | Jozaquin Miller | Jozaquin Miller | District Elementary School | Reliance Enrollment | District Elementary School |
| 143 | Montclair | Montclair | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 144 | Parker | Parker | District Elementary School | Special Program From K-5 to K-6 | District K-6 School |
| 145 | Parola | Parola | District Elementary School | Cap Enrollment | District Elementary School |



2014-2015

2015-2016

| | | | |
|----------|--|--|---|
| 1 | CREATE ATTRACTIVE PROGRAMS | Assess Feasibility of STEM Corridor; Begin Community Engagement for Fremont; Develop Plan for Academic and Architectural Programs at Fremont High School | Begin Engagement for STEM Corridor Begin Planning and Design for Fremont High |
| 2 | CAP SCHOOL ENROLLMENT | | Cap Enrollment at Some Overutilized Schools |
| 3 | CO-MANAGE FACILITIES AND STUDENT ASSIGNMENT | Assess and Improve Student Assignment Processes; Conduct Site Visits for Prop 39 Charter Assignment Process | Roll Out New Student Assignment Process Assess, Improve, and Implement Prop 39 Process |
| 4 | EXPAND OR CONSOLIDATE PROGRAMS | Program Expansions at: James Madison Washington Elementary Whittier Elementary | Program Expansions at: Parker Elementary |
| 5 | REDUCE PORTABLE CLASSROOMS | Remove Portables at: Fremont High Castlemont High Frick Middle Roosevelt Middle | Remove Portables at: Webster Elementary Fruitvale Elementary Markham Elementary Montera Middle Elmhurst Middle Bret Harte Middle Brookfield Elementary Melrose Elementary Howard Elementary Parker Elementary Bella Vista Elementary |
| 6 | RECENTRALIZE DISTRICT ADMINISTRATION | Document User and Functional Requirements Select Site Select Architect Develop Building Program | Develop Architectural Concept Design Building Systems Develop Construction Documents Bid Project |
| 7 | DEVELOP COMPETITION LEVEL ATHLETIC FACILITIES | Conduct Assessment of Current Athletic Facilities Develop Feasibility Study for Location and Build Out of Athletic Facilities | Draft Plans for New Athletic Facilities Integrate Athletic Facilities Into New Construction At Fremont High School |
| 8 | PROPERTY DISPOSITION | Identify Partners for Lease and/or Joint Use for: Edward Shands Rudsdale Neighborhood Centers Pleasant Valley | Develop Disposition Strategy For All Remaining Vacant Properties |

2016-2017

2017-2018

2018-2019

Begin Planning and Design for STEM Corridor
Begin Construction For Fremont High

Begin Construction for STEM Corridor Projects
Continue Construction For Fremont High

Complete Construction for STEM Corridor Projects
Move In To New Fremont High School Buildings

Cap Enrollment at Some Overutilized Schools

Cap Enrollment at Some Overutilized Schools

Assess Assignment and Enrollment
Strategy to Improve Process
Assess, Improve, and Implement Prop 39 Process

Assess Assignment and Enrollment
Strategy to Improve Process
Assess, Improve, and Implement Prop 39 Process

Assess Assignment and Enrollment
Strategy to Improve Process
Assess, Improve, and Implement Prop 39 Process

Consolidate Programs at:
Martin Luther King, Jr. and
Lafayette Elementary;
Markham Elementary and
Webster

Program Expansions at:
McClymonds High

Remove Portables at:
Skyline High
Garfield Elementary
Grass Valley Elementary
E. Morris Cox Elem
Lockwood Elementary
Toler Heights Elem
Allendale Elementary

Remove Portables At Any
Remaining Schools With
Additional Capacity and
Underutilized Classrooms

Remove Portables at:
Lakeview Elementary
Tilden Elementary

Break Ground on Admin Building
Infill Plan For Vacated Schools
Furniture Inventory and Replacement
Select Finishes

Move Staff Out Of Schools Buildings
Move Staff Into New Admin Building

Construct New Athletic Facilities

Construct New Athletic Facilities
Lease Out Athletic Facilities to Generate Revenue

Lease Out Athletic Facilities to Generate Revenue

Develop Disposition Strategy For All
Remaining Vacant Properties

CURRENT, NEAR-TERM, AND LONG-TERM DISPOSITIONS OF DISTRICT ELEMENTARY SCHOOL SITES

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|-------------------|---------------------|--|---|--|
| 101 | Allendale | Allendale | District Elementary School | Increase Enrollment Reduce Portable Capacity | District Elementary School |
| 102 | Bella Vista | Bella Vista | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 103 | Brookfield | Brookfield | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 104 | Burbank | Burckhalter | PEC Center | PEC Center | PEC Center |
| 105 | Burckhalter | Burckhalter | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 106 | Anthony Chabot | Chabot | District Elementary School | Rebalance Enrollment | District Elementary School |
| 108 | Cleveland | Cleveland | District Elementary School | Cap Enrollment | District Elementary School |
| 110 | E. Morris Cox | E. Morris Cox | District Elementary School / Shared Site With Charter | Reduce Portable Capacity | District Elementary School / Shared Site With Charter |
| 111 | Crocker Highlands | Crocker Highlands | District Elementary School | Rebalance Enrollment | District Elementary School |
| 115 | Emerson | Emerson | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 116 | Franklin | Franklin | District Elementary School | Cap Enrollment | District Elementary School |
| 117 | Fruitvale | Fruitvale | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 118 | Garfield | Garfield | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 119 | Glenview | Glenview | District Elementary School | Develop New Facility | District Elementary School |
| 120 | Golden Gate | Santa Fe | Charter Elementary School | Charter Elementary School | Charter Elementary School |
| 121 | La Escuelita | La Escuelita | District Elementary School | Grow Enrollment | District Elementary School |
| 122 | Grass Valley | Grass Valley | District Elementary School | Reduce Portable Capacity | District Elementary School |

CURRENT, NEAR-TERM, AND LONG-TERM DISPOSITIONS OF DISTRICT ELEMENTARY SCHOOL SITES

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|----------------|---------------------|--|--|---|
| 124 | Hawthorne | Cesar Chavez | Charter Elementary School | Charter Elementary School | Charter Elementary School |
| 126 | Highland | Highland | Shared Site With Two District Programs | Grow Enrollment | Shared Site With Two District Programs |
| 128 | Jefferson | Jefferson | District Elementary School / Shared Site With Charter | District Elementary School / Shared Site With Charter | District Elementary School |
| 129 | Lafayette | Lafayette | District Elementary School | Grow Enrollment / Collocate Programs On Site | District Elementary School / Shared Site |
| 130 | Lakeview | Lakeview | House Student Assignment, Health, Socail Emotional, Family and Community Divisions | Move Leadership Division to 1000 Broadway and 2111 International Boulevard | Charter Elementary School / Revenue Generation |
| 131 | Laurel | Laurel | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 133 | Lincoln | Lincoln | District Elementary School | Rebalance Enrollment | District Elementary School |
| 134 | Lockwood | Lockwood | District Elementary School / Shared Site With Two District Programs | Rebalance Enrollment | District Elementary School / Shared Site With Two District Programs |
| 136 | Horace Mann | Horace Mann | District Elementary School | Rebalance Enrollment | District Elementary School |
| 137 | Manzanita | Manzanita | District Elementary School / Shared Site With Two District Programs | Rebalance Enrollment | District Elementary School / Shared Site With Two District Programs |
| 138 | Markham | Markham | District Elementary School | Reduce Portable Capacity / Collocate Programs On Site | District Elementary School / Shared Site |
| 141 | Melrose | Melrose | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 142 | Joaquin Miller | Joaquin Miller | District Elementary School | Rebalance Enrollment | District Elementary School |
| 143 | Montclair | Montclair | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 144 | Parker | Parker | District Elementary School | Epanad Program From K-5 to K-8 | District K-8 School |
| 145 | Peralta | Peralta | District Elementary School | Cap Enrollment | District Elementary School |

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CURRENT, NEAR-TERM, AND LONG-TERM DISPOSITIONS OF DISTRICT ELEMENTARY SCHOOL SITES

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|-----------------|---------------------|---|---|---|
| 146 | Piedmont | Piedmont Ave | District Elementary School | Reduce Portable Capacity Cap Enrollment | District Elementary School |
| 147 | Prescott | Prescott | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 148 | Redwood Heights | Redwood Heights | District Elementary School | Rebalance Enrollment | District Elementary School |
| 150 | Santa Fe | Santa Fe | Leased to Emery Unified | Develop District Run Program to Be House At Santa Fe | District Elementary School |
| 151 | Sequoia | Sequoia | District Elementary School | Cap Enrollment | District Elementary School |
| 153 | Sherman | Maxwell Park | Charter Elementary School | Charter Elementary School | Charter Elementary School |
| 154 | Madison Park | Madison Park | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 155 | Stonehurst | Stonehurst | District Elementary School / Shared Site With Two District Programs | Rebalance Enrollment | District Elementary School / Shared Site With Two District Programs |
| 156 | Tilden/Swett | Laurel | House LCI, OCS, and Continuous Improvement Division Staff | Move Division Staff to 1000 Broadway Reduce Portable Capacity | Redevelop As Teach Housing / Charter Elementary School |
| 157 | Thornhill | Thornhill | District Elementary School | Rebalance Enrollment | District Elementary School |
| 159 | Toler Heights | Howard | District Elementary School | Charter Elementary School | Charter Elementary School |
| 162 | Webster | Webster | District Elementary School | Reduce Portable Capacity / Collocate Programs On Site | District Elementary School |
| 165 | Woodland | Highland | District Elementary School / Shared Site With Two District Programs | District Elementary School / Shared Site With Two District Programs | District Elementary School / Shared Site With Two District Programs |
| 166 | Howard | Howard | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 168 | Carl Munck | Carl B. Munck | District Elementary School | Reduce Portable Capacity | District Elementary School |
| 170 | Hoover | Hoover | District Elementary School | Grow Enrollment | District Elementary School |

CURRENT, NEAR-TERM, AND LONG-TERM DISPOSITIONS OF DISTRICT ELEMENTARY AND K-8 SCHOOL SITES

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|------------------------------|-----------------------|---|--|---|
| 171 | Henry Kaiser | Kaiser | District Elementary School | Rebalance Enrollment | District Elementary School |
| 174 | Thurgood Marshall | Thurgood Marshall | Charter Elementary School | Charter Elementary School | Charter Elementary School |
| 182 | Martin Luther King Jr | Martin Luther King Jr | District Elementary School | Grow Enrollment / Collocate With Other District School | Charter Elementary School |
| 186 | Cesar Chavez | Cesar Chavez | District Elementary School / Shared Site With Two District Programs | Rebalance Enrollment | District Elementary School / Shared Site With Two District Programs |
| 335 | 2111 International Boulevard | Garfield | Charter Elementary School | House Student Assignment Office | House Student Assignment Office |

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|--------------|---------------------|-----------------------|---|-------------------------|
| 127 | Hillcrest | Hillcrest | District K-8 School | Rebalance Enrollment | District K-8 School |
| 132 | Lazear | Lazear | Charter K-8 School | Charter K-8 School | Charter K-8 School |
| 139 | Maxwell Park | Maxwell Park | District K-8 School | Reduce Portable Capacity / Cap Enrollment | District K-8 School |
| 161 | Washington | Peralta | District K-7 School | Rebalance Enrollment | District K-8 School |
| 163 | Whittier | Whittier | District K-8 School | Grow Enrollment / Reduce Portable Capacity | District K-8 School |
| 185 | Ascend | Jefferson | Charter K-8 School | Charter K-8 School | Charter K-8 School |

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CURRENT, NEAR-TERM, AND LONG-TERM DISPOSITIONS OF DISTRICT MIDDLE SCHOOL SITES

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|----------------|---------------------|---|--|---|
| 109 | Cole | Lowell | House OUSDPD and Tech Services Divisions | House OUSD PD and PEC Outreach Divisions | House OUSD PD and PEC Outreach Divisions |
| 201 | Claremont | Claremont | District Middle School | Reduce Portable Capacity | District Middle School |
| 202 | Elmhurst | Elmhurst | District Middle School / Shared Site With Two District Programs | Reduce Portable Capacity | District Middle School / Shared Site With Two District Programs |
| 202 | Elmhurst | Elmhurst | District Middle School / Shared Site With Two District Programs | Reduce Portable Capacity | District Middle School / Shared Site With Two District Programs |
| 204 | Lowell | Lowell | District Middle School / Shared Site With Charter | Grow Enrollment | District Middle School / Shared Site With Charter |
| 205 | Calvin Simmons | Calvin Simmons | District 6-12 School / Shared Site With Two District Programs | Cap Enrollment | District 6-12 School / Shared Site With Two District Programs |
| 206 | Bret Harte | Bret Harte | District Middle School | Reduce Portable Capacity / Grow Enrollment | District Middle School |
| 207 | Havenscourt | Havenscourt | District Middle School / Shared Site With Two District Programs | Cap Enrollment | District Middle School / Shared Site With Two District Programs |
| 210 | Edna Brewer | Edna Brewer | District Middle School | Grow Enrollment | District Middle School |
| 211 | Montera | Montera | District Middle School | Reduce Portable Capacity | District Middle School |
| 212 | Roosevelt | Roosevelt | District Middle School | Reduce Portable Capacity / Share Site | District Middle School / Shared Site |
| 213 | Westlake | Westlake | District Middle School | Grow enrollment | District Middle School |
| 215 | James Madison | James Madison | District Middle School | Expand Program From 6-8 to 6-12 | District 6-12 School |
| 236 | Urban Promise | Calvin Simmons | District Middle School | Rebalance Enrollment | District Middle School |
| 906 | Community Day | Montera | District 6-12 School | Cap Enrollment | District 6-12 School |

CURRENT, NEAR-TERM, AND LONG-TERM DISPOSITIONS OF DISTRICT HIGH SCHOOL SITES

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|-----------------|---------------------|---|---|---|
| 135 | Longfellow | Santa Fe | Charter 6-12 School | Charter 6-12 School | Charter 6-12 School |
| 214 | Verdesse Carter | Oakland Tech | District High School | Reduce Portable Capacity | District High School |
| 216 | King Estates | Castlemont | District High School / Shared Site With Two District Programs and One Charter | Reduce Portable Capacity / Consolidate Programs | District High School / Shared Site With Two District Programs |
| 223 | Ralph Bunche | McClymonds | District High School | Reduce Portable Capacity | District High School |
| 300 | Hillside | Castlemont | Vacant | Revenue Generation | Revenue Generation |
| 301 | Castlemont | Castlemont | District High School / Shared Site With Charter | Collocate Programs On Site / Grow Enrollment | District High School / Shared Site With Two Charter Programs |
| 302 | Fremont | Fremont | District High School | Develop New Facilities | District High School |
| 303 | McClymonds | McClymonds | District High School | Collocate Programs On Site / Grow Enrollment | District 6-12 School |
| 304 | Oakland High | Oakland High | District High School | Grow Enrollment | District High School |
| 305 | Oakland Tech | Oakland Technical | District High School | Cap Enrollment | District High School |
| 306 | Skyline | Skyline | District High School | Rebalance Enrollment / Reduce Portable Capacity | District High School |
| 310 | Dewey | Oakland High | District High School | Develop New Facilities | District High School |
| 313 | Street Academy | Oakland Tech | District High School | District High School | District High School |
| 338 | MetWest | Oakland High | District High School | Relocate Program To La Escuelita Complex | Demo |

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CURRENT, NEAR-TERM, AND LONG-TERM DISPOSITIONS OF ADMINISTRATION AND VACANT SITES

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|-----------------|---------------------|--|---|---|
| 900 | 900 High Street | Admin | House SNS, Custodial Services, and Distribution Center | House SNS, Custodial Services, and Distribution Center | House SNS, Custodial Services, and Distribution Center |
| 988 | 955 High Street | Admin | House Facilities and B&G Divisions | House Facilities, B&G, SNS and Custodial Services Divisions | House Facilities, B&G, SNS and Custodial Services Divisions |
| 988 | 1000 Broadway | Admin | House District Administrators and Board Members | Expand Lease to 85,000 SF to house District Leadership | End Lease Agreement |

| Site ID | Site | Attendance Boundary | Current Use (2013-14) | Near-Term Use (2015-16) | Long-Term Use (2018-19) |
|---------|----------------------|---------------------|-----------------------|---|--|
| 86 | Pleasant Valley | Vacant | Vacant | Revenue Generation | Revenue Generation |
| 222 | Rudsdale | Vacant | Vacant | Lease to Community Partner / House Charter School | Lease to Community Partner / House Charter School |
| 288 | Neighborhood Centers | Vacant | Vacant | Revenue Generation | Revenue Generation |
| 404 | Edward Shands | Vacant | Vacant | Lease to Community Partner / House Charter School | Lease to Community Partner / House Charter School |
| 405 | Bond Street Annex | Vacant | Vacant | Revenue Generation | Revenue Generation |
| 901 | 1025 2nd Ave | Vacant | Vacant | Develop Strategy for Demolishing Existing Building and Redeveloping the Sit | Develop Site to House An Educational and District Leadership Complex |

DRAFT CURRENT STATE

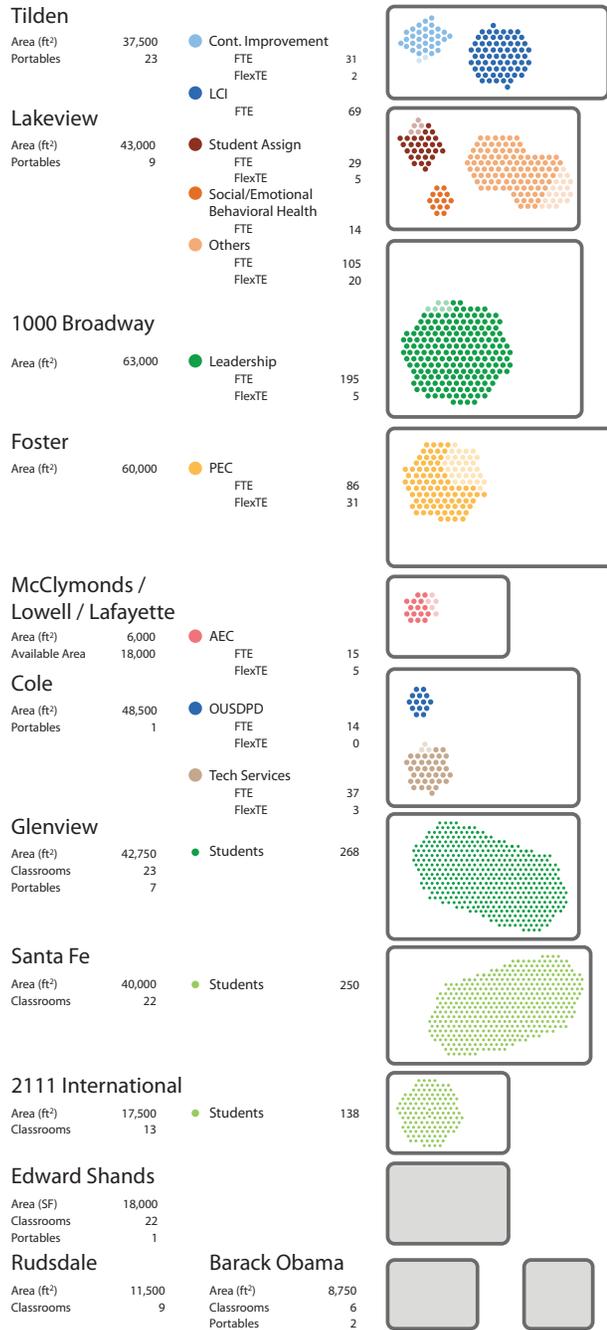
2015

2016

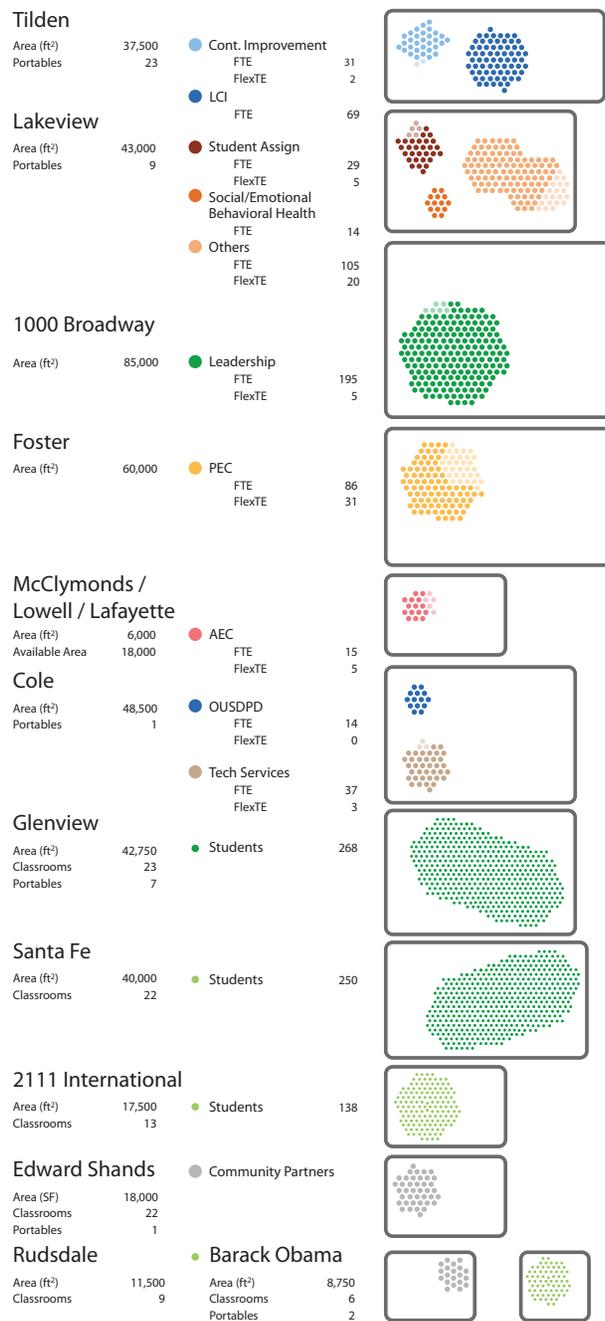
2017

2018

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PHASE 0 - LEADERSHIP REUNIFICATION



- 0.1 Lease Additional 22,000 SF at 1000 Broadway **-\$7.2 M**
- 0.2 Re Program 85,000 SF at 175 ft²/Employee To hold 485 People
- 0.3 Facilities Improvements **-\$0.1 M**

- 2.0 End Lease Agreement with Emeryville Unified
- 2.1 Reestablish a district-run program at Santa Fe Elementary School

- 0.4 Lease Edward Shands to Community Partners Or Charter Program **\$0.3 M**
- 0.5 Lease Rudsdale to Community Partners Or Charter Program **\$0.3 M**
- 0.6 Lease Barack Obama to Charter Program **\$0.2 M**

| | |
|---------------|-----------------|
| Revenue | \$0.8 M |
| Costs | -\$7.3 M |
| Project Costs | -\$0.0 M |

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PHASE 1 - LEADERSHIP REUNIFICATION

2015

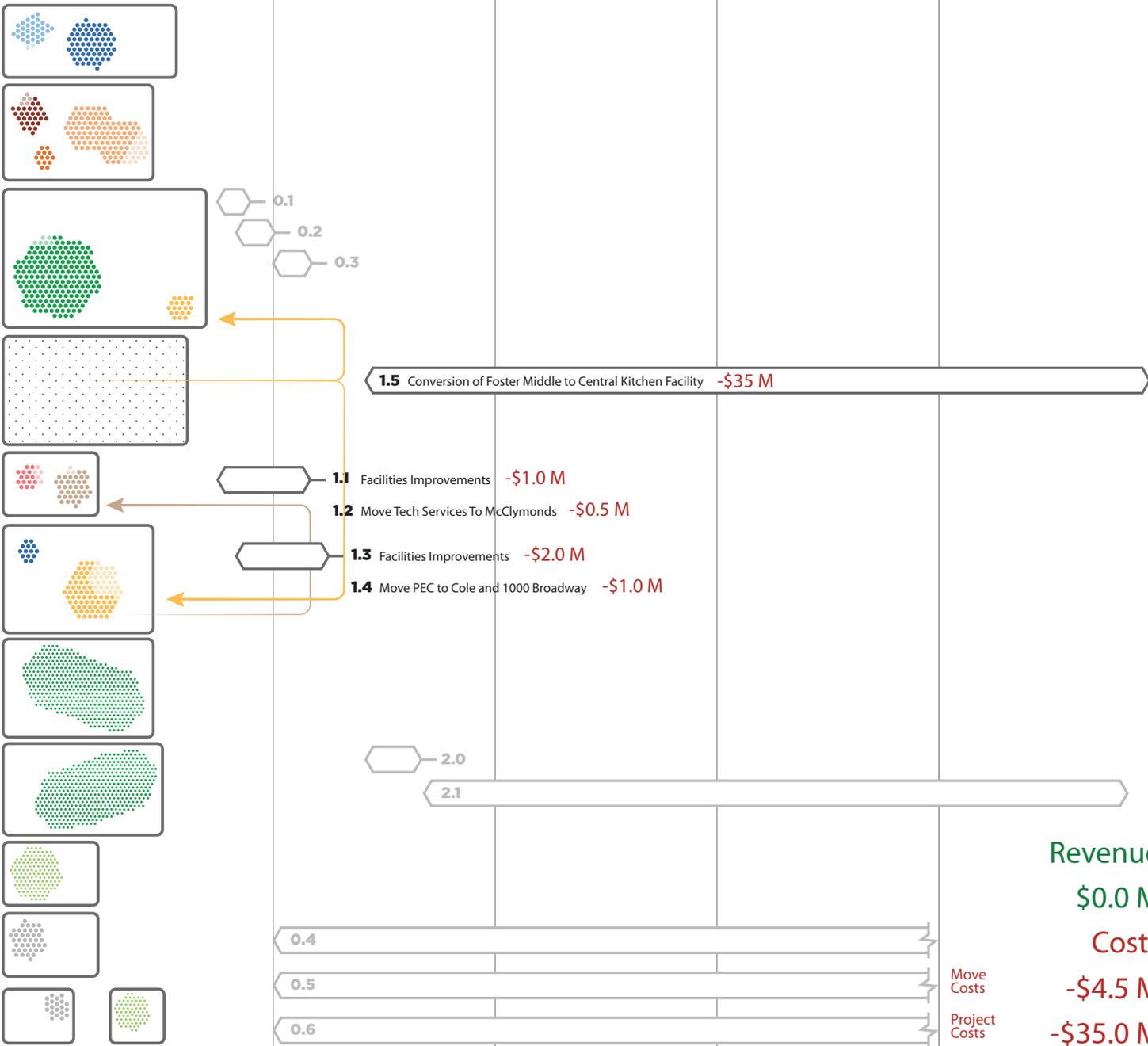
2016

2017

2018

O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D

| | | | | | |
|--|----------------|--------|--------------------------------------|------------|-------|
| Tilden | Area (ft²) | 37,500 | ● Cont. Improvement | FTE | 31 |
| | Portables | 23 | ● LCI | FlexTE | 2 |
| Lakeview | Area (ft²) | 43,000 | ● Student Assign | FTE | 69 |
| | Portables | 9 | ● Social/Emotional Behavioral Health | FlexTE | 29 |
| | | | ● Others | FTE | 5 |
| | | | | FlexTE | 14 |
| 1000 Broadway | Area (ft²) | 85,000 | ● Leadership | FTE | 105 |
| | | | ● PEC | FlexTE | 20 |
| | | | | FTE | 195 |
| | | | | FlexTE | 5 |
| | | | | FTE | 20 |
| Foster | Area (ft²) | 60,000 | | | |
| McClymonds / Lowell / Lafayette | Area (ft²) | 6,000 | ● AEC | FTE | 15 |
| | Available Area | 18,000 | ● Tech Services | FlexTE | 5 |
| | | | | FTE | 37 |
| | | | | FlexTE | 3 |
| Cole | Area (ft²) | 48,500 | ● OUSD PD | FTE | 14 |
| | Portables | 1 | ● PEC | FlexTE | 0 |
| | | | | FTE | 66 |
| | | | | FlexTE | 31 |
| Glenview | Area (ft²) | 42,750 | ● Students | | 268 |
| | Classrooms | 23 | | | |
| | Portables | 7 | | | |
| Santa Fe | Area (SF) | 40,000 | ● Students | | 250 |
| | Classrooms | 22 | | | |
| 2111 International | Area (ft²) | 17,500 | ● Students | | 138 |
| | Classrooms | 13 | | | |
| Edward Shands | Area (SF) | 18,000 | ● Community Partners | | |
| | Classrooms | 22 | | | |
| | Portables | 1 | | | |
| Rudsdale | Area (ft²) | 11,500 | ● Barack Obama | Area (ft²) | 8,750 |
| | Classrooms | 9 | | Classrooms | 6 |
| | | | | Portables | 2 |



Revenue
\$0.0 M

Costs

Move Costs
-\$4.5 M

Project Costs
-\$35.0 M

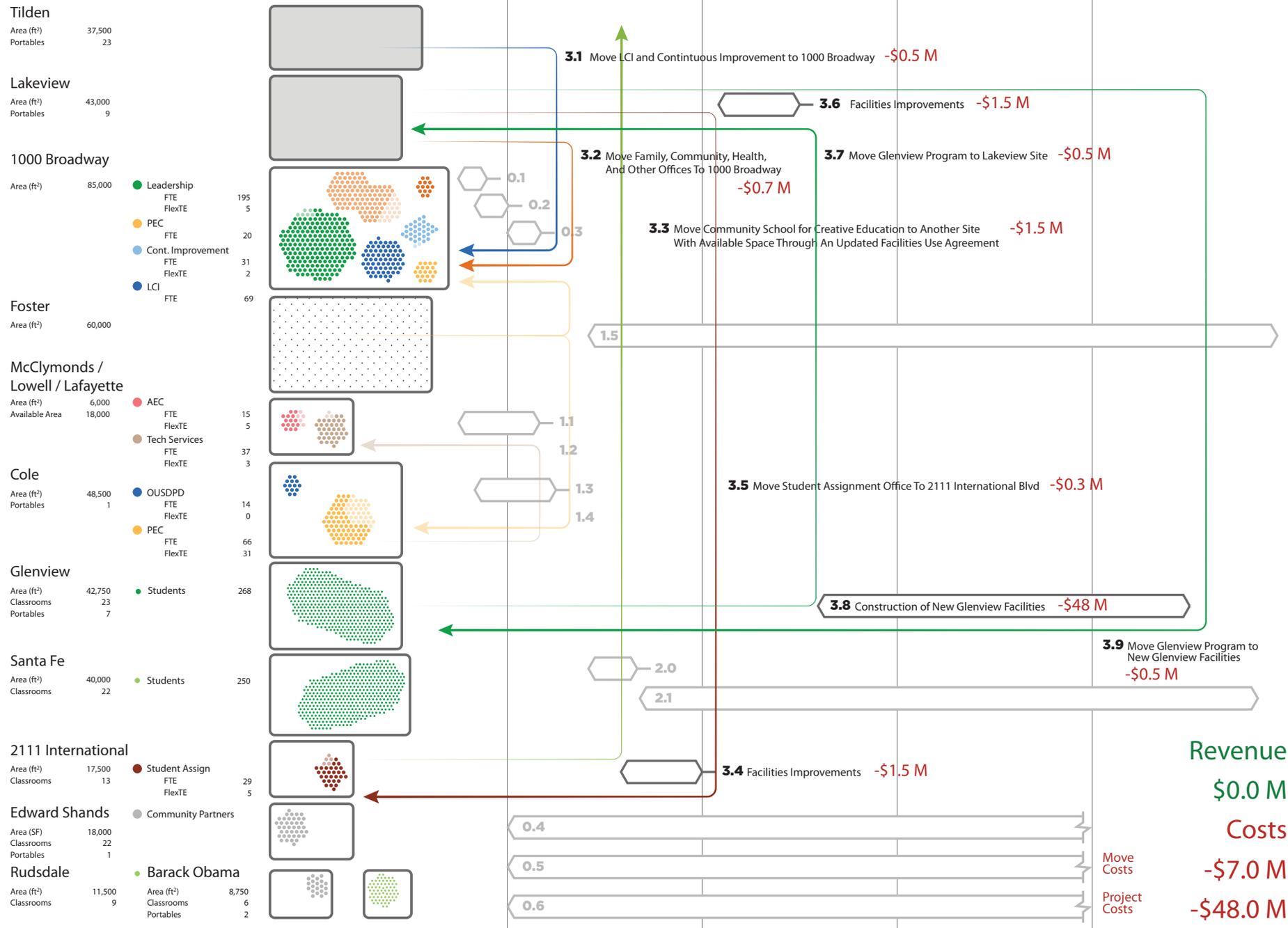
PHASE 2 - LEADERSHIP REUNIFICATION 2015

2016

2017

2018

O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D J F M A M J J A S O N D



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8

APPENDIX

SUPPORTING
DOCUMENTS AND
MATERIALS

DRAFT BOARD POLICY 7350

Facilities: Physical Asset Management

I. Guiding Principle

The physical assets of the Oakland Unified School District (“District”) shall be managed and maintained as a system to provide safe, secure, healthy, and technologically ready learning environments for students in Oakland’s publicly funded schools in alignment with the District’s Strategic Plan. To support the District’s educational and operational functions, the District shall also use its properties to realize unrestricted revenue to support programs and services for District students.

II. Students for Whom the Oakland Unified School District Is Responsible

In the context of this Asset Management Policy, the Oakland Unified School District is responsible for:

1. Students enrolled in schools operated by the District, including students with special needs.
2. Students enrolled in charter schools authorized by the District.
3. Students enrolled in charter

schools authorized by the County or the State.

III. Optimizing Use of District Properties

A. Issues Identified For Further Assessment and Study

1. Portables. The District has many portables being used as classrooms that are 30 years or older. A comprehensive plan is needed to determine if the older portables need to be removed and replaced.

2. Underutilized Facilities. The District currently has underutilized facilities. These underutilized spaces are distributed across the City. Improving facility utilization will enable the District to focus more resources on students and teachers, and less on administration, and generate unrestricted revenues that can be used to support school operations.

3. Classroom Loading. In order to develop a clear understanding of facility use, no later than December

11, 2013, the Superintendent is directed to generate a classroom loading model to define a recommended number of students per classroom for various OUSD school programs.

B. Priority Order for Use of Properties

1. Protect and sustain the District’s physical assets (i.e., ownership, title, maintenance).
2. House (i) District-operated schools and programs, and (ii) District-sponsored contract schools¹ and Qualified District and County-authorized charter schools.
 - a) Establish baseline facility use requirements for a Full-Service Community School for various grade configurations. (i.e., classroom loading for general education and special education services, library, parent center, health center).
 - b) Establish criteria for what constitutes a “qualified” charter school. (i.e., governance, fiduciary, program performance;

compliance with District Quality School Development standards; meeting a District instructional and/or feeder pattern need; ability to add significant value to asset protection).

- c) Identify opportunity sites for school locations (i.e., campuses currently used exclusively for administrative purposes).
- d) Establish an effective planning process involving key stakeholders.

3. House administrative operations that foster accessible and efficient customer service.

4. Lower on-going costs and/or increase on-going revenues.

C. Considerations for Use of Properties

1. The District shall pursue long-term leases over sale of property unless otherwise directed after consultation with the Board of Education.
2. Specific to students with

special needs, the District shall manage its properties in a manner that creates maximum opportunity to serve these students in Oakland schools, and in schools in relative proximity to students' homes.

3. Facility uses should consider the creation and maintenance of technology infrastructure.

4. Any entity entering into a lease agreement with the District shall demonstrate its commitment to helping the District achieve the goals of the District's Strategic Plan.

5. Agreements with outside entities, including charter schools and community-based organizations, shall include provisions to sustainably maintain facilities to accommodate the increased hours of use and numbers of users.

6. Agreements should include the daily and long-term maintenance of District properties by District

Custodial Services employees, and additionally, agreements shall acknowledge that except where other arrangements are made and approved in advance by the District that are consistent with the law, and the District's Health and Wellness Policy, the District's Nutrition Services department is the food provider in facilities owned by the District.

IV. Best Use of Properties to House Core Administrative Services

1. There is significant value in housing core administrative functions in central locations. The District shall determine how it can best provide core administrative services from centrally accessible locations. The District shall determine whether it can enter into a joint use agreement, joint powers authority, or other partnership agreement such as a public-private partnership to develop joint administrative functions. Such an arrangement may also include use of property for other

purposes, including housing for District employees.

2. The District's warehousing and facility operations infrastructure should be upgraded. The District shall determine how it can upgrade the facilities that house these functions in a manner that is cost-neutral or revenue generating, if possible. This upgrade may include entering in a joint use agreement or other partnership agreement with other entities.

V. Using District Properties to Generate Unrestricted Revenues to Support Services and Programs for Students

1. Properties that are not being used to educate students, provide core administrative services, or leased by community-based partner organizations, shall be leased to other entities unless the Board of Education declares the property surplus and approves the sale of any such property.

2. Except as provided by law or in this policy, rental rates for non-OUSD facility users shall be based on the type of use and set at a rate that supports the generation of unrestricted general fund revenues to support programs and services for students and generate cash reserves for long-term maintenance, equipment, and capital facilities needs. No later than December 11, 2013, the Superintendent shall develop administrative guidelines establishing rates for non-OUSD facility users.

VI. Creation of Real Estate Manager Position

Creation of a Real Estate Manager position that will be responsible for strategic management and optimization of the District's real estate assets, property management, and information related to easements, assessments, encroachment, permits, leases, licenses, and developer fees. The manager should be the point of contact regarding the use of district facilities, including Proposition 39

DRAFT
OUSD RAW DATA

Data Sets Used For Analysis

| Site # | Site | Program # | Program | Program Type | Program Organization |
|--------|-------------------|-----------|---------------------------------|--------------|----------------------|
| 101 | Allendale | 101 | Allendale | ES | District |
| 102 | Bella Vista | 102 | Bella Vista | ES | District |
| 103 | Brookfield | 103 | Brookfield | ES | District |
| 104 | Burbank | 104 | Burbank PEC | ES | District |
| 105 | Burckhalter | 105 | Burckhalter | ES | District |
| 106 | Chabot | 106 | Chabot | ES | District |
| 108 | Cleveland | 108 | Cleveland | ES | District |
| 109 | Cole | 109 | Cole | MS | Admin |
| 110 | E. Morris Cox | 193 | Reach Academy | ES | District |
| 110 | E. Morris Cox | 506 | EFC Cox Academy | ES | Charter |
| 111 | Crocker Highlands | 111 | Crocker Highlands | ES | District |
| 115 | Emerson | 115 | Emerson | ES | District |
| 116 | Franklin | 116 | Franklin | ES | District |
| 117 | Fruitvale | 117 | Fruitvale | ES | District |
| 118 | Garfield | 118 | Garfield | ES | District |
| 119 | Glenview | 119 | Glenview | ES | District |
| 120 | Golden Gate | 505 | Aspire Berkeley Maynard Academy | K-8 | Charter |
| 121 | La Escuelita | 121 | La Escuelita | ES | District |
| 122 | Grass Valley | 122 | Grass Valley | ES | District |
| 124 | Hawthorne | 507 | Achieve Academy | ES | Charter |
| 124 | Hawthorne | 591 | World Academy | ES | Charter |
| 126 | Highland | 125 | New Highland Academy | ES | District |
| 126 | Highland | 192 | RISE | ES | District |

| Total Classrooms | Permanent Classrooms | Portable Classrooms |
|------------------|----------------------|---------------------|
| 25 | 24 | 1 |
| 33 | 20 | 13 |
| 29 | 25 | 4 |
| 16 | 10 | 6 |
| 17 | 13 | 4 |
| 27 | 20 | 7 |
| 17 | 14 | 3 |
| 22 | 21 | 1 |
| 20 | 20 | 0 |
| 32 | 19 | 13 |
| 20 | 19 | 1 |
| 20 | 13 | 7 |
| 40 | 35 | 5 |
| 29 | 20 | 9 |
| 38 | 36 | 2 |
| 23 | 16 | 7 |
| 27 | 26 | 1 |
| 18 | 18 | 0 |
| 19 | 9 | 10 |
| 9 | 0 | 9 |
| 30 | 26 | 4 |
| 20 | 20 | 0 |
| 17 | 17 | 0 |

| Site Capacity | Site Enrollment | Site Utilization Rate |
|---------------|-----------------|-----------------------|
| 460 | 386 | 84.0% |
| 628.5 | 512 | 78.8% |
| 460 | 378 | 89.7% |
| 234 | 200 | 100.0% |
| 285 | 284 | 94.1% |
| 594 | 599 | 96.3% |
| 364 | 398 | 100.0% |
| 576 | 0 | 0.0% |
| 1078 | 948 | 96.2% |
| 1078 | 948 | 96.2% |
| 436 | 439 | 100.0% |
| 336.5 | 345 | 95.0% |
| 807 | 758 | 100.0% |
| 580.5 | 448 | 72.4% |
| 769 | 608 | 89.5% |
| 446.5 | 468 | 95.7% |
| 601 | 572 | 100.0% |
| 357 | 300 | 88.9% |
| 309 | 276 | 84.2% |
| 769 | 721 | 100.0% |
| 769 | 721 | 100.0% |
| 800 | 626 | 89.2% |
| 800 | 626 | 89.2% |

| Program Capacity | Program Enrollment | Program Utilization Rate |
|------------------|--------------------|--------------------------|
| 460 | 386 | 84.0% |
| 628.5 | 512 | 78.8% |
| 460 | 378 | 89.7% |
| 234 | 200 | 100.0% |
| 285 | 284 | 94.1% |
| 594 | 599 | 96.3% |
| 364 | 398 | 100.0% |
| 576 | 0 | 0.0% |
| 642 | 566 | 100.0% |
| 642 | 566 | 100.0% |
| 436 | 439 | 100.0% |
| 336.5 | 345 | 95.0% |
| 807 | 758 | 100.0% |
| 580.5 | 448 | 72.4% |
| 769 | 608 | 89.5% |
| 446.5 | 468 | 95.7% |
| 601 | 572 | 100.0% |
| 357 | 300 | 88.9% |
| 309 | 276 | 84.2% |
| 217 | 224 | 100.0% |
| 217 | 224 | 100.0% |
| 436 | 320 | 90.0% |
| 436 | 320 | 90.0% |

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Data Sets Used For Analysis

| Site # | Site | Program # | Program | Program Type | Program Organization |
|--------|----------------|-----------|----------------------------|--------------|----------------------|
| 127 | Hillcrest | 127 | Hillcrest | K-8 | District |
| 128 | Jefferson | 114 | Global Family | ES | District |
| 128 | Jefferson | 550 | Learning Without Limits | ES | Charter |
| 129 | Lafayette | 129 | Lafayette | ES | District |
| 130 | Lakeview | 130 | Lakeview | ES | Admin |
| 131 | Laurel | 131 | Laurel | ES | District |
| 132 | Lazear | 593 | Lazear Academy (K-8) | K-8 | Charter |
| 133 | Lincoln | 133 | Lincoln | ES | District |
| 134 | Lockwood | 123 | Futures | ES | District |
| 134 | Lockwood | 149 | Community United | ES | District |
| 135 | Longfellow | 589 | Oakland Military Institute | HS | Charter |
| 136 | Horace Mann | 136 | Horace Mann | ES | District |
| 137 | Manzanita | 175 | Manzanita SEED | ES | District |
| 137 | Manzanita | 179 | Manzanita Community School | ES | District |
| 138 | Markham | 138 | Markham | ES | District |
| 139 | Maxwell Park | 235 | Melrose Leadership Academy | K-8 | District |
| 141 | Melrose | 178 | Bridges Academy | ES | District |
| 142 | Joaquin Miller | 142 | Joaquin Miller | ES | District |
| 143 | Montclair | 143 | Montclair | ES | District |
| 144 | Parker | 144 | Parker | ES | District |
| 145 | Peralta | 145 | Peralta | ES | District |
| 146 | Piedmont Ave | 146 | Piedmont Avenue | ES | District |
| 147 | Prescott | 183 | Place @ Prescott | ES | District |

| Total Classrooms | Permanent Classrooms | Portable Classrooms |
|------------------|----------------------|---------------------|
| 15 | 15 | 0 |
| 20 | 20 | 0 |
| 21 | 21 | 0 |
| 26 | 26 | 0 |
| 22 | 13 | 9 |
| 26 | 19 | 7 |
| 21 | 0 | 21 |
| 30 | 29 | 1 |
| 17 | 11 | 6 |
| 18 | 18 | 0 |
| 20 | 18 | 2 |
| 18 | 14 | 4 |
| 21 | 15 | 6 |
| 19 | 12 | 7 |
| 30 | 22 | 8 |
| 24 | 17 | 7 |
| 27 | 16 | 11 |
| 18 | 13 | 5 |
| 27 | 23 | 4 |
| 22 | 17 | 5 |
| 15 | 10 | 5 |
| 20 | 19 | 1 |
| 19 | 16 | 3 |

| Site Capacity | Site Enrollment | Site Utilization Rate |
|---------------|-----------------|-----------------------|
| 381 | 351 | 100.0% |
| 851.5 | 839 | 100.0% |
| 851.5 | 839 | 100.0% |
| 450 | 280 | 65.4% |
| 467 | 0 | 0.0% |
| 570 | 561 | 96.2% |
| 500 | 300 | 100.0% |
| 728 | 748 | 100.0% |
| 779.5 | 761 | 100.0% |
| 779.5 | 761 | 100.0% |
| 544 | 666 | 100.0% |
| 446.5 | 372 | 100.0% |
| 824 | 728 | 100.0% |
| 824 | 728 | 100.0% |
| 625 | 358 | 63.3% |
| 556 | 357 | 95.8% |
| 546 | 372 | 92.6% |
| 388 | 429 | 100.0% |
| 570 | 552 | 96.3% |
| 467 | 216 | 54.5% |
| 316 | 340 | 100.0% |
| 412 | 392 | 90.0% |
| 336.5 | 220 | 84.2% |

| Program Capacity | Program Enrollment | Program Utilization Rate |
|------------------|--------------------|--------------------------|
| 381 | 351 | 100.0% |
| 443 | 422 | 100.0% |
| 443 | 422 | 100.0% |
| 450 | 280 | 65.4% |
| 467 | 0 | 0.0% |
| 570 | 561 | 96.2% |
| 500 | 300 | 100.0% |
| 728 | 748 | 100.0% |
| 371 | 337 | 100.0% |
| 371 | 337 | 100.0% |
| 544 | 666 | 100.0% |
| 446.5 | 372 | 100.0% |
| 436 | 374 | 100.0% |
| 436 | 374 | 100.0% |
| 625 | 358 | 63.3% |
| 556 | 357 | 95.8% |
| 546 | 372 | 92.6% |
| 388 | 429 | 100.0% |
| 570 | 552 | 96.3% |
| 467 | 216 | 54.5% |
| 316 | 340 | 100.0% |
| 412 | 392 | 90.0% |
| 336.5 | 220 | 84.2% |

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Data Sets Used For Analysis

| Site # | Site | Program # | Program | Program Type | Program Organization |
|---------------|-----------------------|------------------|-------------------------------------|---------------------|-----------------------------|
| 148 | Redwood Heights | 148 | Redwood Heights | ES | District |
| 150 | Santa Fe | 150 | Santa Fe | ES | Leased |
| 151 | Sequoia | 151 | Sequoia | ES | District |
| 153 | Sherman | 553 | Urban Montessori | ES | Charter |
| 154 | Madison Park | 154 | Sobrante Park | ES | District |
| 155 | Stonehurst | 172 | Fred T. Korematsu Discovery Academy | ES | District |
| 155 | Stonehurst | 177 | Esperanza | ES | District |
| 156 | Tilden | 156 | John Swett Elementary | ES | Admin |
| 157 | Thornhill | 157 | Thornhill | ES | District |
| 159 | Toler Heights | 159 | Toler Heights | ES | District |
| 161 | Washington | 191 | Sankofa | K-8 | District |
| 162 | Webster | 107 | East Oakland Pride | ES | District |
| 163 | Whittier | 112 | Greenleaf | K-8 | District |
| 165 | Woodland | 165 | Acorn Woodland | ES | District |
| 165 | Woodland | 181 | Encompass Academy | ES | District |
| 166 | Howard | 166 | Howard | ES | District |
| 168 | Carl B. Munck | 168 | Carl Munck | ES | District |
| 170 | Hoover | 170 | Hoover | ES | District |
| 171 | Kaiser | 171 | Kaiser | ES | District |
| 174 | Thurgood Marshall | 551 | 100 Black Men | ES | Charter |
| 182 | Martin Luther King Jr | 182 | Martin Luther King, Jr. | ES | District |
| 185 | Ascend | 552 | Acend | ES | Charter |
| 186 | Cesar Chavez | 186 | International Community | ES | District |

| Total Classrooms | Permanent Classrooms | Portable Classrooms |
|------------------|----------------------|---------------------|
| 16 | 13 | 3 |
| 22 | 21 | 1 |
| 20 | 18 | 2 |
| 12 | 9 | 3 |
| 18 | 12 | 6 |
| 20 | 7 | 13 |
| 17 | 16 | 1 |
| 27 | 4 | 23 |
| 17 | 12 | 5 |
| 6 | 4 | 2 |
| 16 | 15 | 1 |
| 37 | 20 | 17 |
| 32 | 19 | 13 |
| 15 | 15 | 0 |
| 14 | 14 | 0 |
| 23 | 18 | 5 |
| 18 | 13 | 5 |
| 17 | 17 | 0 |
| 11 | 7 | 4 |
| 12 | 12 | 0 |
| 23 | 23 | 0 |
| 23 | 23 | 0 |
| 20 | 20 | 0 |

| Site Capacity | Site Enrollment | Site Utilization Rate |
|---------------|-----------------|-----------------------|
| 316 | 368 | 100.0% |
| 467 | 0 | 0.0% |
| 412 | 450 | 100.0% |
| 230 | 214 | 100.0% |
| 391.5 | 248 | 77.8% |
| 776 | 751 | 100.0% |
| 776 | 751 | 100.0% |
| 594 | 0 | 0.0% |
| 371 | 396 | 100.0% |
| 127 | 0 | 0.0% |
| 349 | 361 | 100.0% |
| 759 | 465 | 62.2% |
| 722 | 550 | 87.5% |
| 632 | 595 | 100.0% |
| 632 | 595 | 100.0% |
| 285 | 205 | 78.3% |
| 364 | 304 | 88.9% |
| 364 | 293 | 88.2% |
| 285 | 275 | 100.0% |
| 230 | 240 | 100.0% |
| 371 | 320 | 82.6% |
| 508 | 439 | 100.0% |
| 752 | 655 | 94.6% |

| Program Capacity | Program Enrollment | Program Utilization Rate |
|------------------|--------------------|--------------------------|
| 316 | 368 | 100.0% |
| 467 | 0 | 0.0% |
| 412 | 450 | 100.0% |
| 230 | 214 | 100.0% |
| 391.5 | 248 | 77.8% |
| 412 | 418 | 100.0% |
| 412 | 418 | 100.0% |
| 594 | 0 | 0.0% |
| 371 | 396 | 100.0% |
| 127 | 0 | 0.0% |
| 349 | 361 | 100.0% |
| 759 | 465 | 62.2% |
| 722 | 550 | 87.5% |
| 316 | 294 | 100.0% |
| 316 | 294 | 100.0% |
| 285 | 205 | 78.3% |
| 364 | 304 | 88.9% |
| 364 | 293 | 88.2% |
| 285 | 275 | 100.0% |
| 230 | 240 | 100.0% |
| 371 | 320 | 82.6% |
| 508 | 439 | 100.0% |
| 388 | 349 | 100.0% |

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Data Sets Used For Analysis

| Site # | Site | Program # | Program | Program Type | Program Organization |
|--------|----------------|-----------|-----------------------------------|--------------|----------------------|
| 186 | Cesar Chavez | 190 | Think College Now | ES | District |
| 201 | Claremont | 201 | Claremont | MS | District |
| 202 | Elmhurst | 221 | Elmhurst Community Prep | MS | District |
| 202 | Elmhurst | 224 | Alliance Academy | MS | District |
| 203 | Frick | 203 | Frick | MS | District |
| 204 | Lowell | 204 | West Oakland Middle School | MS | District |
| 204 | Lowell | 537 | KIPP Bridge Academy | MS | Charter |
| 205 | Calvin Simmons | 228 | United For Success | MS | District |
| 205 | Calvin Simmons | 335 | Life Academy | MS | District |
| 206 | Bret Harte | 206 | Bret Harte | MS | District |
| 207 | Havenscourt | 226 | Roots International | MS | District |
| 207 | Havenscourt | 232 | Coliseum College Prep | MS | District |
| 210 | Edna Brewer | 210 | Edna Brewer | MS | District |
| 211 | Montera | 211 | Montera | MS | District |
| 212 | Roosevelt | 212 | Roosevelt | MS | District |
| 213 | Westlake | 213 | Westlake | MS | District |
| 214 | Verdese Carter | 353 | Oakland International High School | HS | District |
| 215 | James Madison | 215 | Madison | MS | District |
| 216 | King Estates | 330 | Sojourner Truth Independent Study | HS | District |
| 216 | King Estates | 352 | Rudsdale Continuation | HS | District |
| 216 | King Estates | 504 | Bay Area Tech | HS | Charter |
| 223 | Ralph Bunche | 309 | Bunche Continuation | HS | District |
| 236 | Urban Promise | 236 | Urban Promise | MS | District |

| Total Classrooms | Permanent Classrooms | Portable Classrooms |
|------------------|----------------------|---------------------|
| 17 | 17 | 0 |
| 29 | 24 | 5 |
| 22 | 22 | 0 |
| 23 | 15 | 8 |
| 38 | 31 | 7 |
| 19 | 19 | 0 |
| 19 | 19 | 0 |
| 23 | 21 | 2 |
| 27 | 27 | 0 |
| 45 | 39 | 6 |
| 18 | 18 | 0 |
| 25 | 17 | 8 |
| 39 | 39 | 0 |
| 44 | 28 | 16 |
| 41 | 34 | 7 |
| 33 | 33 | 0 |
| 27 | 23 | 4 |
| 24 | 21 | 3 |
| 8 | 8 | 0 |
| 13 | 13 | 0 |
| 12 | 5 | 7 |
| 20 | 0 | 20 |
| 15 | 15 | 0 |

| Site Capacity | Site Enrollment | Site Utilization Rate |
|---------------|-----------------|-----------------------|
| 752 | 655 | 94.6% |
| 640 | 449 | 86.2% |
| 1120 | 757 | 80.0% |
| 1120 | 757 | 80.0% |
| 928 | 313 | 52.6% |
| 829 | 566 | 89.5% |
| 829 | 566 | 89.5% |
| 1248 | 856 | 94.0% |
| 1248 | 856 | 94.0% |
| 1024 | 540 | 68.9% |
| 992 | 825 | 97.7% |
| 992 | 825 | 97.7% |
| 896 | 813 | 92.3% |
| 1056 | 949 | 84.1% |
| 832 | 576 | 65.9% |
| 704 | 575 | 81.8% |
| 618 | 356 | 88.9% |
| 576 | 518 | 100.0% |
| 800 | 616 | 87.9% |
| 800 | 616 | 87.9% |
| 800 | 616 | 87.9% |
| 367 | 118 | 75.0% |
| 384 | 324 | 100.0% |

| Program Capacity | Program Enrollment | Program Utilization Rate |
|------------------|--------------------|--------------------------|
| 388 | 349 | 100.0% |
| 640 | 449 | 86.2% |
| 576 | 367 | 72.7% |
| 576 | 367 | 72.7% |
| 928 | 313 | 52.6% |
| 445 | 350 | 100.0% |
| 445 | 350 | 100.0% |
| 576 | 436 | 91.3% |
| 576 | 436 | 91.3% |
| 1024 | 540 | 68.9% |
| 384 | 351 | 100.0% |
| 384 | 351 | 100.0% |
| 896 | 813 | 92.3% |
| 1056 | 949 | 84.1% |
| 832 | 576 | 65.9% |
| 704 | 575 | 81.8% |
| 618 | 356 | 88.9% |
| 576 | 518 | 100.0% |
| 288 | 209 | 100.0% |
| 288 | 209 | 100.0% |
| 288 | 209 | 100.0% |
| 367 | 118 | 75.0% |
| 384 | 324 | 100.0% |

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Data Sets Used For Analysis

| Site # | Site | Program # | Program | Program Type | Program Organization |
|---------------|-------------------------|------------------|---|---------------------|-----------------------------|
| 301 | Castlemont | 301 | Castlemont | HS | District |
| 301 | Castlemont | 554 | LPS Oakland R&D | HS | Charter |
| 302 | Fremont | 302 | Fremont | HS | District |
| 303 | McClymonds | 351 | McClymonds | HS | Admin |
| 304 | Oakland High | 304 | Oakland High | HS | District |
| 305 | Oakland Tech | 305 | Oakland Tech | HS | District |
| 306 | Skyline | 306 | Skyline | HS | District |
| 310 | Dewey | 310 | Dewey | HS | District |
| 313 | Street Academy | 313 | Street Academy | HS | District |
| 314 | Oakland Tech UC | 305 | Far West | HS | District |
| 335 | 2111 International Blvd | 592 | Community School For Creative Education | ES | Charter |
| 906 | Community Day | 333 | Community Day School | HS | District |

| Total Classrooms | Permanent Classrooms | Portable Classrooms |
|------------------|----------------------|---------------------|
| 66 | 62 | 4 |
| 18 | 18 | 0 |
| 70 | 52 | 18 |
| 53 | 53 | 0 |
| 83 | 83 | 0 |
| 84 | 72 | 12 |
| 97 | 61 | 36 |
| 14 | 12 | 2 |
| 8 | 8 | 0 |
| 13 | 0 | 13 |
| 13 | 13 | 0 |
| 6 | 1 | 5 |

| Site Capacity | Site Enrollment | Site Utilization Rate |
|---------------|-----------------|-----------------------|
| 1938 | 914 | 70.2% |
| 1938 | 914 | 70.2% |
| 1694 | 734 | 71.4% |
| 1039 | 276 | 54.7% |
| 1859 | 1560 | 94.0% |
| 2095 | 2096 | 100.0% |
| 2336 | 1880 | 95.9% |
| 303 | 247 | 92.9% |
| 138 | 88 | 100.0% |
| 261 | 220 | 84.6% |
| 254 | 138 | 100.0% |
| 128 | 18 | 100.0% |

| Program Capacity | Program Enrollment | Program Utilization Rate |
|------------------|--------------------|--------------------------|
| 448 | 345 | 100.0% |
| 448 | 345 | 100.0% |
| 1694 | 734 | 71.4% |
| 1039 | 276 | 54.7% |
| 1859 | 1560 | 94.0% |
| 2095 | 2096 | 100.0% |
| 2336 | 1880 | 95.9% |
| 303 | 247 | 92.9% |
| 138 | 88 | 100.0% |
| 261 | 220 | 84.6% |
| 254 | 138 | 100.0% |
| 128 | 18 | 100.0% |