

# **Dr. Marcus Foster Educational Leadership Campus: A Report to the Oakland Board of Education**

May 27, 2015

Report Submitted by ELC2 Committee Members:

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**Final Report  
5.15.15**

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## Background

On January 7, 2013, the 1025 2<sup>nd</sup> Avenue Building—which was the headquarters for the Board of Education, Superintendent and central leadership staff—flooded. All of the staff located at that site was dispersed to several school campuses to occupy any available space at school sites, in order to continue providing services to school sites and operate the District functions.

Over 100 staff members were moved to the Tilden campus, located in Northeast Oakland, to deliver and operate its Teaching and Learning Services to school sites. This work includes, but is not limited to, preparing and supporting Mathematics, Language Arts, History, Visual and Performing Arts, and Science Instruction. Space for growing live organisms for science lab and hands-on science instruction is one of the functions that support classroom instruction. The Teaching & Learning central staff also offers a variety of Professional Learning opportunities for teachers, principals, central staff, and parents to learn about the Common Core State Standards, and to prepare staff for educational innovations and best practices in delivering instruction to all of our students Pre-K-12.

Almost 200 staff members were moved to the Lakeview campus, located in central Oakland off Grand Avenue. The central staff located on this campus provides a variety of wraparound services to students and families, such as: Student Assignment Services, Transitional Family Services, Health Services, African-American Male Achievement, Early Childhood Education Enrollment Services, Restorative Justice Services, Community Engagement Trainings and Professional Learning.

Approximately 160 central staff members were moved to the Cole Campus in West Oakland to ensure that the primary operations of the District were maintained and managed during this transitional period. The operational functions and services that were located on this campus included: Payroll, Human Resources, Budget, Accounting, State & Federal, Technology Services, and Police Services.

The Office of Superintendent, Board of Education and senior leadership staff were moved to the La Escuelita/Metwest campus, then to 2111 International, and finally to the current location at 1000 Broadway. The majority of the Cole campus central staff, with the exception of Police Services (Cole Campus) and Technology Services (McClymonds & Lafayette Campuses) joined the Office of the Superintendent and the Board of Education at the 1000 Broadway Offices located in Downtown Oakland.

Currently, the Oakland Unified School District is leasing space at 1000 Broadway for a portion of its central leadership operations, which is paid by the insurance settlement through 2016.

Beginning July 1, 2015, approximately 423 central leadership staff and departments will be unified at 1000 Broadway.

The regular Board Meetings for the general public are held in the gymnasium of the La Escuelita/MetWest Campus, twice a month.

On June 24, 2014, the Board of Education issued a Request for Qualifications (RFQ) for the 1025 ("Paul Robeson Building"), 1105 ("Ethel Morgan Building") and 1111 2<sup>nd</sup> Avenue ("Dewey Academy High School") parcels to rebuild the central administration headquarters and Dewey Academy High School. The RFQ outlined the following Board of Education objectives:

- Build a replacement campus for Dewey Academy
- Build a replacement building for District Administration to include a place to hold the Board of Education meetings
- Redevelopment of the site with a revenue generating use for a sixty-six to ninety-nine-year ground lease
- Maximizing an income stream to supplement its annual operating and capital budgets
- Merging parcels and further sub-dividing to create a separate Assessor's parcel. Number (APN) and preserving the ownership over the site to the District.

Upon the release of the RFQ, there was community outcry. The community advocated for a process that would include community voice, values and priorities. The central office leadership obtained the services of OUSD Fremont alumna Susana Morales Konishi, community engagement liaison, to work with the Chief of Operations, Mia Settles-Tidwell, and the former Deputy Chief of Facilities, Timothy White to develop a comprehensive and authentic community engagement process.

On October 16, 2014, the Board of Directors, under the leadership of former Board President David Kakishiba issued a resolution that stated the following:

*"The Board of Education hereby establishes its intent to construct an Education Leadership Complex at the 1025 and 1105 Second Avenue property to: 1) House all OUSD central administrative and leadership functions and employees, including relocating all offices and employees stationed currently at various school campuses; and 2) Retain and enhance the Dewey Academy High School facility in a manner consistent with OUSD's vision of high schools preparing all students to succeed in college, career, and community. Furthermore, the Board of Education's intent is to complete construction of this Education Leadership Complex by January 2019."*

The Board of Education directed the Superintendent to:

1. Defer any recommendation for Board of Education action on the formal responses to the Request For Qualification for development of 1025 Second Avenue and 1105 Second Avenue until the completion

of the Board's action stated in Item #4 below.

2. Engage key stakeholders in an informed and facilitated process to develop up to three different conceptual designs that substantially fulfill the aforementioned goals of the Board of Education. Each conceptual design shall include a project implementation timeline; total anticipated cost; and financing options, including the use of Measure J Bond funds.
3. Provide two written reports to the Board of Education outlining the progress and status of the community-engaged planning process.
4. Present all conceptual designs and a legislative recommendation to the Board of Education for its deliberation and action at its Regular Meeting on April 22, 2015.

Based on the Board resolution and Superintendent's directive, the Educational Leadership Campus on 2<sup>nd</sup> Avenue Community Committee (ECL2) was formed. The ELC2 requested an extension of time to provide the Superintendent with the recommendation for the conceptual designs. The Superintendent and the Board of Education will deliberate the action at the regular board meeting on May 27, 2015.

### **Board Policy on Asset Management**

The Governing Board of Education and the Superintendent of Schools have the responsibility of ensuring that we are good stewards of all of our physical assets. In 2012, the policy on Asset Management was established. The Board Policy on Asset Management 7350 states:

*The physical assets of the Oakland Unified School 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.*

Per the Board Policy, the District also is responsible for providing technologically advanced learning and recreation space for general education and special education students and families enrolled in schools operated by the District. If a school site is being modernized or experiencing new construction and the student/staff educational environment is not optimal for learning during the construction, the school can be temporarily relocated to ensure that the students' education is not hindered during the construction project.

Furthermore, the policy intimates that it is imperative to provide quality operations and administration facilities to enable high performance by District staff. The District staff serves and supports. Ensuring that the community, students, parents, teachers, principals and the general public have access to central leadership is critical to the

functionality and quality of services to schools, staff, and families.

Finally, the policy states that 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.

### **Board of Education Priorities**

In October 2014, the Board of Education identified five priorities related to the Educational Leadership Campus.

1. To provide a 21<sup>st</sup> century and improved Dewey Academy High School aligned to the Strategic goals for high schools
2. Unify central office staff and services in one accessible location
3. Complete the project within 3-4 years
4. Partner with the Peralta college for greater post-secondary alignment and opportunities for students
5. Seek financing options to support the off-set of construction costs (e.g. possibly affordable housing for teachers)

In February and March of 2015, the Chief of Operations hosted 1:1 and 2:1 consultation engagements with the board members to ensure that the priorities listed above were still the direction of the current seated board. The result of those consultations was that the current board is still interested in the priorities above.

The Board understands that priority number five, financing options (e.g. affordable housing for teachers) is not a priority or value for the majority of the community stakeholders, particularly Dewey Academy School staff and students. Yet, the Board acknowledges its interests in exploring all financing options that could benefit the District and assist the District in managing its assets.

### **Educational Leadership Committee**

To ensure that the community values and priorities were represented in the process, an Educational Leadership Committee (ELC2) was formed and charged with (1) Ensuring that an integral and comprehensive community engagement process was in place to obtain community values & priorities (2) Considering all the city projects that impact the Educational Leadership Campus Project and the surrounding area (3) Reviewing the previous RFQ and all pertinent documents, to understand the historical context of this project (4) Participating in community engagement activities associated with the 2nd Avenue Project, including design charrettes (5) Providing feedback and pros/cons on conceptual designs that will inform the Superintendent's recommendation to the Board (6) Attending all ELC2 Committee Meetings, and (7) Providing feedback and guidance on the types of outreach that will bolster community mass understanding of the priorities and the process used to develop recommendations for conceptual designs for the Educational Leadership Campus.

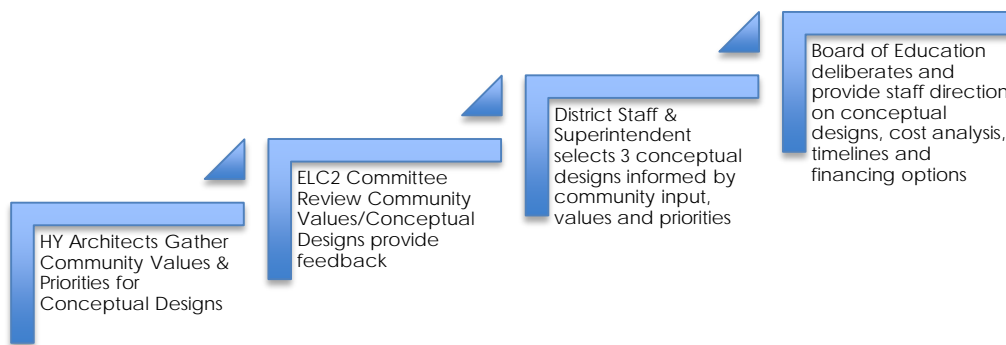
The committee members submitted statements of interest by November 24, 2014. The committee members were selected by the Community Engagement Consultant and approved by the Chief of Operations and Superintendent. The ELC2 Committee represented a diverse constituency. The first official meeting was held on December 22, 2014. The members are as follows:

**ELC2 Committee Members:**

<b>Name</b>	<b>Position/Title</b>	<b>Organization</b>
Mia Settles-Tidwell	Chief of Operations	OUSD
Lance Jackson	Interim Deputy Chief of Facilities	OUSD (joined February 2015)
Susana Morales Konishi	Community Engagement Consultant	The NIAM Group
Robin Glover	Principal at Dewey Academy	OUSD
Vicky Stoneham	Dewey Academy Teacher	OUSD
Grecia (Jackie) Palma	Dewey Academy Alumni	N/A
Whitney Dwyer	MetWest Teacher	OUSD
Ana Alvarado	MetWest student	All City Council Member
Eve Delfin	Community School Manager	OUSD
Chaz Garcia	Teacher and Vice-President of OEA	OEA
Naomi Schiff	Community Member	Oakland Heritage Alliance
Jeffery Taner	Community Member	N/A
Bruce Kariya	Community Member	N/A

Mia Settles-Tidwell chaired the committee.

The role of the committee was to assist the Chief Operations Officer and the Interim Deputy Chief of Facilities with synthesizing the community's values and priorities for the project, and preparing recommendations for consideration to the Superintendent and the Board. The Chief Operations Officer and the Interim Deputy Chief of Facilities were charged with directing the committee's activities and providing the Superintendent and the Board three conceptual design recommendations, probable project cost for the three concepts, project duration/implementation timeline estimates, and financing options. The process has relied on consultants such as HY Architects, Community Engagement Consultant, and from District economists. District staff's deliverables consist of a preliminary written report, a final written report, and a presentation to the Board.



### Community Engagement Process

While discussing the community engagement process, the committee vetted the meaning of "community." The committee described "community" in the following ways:

What is the community?

- "The people who are involved/inside in the things that are going on..."
- "Everybody who lives in Oakland, has children, pays taxes and works for the school district"
- "Anyone who interacts with or is impacted by the building/project we are talking about."
- "Dewey Academy students, Dewey Academy parents, parents of elementary school children, neighbors
- "Two sets of communities: Dewey Academy community. Broader community: district staff, neighbors and bargaining units."
- " This sets precedence for other sites and resources for other schools."
- "Community of shared interest: example Asian American seniors had a perspective that was different than Dewey students. All different but makes up the whole."
- "Tiered: Dewey Academy community/admin people/surrounding neighborhood. Broader community: everyone involved and who cares about OUSD, even beyond Oakland (folks who have paid tax dollars to Oakland and cares about Oakland)"

The community engagement process was intended be comprehensive, inclusive, and to solicit input from interested community stakeholders. The process provided over 60 engagement opportunities to OUSD staff, Dewey Academy faculty, staff and students, 2nd Avenue neighbors, City officials and the general public. The following approaches to engage the community were employed:



### Outreach

The outreach process included advertising the committee's activities on the 2<sup>nd</sup> Avenue Project website, canvassing the surrounding neighborhood, posting the engagements on Facebook, advertising the meeting dates on the OUSD website, distributing flyers at Dewey Academy, MetWest and La Escuelita, and mailing out fliers to the community.

Though the outreach was far reaching and various methods were utilized one committee member felt the following, *"The community engagement process, while friendly and welcoming, focused on the school communities, and in my opinion did not reach a wide enough group of citizens in general. The 200+ responses mostly represented high school students, staff, and their families, and do not represent a broad cross-section of district constituents and taxpayers."*

The community engagement consultant, Susana Morales Konishi met with respected researcher and data analyst Jean Wing to get her expert perspective on the reliability and validity of the outreach and community engagement process. We learned from our expert that given the multiple outreach methods used and the fact that we were not using the survey as a stand alone data point, the community engagement process: outreach, survey, design charrettes, committee feedback were all valid and reliable data for this work.

It is important to note, the survey was an additional vehicle for outreach and feedback (and not as an attempt to scientifically survey the whole city).

### Informational Sessions at Dewey Academy

Weekly informational sessions were held at Dewey Academy to communicate project goals to students and staff. Community engagement facilitators hosted informational booths that provided progress updates and schedules for future activities.

### Community Cafés

Community cafés were held that fostered dialogue about the project under the direction of the community facilitators. The purpose for the events was to solicit the community's priorities for the project and to relay the Board's goals to the community.

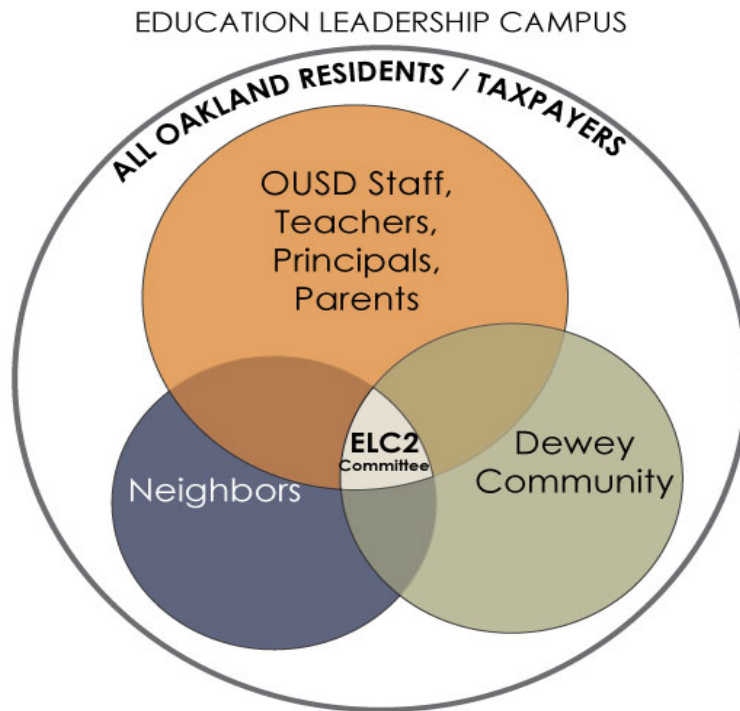
### Community Survey

The committee created a survey that was released to the community in January 2015. The purpose of the survey was to offer a different medium for community input. The survey was available online and in paper. It was publicized on the project website, project newsletter, emails, personal outreach events located at Dewey as this segment of the community will be the most impacted. It was written in English, Spanish, and Chinese. The survey was designed to ascertain community values related to the Educational Leadership Campus. The survey was a quantitative attempt to understand the community's values and priorities for the project.

### Conceptual Designs Preview Engagements

Two interactive community engagement opportunities in different areas of our city were held to provide the community an opportunity to preview the conceptual designs prior to the Regular Board Meeting and presentation. The purpose of the engagements were to provide the community an opportunity to comment on the conceptual designs, view the designs against the community values, chat with the Educational Leadership Committee members about the community engagement process, answer questions and bring more awareness and attention to this important project.

The graphic below shows the different groups associated with this project.



All of the above methods were designed to obtain feedback and to document the emerging patterns based on the perspectives, values, priorities, and interests of the different community stakeholder groups. For example, high school students & educational staff most valued the educational spaces and athletic spaces. Neighbors wanted to see positive development in the community, such as grocery stores, wanted to see something that fits into the neighborhood and adds value in terms of quality of life.

The survey generally validates the multi-purpose, multi-faceted set of priorities that are underlying the vision for the complex.

## Survey Information

There were a total of 251 surveys received.

30 Chinese-speaking neighbors

45 English-speaking parents

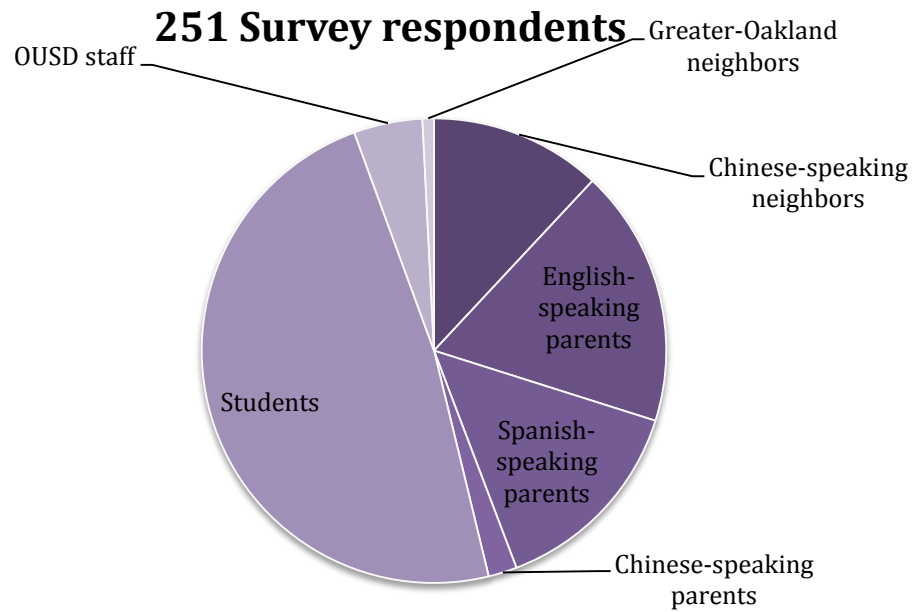
36 Spanish-speaking parents

5 Chinese-speaking parents

121 student surveys

12 OUSD staff

2 Oakland-greater neighbors

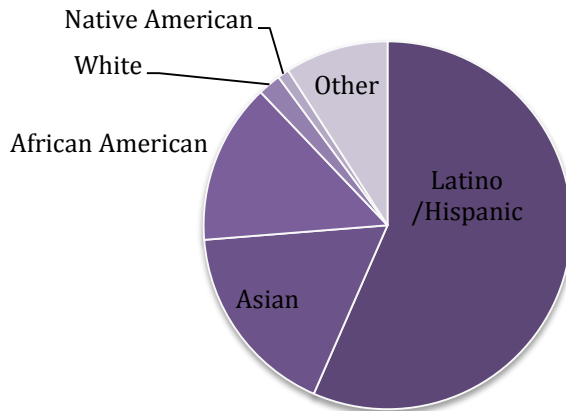


## Parents

We received a total of **86** parent surveys. The majority of the parents were from La Escuelita, the second largest group of parents was from MetWest, and we had one survey from a Dewey Academy parent. Of the parents surveyed 53% lived in the neighborhood and the others lived in various neighborhoods in the city including Fruitvale, Temescal, Laurel, and East Oakland.

The demographics were the following:

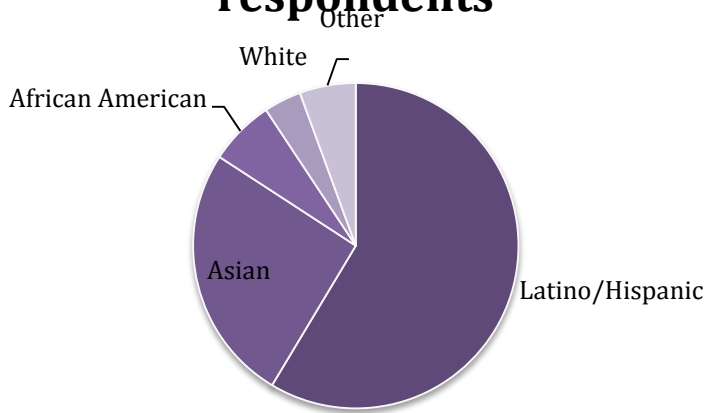
## Parent survey respondents by ethnic background



### Students

We received a total of **121** student surveys. From those, the majority represented Dewey and 2<sup>nd</sup> largest response group represented MetWest. The student surveys were distributed to the Dewey Academy students during one of our monthly regular engagements. Of the students surveyed 52% lived outside the neighborhood in other places of the city such as the Fruitvale District, San Antonio, and East Oakland. The demographics were the following:

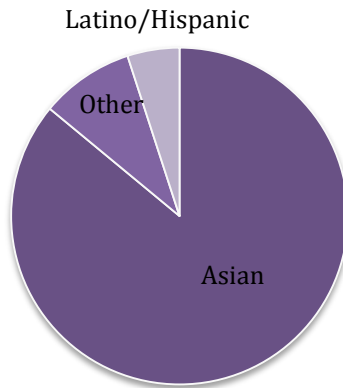
## Demographics of student survey respondents



### Neighbors

We received a total of 37 neighbor surveys. The majority of the neighbor surveys were submitted online. The demographics were the following:

## Demographics of neighbor survey respondents



We asked parents, students, and OUSD staff what they believed made a difference in the quality of education and learning.

Parents	Students	OUSD Staff
Classrooms 67%	Food/dining 72%	Meeting Spaces 92%
Food/dining 52%	Fitness/Gym 68%	Energy efficient 92%
Garden/open spaces 51%	Classroom 60%	Food/dining 69%
Fitness/gym 47%	Auditorium 52%	Classroom 62%

The survey asked for community participants to rank the elements of the Educational Leadership Campus.

Parents	Students	Neighbors	OUSD Staff
Fitting well with the neighborhood was rated as the <b>top</b> priority. 43%	Educational Spaces rated the <b>top</b> priority. 33%	Fitting into the neighborhood was rated the <b>top</b> priority. 65%	Educational spaces was rated as <b>top</b> priority. 62%

Educational Spaces were rated as the <b>second</b> highest priority. 37%	Sports were rated as the <b>second</b> highest priority. 20%	Community resources were the <b>second</b> highest priority. 59%	Fitting into the neighborhood was rated the <b>second</b> priority. 46%
The <b>least</b> selected category as a priority was housing. 23%	The <b>least</b> selected category as a priority was community resources. 11%	The <b>least</b> selected category as a priority was sports. 35%	The least selected category as a priority was childcare. 8%

**\*No survey participants ranked or selected housing as a priority.**

**ELC2 Committee Meetings**

Twice monthly the ELC2 Committee met to discuss the progress of the community engagement process, provide feedback and to ask pertinent questions. The committee also provided content and edits to the ELC2 Committee report / presentation and participated in one 3 hour retreat.

**Conceptual Designs Informed by Community Values/Priorities**

OUSD engaged Lee Pollard and Marcus Hibser of HY Architects to facilitate the community engagement process in partnership with the Community Engagement Consultant to translate the community feedback into conceptual visual representations of the project. ***The conceptual designs are preliminary depictions and should not be construed to represent the project's final form.*** The project's form will develop in the upcoming design phase and with the establishment of the Construction Committee per Board Policy 7155 on Community Engagement for major construction project.

Below is the outline of the process HY Architects employed in developing the conceptual designs for the presentation to the Board.

The process consisted of:

- **Listening** (Outreach, Visioning and Idea Collection)
  - Provide overview of the process to all stakeholders
  - Describe the goals and objectives of the project
  - Listen to, hear and understand the community values, priorities and concerns
  - Answer questions about the process and the project
  - Share the parameters of the project for the future discussions
  - Result: Collection of community and stakeholder values and priorities
-

### **Discovering** (Development of Specific Design Objectives)

- Ascertain community and stakeholder values and priorities
- Develop the project vision, ideas, and requirements
- Identify the needs for each element of the Dr. Marcus Foster Educational Leadership Campus
- Establish design parameters and requirements for the future project
- Result: Development of design “program” or building specifications for the project, which show the relationship of spaces and approximate areas of each element.

### **Design Charrettes** (Site Planning)

- Provide community and stakeholders a hands-on opportunity to design the Dr. Marcus Foster Educational Leadership Campus by using design blocks
- Revisit design “program” objectives
- In groups, community stakeholders design various design scenarios
- Result: Conceptual ideas for site planning that represents a wide range of community and stakeholder viewpoints

### **Creation of Concepts Reflective of Community & Stakeholder Values**

- Narrow all design “program” building specification ideas into six feasible options representing concepts from Design Charrettes
- ELC2 Committee review all six conceptual design initial ideas and discussion of pros and cons of the various options
- Obtain feedback from all community stakeholder groups on how well each option represents community values and priorities unearthed during the multiple community engagements and survey
- Result: ELC2 Committee input on options for prioritization, modifications and refinement of conceptual designs

### **Refinement / Recommendations**

- Solicit pros and cons feedback to modify and refine concepts
- Document feedback for improvements / refinements of options
- Evaluate each option and modification against the community values and priorities
- Provide feasibility and projected cost analysis for each of the 3 conceptual designs
- Document potential challenges and opportunities for each concept
- Result: Three conceptual designs prepared for the Superintendent, informed by community values and priorities for the Board of Education presentation at a regular board meeting

### **Discovery of Community Values & Priorities**

Through multiple community engagements and a community survey, the following values were expressed by community stakeholder groups:

"State of the Art" "Connect Project to Education" "Community Resources"  
"Access to Estuary" "Revenue Generation" "Athletic Space" "Student-  
run Café"

- Design of the new facilities should consider impacts of parking and traffic on the neighborhood.
- The project should directly connect to the educational function of the district.
- Community resources, such as adult education and facilities that could be used by the community in the evening should be included.
- Access to the Estuary and Lake Merritt is a benefit of the area and should be maintained.
- Revenue generation could be considered where it supports the schools or neighborhood, with the idea of a Dewey Academy student run café' specifically supported.

### **Dewey Academy Staff/Student Values/Priorities**

Dewey Academy staff and students explicitly expressed the following:

- A value for creating a space that will meet the social-emotional needs of students
- An improved cafeteria and dining experience for students
- An aligned building design to the recreational and physical education pathway and partnership with Laney College,
- Including a multi-use space/Health & Fitness Center for a Recreation Pathway and soccer field for student sports and activities
- Provided separate entry way and parking for Dewey Academy staff and students
- Avoid "relocation" of Dewey as an option whether temporarily or permanently relocated
- Avoid classrooms with direct access to the street
- Outdoor, open, courtyard styled design and green space
- Dewey Academy student run café and internship opportunities for students and a link to the culinary arts pathway
- Concerns about creating secluded enclosed parking
- Opposition to including on-site housing in the project

### **OUSD Staff Central Office Values/Priorities**

The mission of our school district is to educate our students in a manner that provides students with access and opportunities beyond the TK-12 experience. OUSD stakeholders throughout greater Oakland seek a district leadership that operates efficiently. The project affords the opportunity for the district to consolidate much of its administrative functions into one venue. Such consolidation would foster improved operational efficiency. The Superintendent and educational staff explicitly expressed:

- A desire for space that will render Dewey Academy a destination of choice rather than a destination of assignment.



- A facility design that was flexible, efficient and linked to the High School Linked Learning Pathway
- A deep value for state of the art facilities equipped with 21<sup>st</sup> century technological attributes able to foster the post-secondary readiness our students will need to succeed in society.
- A space that is not only structurally equipped to meet the 21<sup>st</sup> Century needs of students, but including the technological tools that will allow for 21<sup>st</sup> century instruction.
- A space that provides spaces for professional development of teachers and staff to meet the Common Core State standards
- A space for adult education classes and programs
- A site to host community meetings, events, and parent trainings.
- Provision for ample parking for community and employees.
- A facility that was welcoming and easy to access for public and employees who need to do business with the District leadership building.

### **Historic Nature of the Building: An Educational Opportunity**

The renaissance of this area, the value of this parcel and areas adjoin a valuable resource: the Lake Merritt Channel, which connects Lake Merritt, its park, and the Estuary. This site was a key location of Oakland's Native American period, its rancho period, and its modern founding in 1852. This site is also culturally significant based on the civic events that have taken place at this site. The assassination of former Superintendent Dr. Marcus Foster is an important and significant event in the educational reform history of Oakland. Ensuring that these historical facts are included in the educational plan for the space is both relevant and important. The plan should reflect the unique site and maximize the opportunity to educate students, families, and staff about the educational history of the city and the district, where they live and about the natural and built resources in their environment. History, science, environment, and technology meet here and afford students, teachers, and staff with daily access to "real life" educational lessons that this site uniquely provides for the Educational Leadership Campus. It is important to note, that under CEQA, both the Ethel Moore and the Paul Robeson Buildings will be considered cultural resources.

### **Naming of the Educational Leadership Campus Buildings**

It is important to maintain the historical significance people who have contributed greatly to Oakland's history. One part of our engagement included a call from the Superintendent to Reverend Dr. Marsha Foster, the daughter of the late Superintendent, Dr. Marcus Foster. The Superintendent was interested in getting Dr. Marsha Foster's blessing on naming the campus the Dr. Marcus Foster Educational Leadership Campus. Reverend Dr. Marsha Foster was delighted about the continued recognition of her father's contribution and sacrifice to Oakland's Educational history and humbly accepted the request to name the campus after her father.

Two other buildings on the Dr. Marcus Foster Educational Leadership Campus will be named after significant people.

Paul Robeson was an activist, actor and prolific speaker. We would like to preserve his memory by naming the auditorium on the campus the Paul Robeson auditorium where the board meetings, plays, debates, graduations, and council/committee meetings can be held.

Ethel Moore was a health advocate and a very active and prominent person in the 1920-ish period. Ethel Moore was a key person in establishing public health services in Alameda County at a time of rampant TB. She also was involved with establishing recreation services in Oakland. We would like to preserve her memory by naming the Health and Fitness Center on the campus the Ethel Moore Health and Fitness Center. The Ethel Moore Health and Fitness Center will be used for the Dewey Academy students linked learning educational experiences and activities.



### **Design Charrettes and Development of Options**

The design charrette process included three engagements: one engagement was during the day and specific for the Dewey Academy community and the other two engagements were, (1) working with Dewey Academy neighbors and (2) working with broader community stakeholders. The community engagements were in the evenings, with various community and stakeholder groups. At each design charrette session, HY Architects and Susana Morales Konishi reviewed the goals and objectives of the project and provided the community participants with blocks to represent the various project components the community named as priorities/values for each identified site. Working in small groups, the community participants arranged the blocks to represent possible layouts of each element of the project. Each time the group agreed that a layout was reasonable that option was recorded. Between the three engagements, a total of 12 groups developed a total of 39 distinct options. Each group discussed the pros and cons of their layouts.

These community layouts or design options were then reviewed by HY Architects to assess the feasibility of each of the 39 options. Those layouts that did not reflect the community values or priorities and were not feasible in terms of accommodating users' program needs, planning code requirements, or building code requirements were not further considered. Options that were impractical were not considered (e.g., one design showed Dewey Academy High School and the Central Leadership Headquarters spread atop five floors of mixed parking, commercial and conference spaces). Through an iterative process of reviewing each design for feasibility, six conceptual designs that best represented the community values and priorities were selected for further development.

**Preliminary Designs**

The six preliminary concepts were presented to all the community stakeholder groups for feedback on the pros/cons of each conceptual design:

- Educational Leadership Committee (ELC2)
- Dewey Academy Staff & Students
- Neighbors in the surrounding community
- Central Office District staff

Those comments can be summarized as:

**Concept 1**

This concept shows a limited development of the site with renovation of the existing Robeson and Moore buildings; Expansion of Dewey Academy to include a gymnasium and the addition of some parking.



Pros	Cons
<ul style="list-style-type: none"> <li>▪ This concept maintains all existing buildings and the layout of the buildings</li> <li>▪ Lowest cost due to the least amount of change</li> <li>▪ Includes a gymnasium for Dewey Academy</li> </ul>	<ul style="list-style-type: none"> <li>▪ The majority of the community stakeholders did not support this option</li> <li>▪ Full staff unification into this building is not possible</li> <li>▪ Insufficient parking</li> <li>▪ Dewey Academy would not have its soccer field or other elements for their linked learning pathway</li> <li>▪ Urban high-rise potential adjacency is a concern</li> <li>▪ No student run café'</li> <li>▪ Does not meet the values and priorities expressed by the majority of the community</li> <li>▪ No substantial improvements to Dewey Academy cafeteria</li> </ul>

## Concept 2

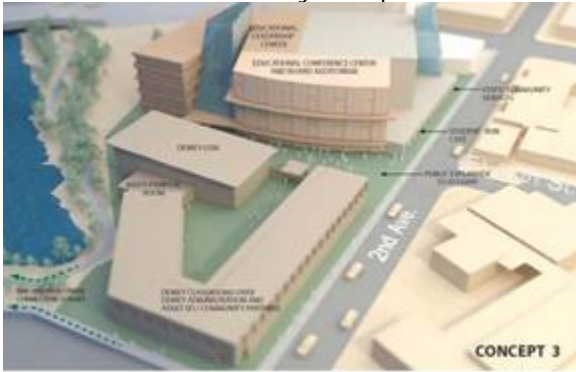
The community expressed strong support for multiple elements on concept 2 with slight modifications. This concept moves Dewey to the West and builds the new ELC on the old Dewey Academy footprint. Dewey Academy is set atop a parking structure to keep the classrooms elevated from the street.



Pros	Cons
<ul style="list-style-type: none"> <li>▪ Dewey Academy located on the west end of the parcel and the 2<sup>nd</sup> level</li> <li>▪ Dewey Academy as the premier focal point of the site</li> <li>▪ Soccer field on the Dewey Campus</li> <li>▪ Recreation space &amp; gymnasium for Dewey Academy</li> <li>▪ Dewey Academy adult education and community partners services on 1<sup>st</sup> level of administration building</li> <li>▪ Cafeteria for Dewey Academy students &amp; Dewey Academy student- run café'</li> <li>▪ Community/Staff parking placed against adjacent potential developments</li> <li>▪ Creates access to the Estuary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Board auditorium separate from Education Leadership Building</li> <li>▪ Parking under the school, if restricted to Dewey staff/students and staffed with an attendant or security</li> </ul>

### Concept 3

The community expressed strong support for multiple elements on concept 3 with slight modifications. This concept moves Dewey to the West and builds the new ELC on the old Dewey footprint.



Pros	Cons
<ul style="list-style-type: none"> <li>▪ Support for the design and placement of the central leadership offices</li> <li>▪ The placement and design of the district community conference center &amp; parking garage</li> <li>▪ Dewey Academy student-run Café</li> <li>▪ Includes a Board Auditorium</li> <li>▪ Space for Student, Staff &amp; Community Services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not have a soccer field for Dewey Academy High School</li> </ul>

### Concept 4

This concept places Dewey along the estuary to address staff desire for a more secluded placement and utilize the environment in that location. The facade of the original building is preserved, with the Leadership Center replacing the old building and conference facilities along the estuary. Parking is provided in a garage adjacent to the property to the southeast, with a soccer field on top.



Pros	Cons
<ul style="list-style-type: none"> <li>▪ Dewey Academy soccer field on top of the parking garage</li> <li>▪ Maintaining the façade of the Paul Robeson Building</li> <li>▪ Dewey Academy at the rear of the layout for security purposes</li> <li>▪ Dewey Academy located next to the estuary</li> <li>▪ Dewey student run café' and community services at the street level</li> <li>▪ Adult education and student services in the main building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dewey Academy multiple story building appeared too high</li> <li>▪ Enclosed structure did not seem conducive to meeting student social-emotional needs</li> <li>▪ Traffic of general public to the estuary through Dewey Academy</li> <li>▪ The soccer field included in is half the size of a regulation soccer field.</li> </ul>

**Concept 5**

Similar to Concept 4, this concept places Dewey Academy along the estuary to address a staff desire to be in a secluded location and utilize the environment in that location, but with a lower profile. The facade of the original building is preserved, with the Educational Leadership Center and conference facilities combined off an atrium along the estuary. Parking is provided in a garage adjacent to the property to the southeast.



Pros	Cons
<ul style="list-style-type: none"> <li>▪ Atrium view of Estuary</li> <li>▪ Layout of the central leadership offices, community conference center</li> <li>▪ Dewey Academy gym and rooftop soccer field</li> <li>▪ Student run café' and student services at the street level</li> <li>▪ Adult education and student services in the main building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parking garage focal point and pronounced</li> </ul>

**Concept 6**

As a response to the Board of Education’s interests in reviewing a concept with a financing option (e.g. affordable housing), the following concept was included with the conceptual designs.



Pros	Cons
<ul style="list-style-type: none"> <li>▪ The placement of the affordable housing option against the Urban Core Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ The majority of the community participants did not want a housing option associated with this project; only a group of Asian seniors were interested in an affordable housing option</li> <li>▪ An opening from Dewey Academy to the esplanade concerned Dewey Academy staff and students</li> <li>▪ The auditorium “sticking out” into the esplanade</li> <li>▪ Desire to see Dewey Academy more enclosed</li> <li>▪ No soccer field for Dewey Academy</li> </ul>



## Concept 7

During the presentation of the six preliminary conceptual designs to the ELC2 Committee, a request from the committee was made to create a seventh option without the housing layout. If the housing is eliminated, this concept becomes a variation on Concepts 2 & 3 and is not really a distinct option.





## Final Three Conceptual Designs:

Based on the feedback discussed above, three concepts are presented to the Superintendent and Board for their consideration:

Building specifications were derived from a variety of sources:

- District provided information
- Educational program vision
- State educational standards
- City of Oakland Planning Codes
- Best practices

Base Building Specifications:		
Dewey Academy	31,000	SF
Educational Leadership Center	78,000	SF
Paul Robeson Auditorium (shared space)	6,000	SF
Parking (based on City of Oakland requirement)	403	spaces
Revenue Generation / Program Enhancement Staff Services (e.g., Dewey student run café)	7,500	SF
<b>Financing Option (<i>Concept 3 only</i>)</b>		
Housing (65 - 1 and 2 bedroom units)	38,000	SF
Parking for housing	65	spaces

The building specifications, associated square footage and costs are informed by these factors:

- Projected number of students enrolled at Dewey Academy- 250
- Projected number of central staff operating and functioning in service of students/schools at the Dr. Marcus Foster Educational Leadership Campus- 350
- Space efficiencies and multiple-use functions
- Building Construction Costs
- Construction Escalation & Contingency Costs
- Site Work

Concept 1



Aerial View

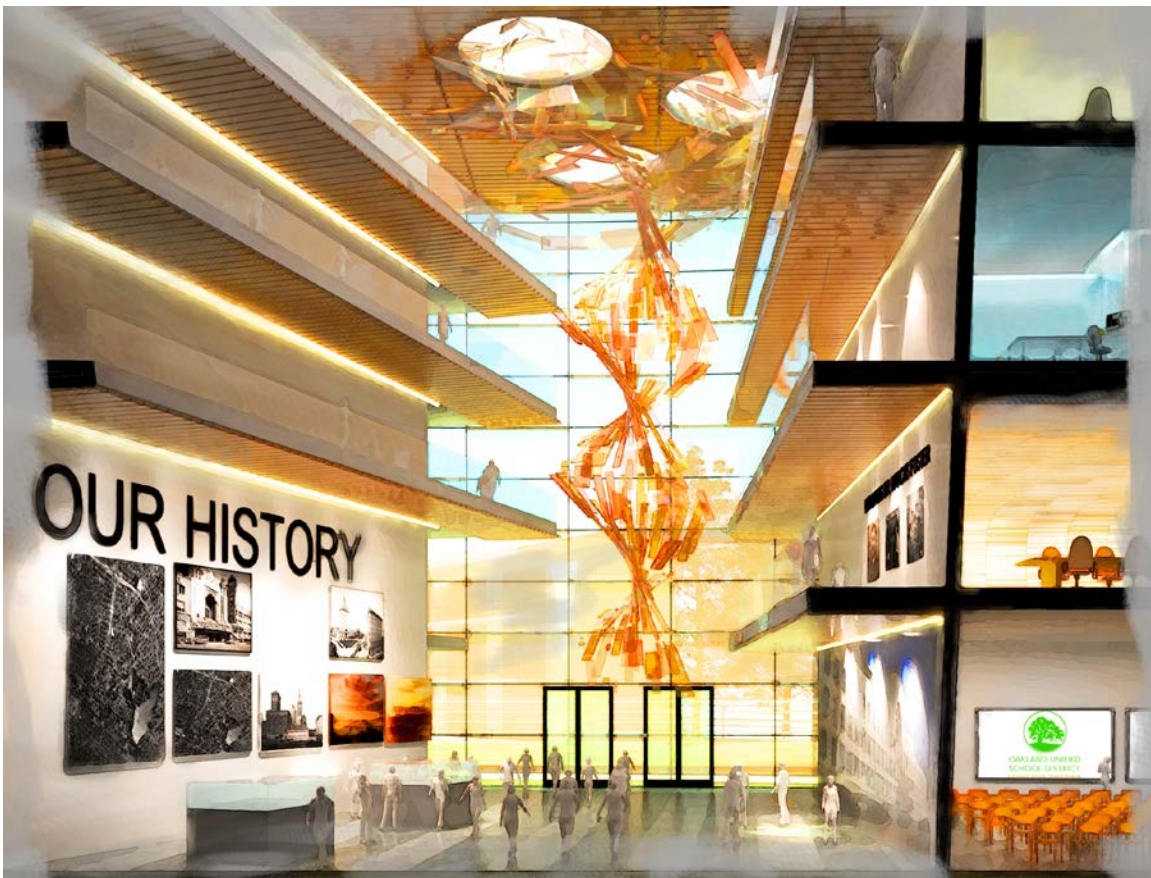


2nd Avenue View





Estuary View



Atrium View

Advantages for Dewey Academy:

- Increasing the total square footage of Dewey Academy by almost double the current size; including 15 classroom spaces
- Provides separate parking for Dewey Academy students and staff
- Provides practice soccer field and school open garden area
- Increases the support for recreational facilities for Dewey Academy by providing multi-purpose / cafeteria space and Ethel Moore Health and



- Fitness Center
- Dewey Academy-student-run Café
  - Ethel Moore Fitness Center could be used for evening public use
  - View of the Estuary & Lake Merritt from classrooms
  - Above ground outdoor parking for Dewey staff

Advantages for Leadership Center:

- Paul Robeson Auditorium for student performance, debates, community events, board meetings etc.
- Provides welcoming and accessible central space for offices, training and community conference facilities
- View of estuary and Lake Merritt
- Directly adjacent to parking garage

Site Advantages:

- Parking garage adjacent to adjacent development
- Public esplanade provide for access to estuary

Concept 2



Aerial View



2nd Avenue View



Estuary View



Sectional Perspective View



#### Advantages for Dewey Academy:

- Increasing the total square footage of Dewey Academy by almost double the current size; including 15 classroom spaces
- Provides state-of-the-art facility for Dewey Academy students and staff
- Provides larger-size soccer field on top of parking garage
- Increases the support for recreational facilities for Dewey Academy by providing multi-purpose / cafeteria space and Ethel Moore Health and Fitness Center
- Dewey Academy-student-run Café
- Ethel Moore Health and Fitness Center for linked learning experiences
- Soccer field for Dewey Academy students to use and other regional use for surrounding schools
- Atrium view

#### Advantages for Dr. Marcus Educational Leadership Center:

- Paul Robeson Auditorium for student performance, debates, community events, board meetings located within main center
- Provides welcoming atrium that organizes all public spaces with easy access to training and community conference facilities and provides access to offices
- Rooftop garden area- revenue generating source
- View of estuary and Lake Merritt from atrium
- Offices directly off 2nd Avenue for public access

#### Site Advantages:

- Maintains facade of historic original building
- Parking garage adjacent to adjacent development
- Public esplanade provide for access to estuary

Concept 3



Aerial View



2nd Avenue View



Estuary View

Advantages for Dewey Academy:

- Increasing the total square footage of Dewey Academy by almost double the current size; including 15 classroom spaces
- Increases the support recreational facilities for Dewey Academy by providing multi-purpose / cafeteria space and Ethel Moore Health and Fitness Center
- Dewey Academy-student-run Café
- Ethel Moore Health and Fitness Center for Linked Learning experiences and could be used for evening public use
- Above ground outdoor parking for Dewey Academy staff
- View of the Estuary & Lake Merritt from classrooms

Advantages for Dr. Marcus Foster Educational Leadership Center:

- Training and community conference facilities, Paul Robeson auditorium for student performance, debates, graduations, community events, board meetings located off public esplanade with view of estuary and Lake Merritt
- Offices directly off 2nd Avenue for public access
- Directly adjacent to parking garage

Site Advantages:

- Parking garage adjacent to adjacent development
- Public esplanade provide for access to estuary
- Affordable housing component above parking provides potential financing option depended upon size and scope



### Project Implementation Timelines & Anticipated Costs of Conceptual Designs

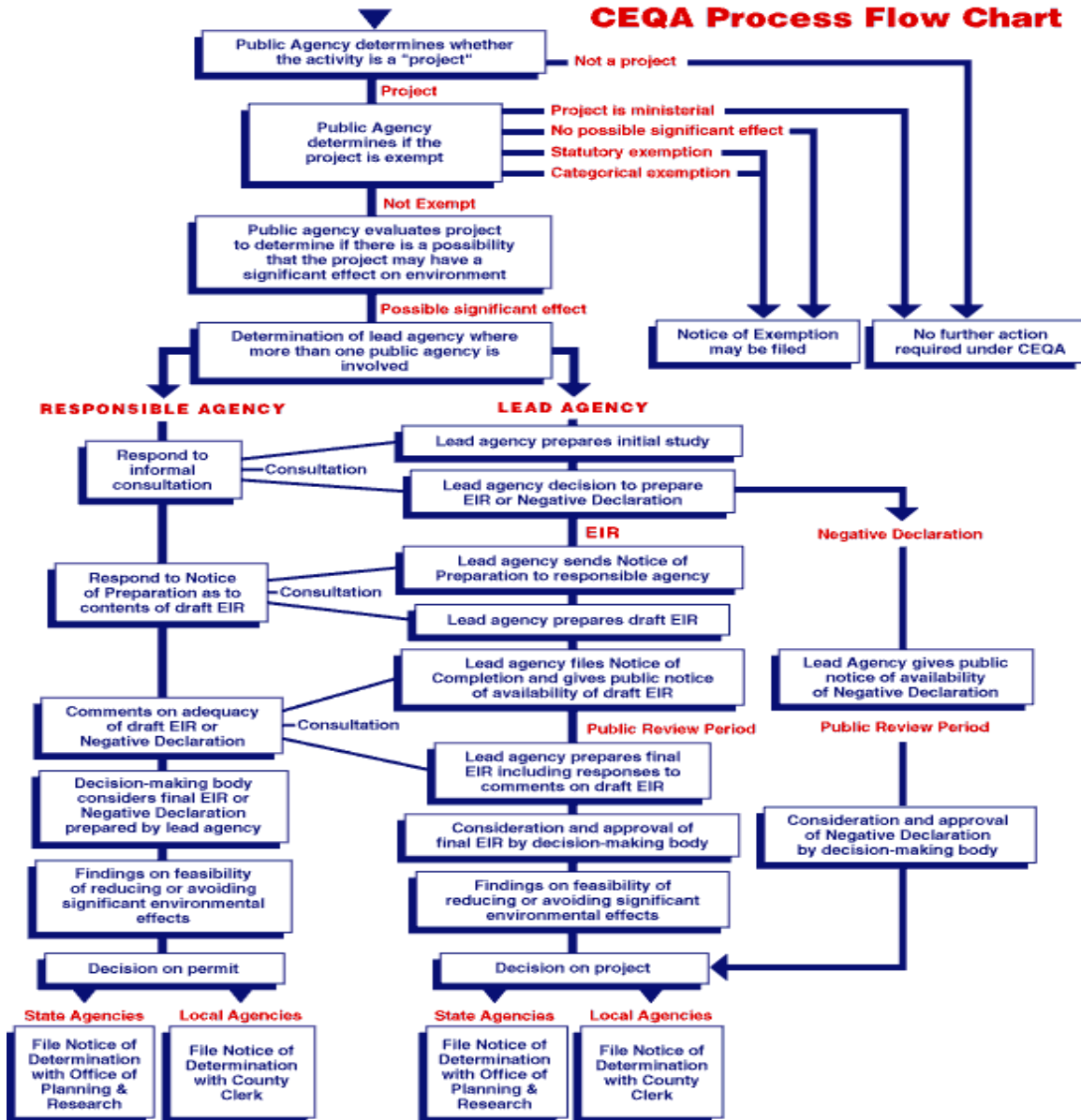
Timelines for project implementation and cost are dependent on a few variables. The variables that must be considered for all concepts are as follows:

- Scope of the project
- Square footage of each building
- CEQA Process
- DSA Approvals
- Building Design
- Construction

Concepts	Timeline	Total Project Cost
Concept 1	Community Engagement & Board Approval      Jan 2015 - Aug 2015 CEQA Process      Sep 2015 - Nov 2016 Design and Drawings      Sep 2015 - Aug 2016 DSA Approval (Building Permit)      Dec 2016 - Aug 2017 Construction of Temp Dewey Campus      Feb 2017 - Aug 2017 Bidding      Sep 2017 - Nov 2017 Construction of ELC      Dec 2017 - May 2020	\$97M
Concept 2	Community Engagement & Board Approval      Jan 2015 - Aug 2015 CEQA Process      Sep 2015 - Aug 2016 Design and Drawings      Sep 2015 - Aug 2016 DSA Approval (Building Permit)      Sep 2016 - May 2017 Construction of Temp Dewey Campus      Feb 2017 - Aug 2017 Bidding      Jun 2017 - Aug 2017 Construction of ELC      Sep 2017 - Feb 2020	\$117M
Concept 3	Community Engagement & Board Approval      Jan 2015 - Aug 2015 CEQA Process      Sept 2015 - Nov 2016 Design and Drawings      Sept 2015 - Aug 2016 DSA Approval (Building Permit)      Dec 2016 - Aug 2017 Construction of Temp Dewey Campus      Feb 2017 - Aug 2017 Bidding      Sept 2017 - Nov 2017 Construction of ELC      Dec 2017 - Oct 2020	\$133M

## The CEQA (California Environmental Quality Act) Process

The CEQA process is an important milestone in the process. It is also imperative that the Board understands all the steps in the CEQA process and how the CEQA process impacts timeline and possible conceptual design modifications.  
 CEQA Process Flowchart:



It has been proposed by the ELC2 Committee that we seek opportunities for students to participate in the CEQA process and ensuring this is linked to their learning. There are models of student participation that we can draw from based on other major local projects.

## Financing Options vs. Revenue Generating Source

A financing option is a way in which the construction project could be financed. The reason the Board is interested in a financing option is to enable the Board to

make a responsible and informed decision that will not limit them to traditional methods of financing capital projects and to be good stewards of our resources.

Some financing sources, such as Bonds and Developer Fees are standard methods of financing a school capital improvement projects. Other, more creative methods such as tax credit financing would require more specialized expertise. The more creative means of funding the project require additional study to determine the exact amounts that would be available to the District. A diversified and multi-financing option is described below.

Financing Options	Description of the Funding	Feasibility
Measure J General Obligation Bond	\$475M of Bond funds; approx. \$355M unencumbered	A re-prioritization of bond funds can provide a portion of funding for this project. Other projects are currently slated for a portion of these funds.
Measure B, General Obligation Bond	\$65M remaining	Most of the funds from Measure B have been expended or allocated to specific projects. Some funding may be available for the Dewey Academy portion of the project.
New Market Tax Credit	The New Markets Tax Credit program enacted in 2000 provides an opportunity to use private capital for funding public projects through the sale of tax credits to private organizations; District would make interest-only payments for 7 years	It is suspected that the District is well within the zone where these credits would be available. Funds would be available through a competitive application process. Funds could provide low-cost financing benefit to the District and tax incentives to the financier.
Qualified Zone Academy Bonds	These funds act as a subsidy and school districts can borrow for little to no interest.	This provision of the tax code provides a source of funding that may be used for renovating school buildings, purchasing equipment, developing curricula, and/or training school personnel. The proceeds

		of the bonds may not be used for new construction. This is a tax credit bonds program, not a grant program.
Developer Assisted Project	Through the lease of land on this site or at another site, a developer could assist in the financing of the project by allowing said developer to build non-school projects as a revenue-generating source for the developer.	Income though this source is heavily dependent on the specific circumstances of the development (i.e. affordable or market rate housing) and the viability of any specific piece of property to support that development. Conversations with developers should occur in detail to determine the value and feasibility of this source of financing.
General Fund-Unrestricted	District unrestricted budget mostly used to fund staff and school site supplies and instructional program.	Rarely used, since it would reduce the funding available for on-going educational programs.

**Revenue-Generating Source**

It is important to distinguish the difference between a financing option and a revenue-generating source. A financing option is where the District seeks ways to finance the project that does not limit the District to its own funding sources. Where as, a revenue-generating source is a source of funding that in on-going to the District and provides funding to increase our overall revenue; diversifying our revenue streams.

Some examples of revenue generating sources that have been preliminarily discussed are:

1. Dewey Academy-Student run café'
2. Rooftop Garden for rental spaces to the community for events
3. Offering copier services to the general public
4. Offering our culinary services to the general public
5. Renting out spaces at the Dr. Marcus Foster Educational Leadership Campus and Conference Center

*Note: All of the above are revenue-generating sources for OUSD; if choosing a Developer Assistance financing option, the revenue generating source would be in the interest of the developer.*

### Topics for Board Consideration

The ELC2 committee deemed the following topics worthy of the Board's consideration:

Topic	Discussion	Consideration
Temporary relocation of Dewey Academy during construction	The temporary relocation site for Dewey students has implications for student safety, not only physical but instructional and environmental. There are also implications for timeline, location, and costs.	Hosting an engagement process with Dewey Academy around temporary or permanent relocation of Dewey Academy; perhaps a partnership MOU with Laney College; phasing the project in a manner where Dewey Academy can remain on the footprint during construction; there are timeline and cost implications associated with this option
Historic preservation	The historic value of the project should be considered during the California Environmental Quality Act (CEQA) process and subsequent planning	The Ethel Moore and Paul Robeson Buildings are cultural resources and have been the scenes of important civic events, and may have architectural significance. Preservation also affords the opportunity to minimize the carbon footprint in the interest of sustainability.
Separate Outdoor Parking Security & Safety for Dewey Students & Staff	With the understanding that parking was a value for all stakeholders, there is much concern for the safety and security of Dewey students and staff if enclosed parking is a project component.	Outdoor parking for Dewey Academy to provide constant opportunity for supervision of the area and creates an obvious boundary between Educational Leadership Building parking and the Dewey Academy community parking. Assign a full-time staff attendant to ensure

		security.
Space Allocation & Efficiency	Further examination of how best to maximize space use to achieve the intended goals of the Dr. Marcus Foster Educational Leadership Campus and to adequately fund the areas of the project where there is more need.	The 6,000 sq. ft. board meeting structure might usefully be incorporated into a multi-use space at Dewey Academy or in the training center, rather than built as a separate, intermittently used facility. The proposed program may attempt to put too much on a limited site; the size of the educational leadership building should be examined.
Environmental Reports Traffic, parking & transportation study	To better understand the environmental factors associated with this project; this will have to take place as a part of the planning and CEQA process.	Parking and transportation are very important components of this project. The development will increase the amount of traffic, impact air quality, and increase the foot traffic in the area, therefore obtaining reports and studies during the CEQA process must be considered.
Paul Robeson Auditorium	Though the Board Auditorium is a necessary feature and function of Board leadership, the committee discussed whether or not it need to be a stand-alone building and consume some of the footprint of the campus.	Embedding the board Auditorium into the Educational Leadership Building and utilizing the space for more than just board meetings, which happens 2 times monthly. To maintain the mission of this educational institution, expand the use of the board auditorium for student-led debates, All City Council meetings, plays and parent council, graduations, committee meetings etc.
Unique Nature of this	The nature and scope of	This project is unique in

Project	this project is more complex than a typical school site project or District facility project. Such projects only impacts the immediate area; this project affects the whole district.	that it affects all of Oakland. Outreach should represent all of Oakland.
Construction Committee per Board Policy on major construction projects	Once a Construction Committee is formed to define the project scope, the District Vision for high schools should be clearly articulated and this report should be used to guide the Construction Committee's work.	Establishing an OUSD vision of high schools to "prepare all students to succeed in college, career, and community" means when translated to buildings and instructional spaces are critical. Would that include offering high quality STEM education, with facilities for labs? Sufficient classroom space and facilities to be able to create a master schedule that properly accommodates the needs of meeting a-g requirements? What is adequate recreation space to meet the Physical Education requirement as well as providing recreation space for the students when not in class?
Education Center	The proposed Education Center is not a specifically identified outcome of the October 2014 board resolution, but remains an integral element in every design concept.	The question is whether including it as part of this project is advisable given the space, cost, and traffic considerations involved.
Partnerships with Laney & the City of Oakland	A fruitful partnership with the Laney College and the City could advance linked learning opportunities for Dewey	Continued development, and engagement with our Laney & City partners is important to cultivate

	Academy	
Housing	Proximity of housing of Dewey Academy community is not conducive to the academic environment.	The overwhelming sentiment of the community is there should not be housing in this project. Yet, if housing must be included, it should be affordable housing.

**Superintendent Recommendation**

The Superintendent reviewed all pertinent documents and received information from staff that would inform his recommendation. The following list of considerations informed the Superintendent’s recommendation:

- The value of the parcel “prime real estate” and the other projects surrounding this area
- The interests of the Dewey Academy Community (staff & students)
- The interests of the Board of Education
- The interests and discussion with Dr. Marsha Foster
- The functions of the central leadership in service of schools
- The community groups interests and community survey
- The Educational Leadership Committee report and pros/cons
- The historic significance of the civic activity and people associated with the parcel and school district
- Asset Management Policy & Plan, Measure N Linked Learning Alignment to High School instruction
- The projected costs of each conceptual design and associated timelines
- Recommendations from District Economists on financing options

The above considerations have led to the Superintendent to recommend the following:

- Honor former Superintendent Dr. Marcus Foster by naming the site the Dr. Marcus Foster Educational Leadership Campus; and name the auditorium in honor of Paul Robeson and the Linked Learning health & fitness center in honor of Ethel Moore.
- Approve Conceptual Design 1 as the design for the Dr. Marcus Foster Educational Campus.
- Per the Board Policy on Community Engagement 7155, the Superintendent will establish a Construction Committee to ensure that the educational and leadership vision for the campus drives facility design and is a State of the Art campus that meets a 21<sup>st</sup> Century innovative, educational vision.



- ❑ Board gives authorization to move forward on the next phases and steps in the project which are as follows:
  - ❑ Establish a construction committee to begin the process of refining and defining project scope per Board Policy on Community Engagement 7155 for major construction projects
  - ❑ Further development of the design
  - ❑ Initiate the California Environmental Quality Act (CEQA) process
  - ❑ Solidify through deeper study the best funding sources for financing the project
  - ❑ Provide a progress report to the Board of Education in early fall of 2015

### **Lessons Learned**

Committee Purpose & Composition: To consider adding to the Community Engagement Policy 7155 for major construction projects a Community Engagement Pre-Design Committee whose purpose is to gather the community values/priorities and provide direction via a written report to the Construction Committee, prior to developing the Construction Committee. The Construction Committee would then have the task of using the Pre-Design Committee report as a guiding document to scoping out the details of a construction project. It is also important to consider including a representative from the Oakland School Police Department to serve on the Pre-Construction Committee in order to give a perspective and possibilities when considering safety, security and traffic concerns.

Committee Role & Expectations- There were a couple of pieces of information that a few of committee members felt they needed to inform the committee work, such as: Knowing how many central office staff members would need to be housed in the ELC as a driver of both land space allocation (both in terms of building space and parking space) and total amount of bond funds available.

Establishing the definition of who the "community" is and the various "weights" each sub-group carries should be the first step in engagement process.

Community Voice- Community voice should be included at the beginning of a project rather than at the end or after community rallying. Providing more opportunities and venues for community to engage on a topic or project is important. Ensure that students are provided a space to learn, reflect and respond to the project in student-friendly ways. If we only utilize regular board meetings, during the comment section of the meetings as the venue for expression, then we create a community who only use the forum as a place to "Stand Against" something rather than empower community to "Stand For" something.

Reconciling Board Priorities with Community Priorities- Consider policy development that helps to solve for incongruence in Board priorities from community priorities

Board Member participation should include all board members attending at least one meeting and not limit it to the board member who represents the district area. Board members should also provide space for ease of access and direct communication with them prior to regular board meetings.

Decision-Making process must be clear about the role of the Superintendent and the Board. Who is making the informed decision and the role of community voice in this decision-making process must be clearly communicated.

Setting precedent or policy there was no blueprint for work or a project of this magnitude. An appropriate mapping of all the pre-work from community input to concept development to construction should be mapped to ensure that the timeline for this work is appropriate and conducive to the project.

Mistrust- Mistrust is a very real and valid expression from community. We must build trust by acting in a transparent manner, hosting conversations with community stakeholders, and ensuring that all documents (project scope, educational vision, and cost) related to a project do not suggest contradictory ideas, priorities and values.

Community Engagement should be first; it should precede any other project discussion as a part of a pre-design process. Targeted community engagement activities should be added to the outreach methods, such as town-hall meetings in different parts of the city hosted by well-know city and board officials

Evaluation of the engagement process during the process is important and can allow for recalibrations as the community provides feedback.

Define Terms to Allow for Proper Allocation of Limited Land Space the group needs to define important terms that are at core from the start of the project to ground the work and identify early the pieces of information that will be key to develop the project and meet the objections.

## Appendix

### Exhibit A- Community Engagement Raw Data

Engagements with community members for the Educational Leadership Campus on 2<sup>nd</sup> Avenue

<b>Community Engagements led by the Dewey Community</b>		
Community Engagement Activity	Description of engagement	# of participants
June 23, 2014 5:00pm	Dewey faculty, staff, students, and community members presented at the 7-11 meeting.	30 participants
July 28, 2014 12:00pm	Dewey faculty, staff, students, and community members held a BBQ to raise awareness of the project and it's implications.	75 participants
August 1, 2014 10:30am	Dewey faculty, staff, and students led a demonstration at 1000 Broadway.	45 participants
<b>Community Engagements led by Community Engagement Consultants</b>		
Community Engagement Activity	Description of engagement	# of participants
August 7, 2014 3:00-4:30pm at 1000 Broadway	First Key Stakeholder meeting	15 participants
August 14, 2014 6:00-8:00pm at MetWest High School 6pm-8:00pm	First Community Café with community and key stakeholders.	20 participants
August 20, 2014 9:00-10:00am at Dewey	Engaged with Dewey Faculty and Staff	20 participants
August 25, 2014 2:00-3:00pm at MetWest	Met and discussed project with MetWest representative Greg Cluster	4 participants
September 4, 2014 9:00-12:00pm at 1000 Broadway	Engaged with the BOE to gather their priorities and values for the project.	15 participants
September 8, 2014 5:30-7:00pm	Presented at the 7-11 Committee meeting and discussed project	25 participants
October 2, 2014 5:30-7:00pm at Dewey	Community Café for Dewey parents	8 participants
November 13, 2014 5:30-7pm at La Escuelita	These community engagements are structured dialogues. During this phase we were listening to the community and learning about concerns and questions.	15 community members

November 20, 2014 5:30-7pm at MetWest	These community engagements are structured dialogues. During this phase we were listening to the community and learning about concerns and questions.	20 community members
December 2, 2014 6:00-6:30pm	We had the opportunity to present to the All City Council Leadership.	5 members
December 12, 2014 9:00-12:00pm at 1000 Broadway	Engaged the Senior Leadership Team in the discussion of the community engagement for the project	40 participants
December 16, 2014 1:00-2:00pm Information Booth at Dewey	We have an informational booth at Dewey where we share some time with students. We offer information, project status and updates, and answer any questions.	15 students
December 18, 2014 9:00-10:00am at Dewey Strategy Meeting with Dewey Principal	On-going bi-weekly meeting with the Principal at Dewey.	Dewey Principal & CE Consultant
December 22, 2014 6:00-7:30pm ELC2 Community Committee	The ELC2 Community Committee is a group of community representatives who will validate the community engagement process and work with OUSD staff to ensure community priorities and values are reflected in the final recommendations.	13 community members
January 2, 2015 2:00-3:00pm Partnership Meeting	Started engagement with the neighbors of 1200 Lakeshore, a building very close to the ELC. Share an update, asked to be included in their newsletter, and distributed 50 postcards.	Neighbor representative & CE Consultant
January 5, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
January 5, 2015 11:30-12:00pm at Dewey Information Booth	We have an informational booth at Dewey where we share some time with students. We offer information, project status and updates, and answer any questions.	20 students
January 5, 2015 5:30-7:00pm at La Escuelita	These community engagements are structured dialogues. During this phase we were listening to the community and learning about	There were no community members present.

	concerns and questions.	
January 8, 2015 9:00-10:00am at Dewey Strategy Meeting with Dewey Principal	On-going bi-weekly meeting with the Principal at Dewey.	Dewey Principal & CE Consultant
January 12, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
January 12, 2015 9:00-10:00am at La Escuelita Informational Booth	We are present and share some time with parents and community members. We offer information, project status and updates, and answer any questions. This outreach was focused on the survey.	15 community members
January 14, 2015 4:00-6:00pm at MetWest Informational Booth	We were at MetWest during a back to school night. This outreach was focused on the survey.	20 parents
January 15, 2014	First report to the Superintendent regarding the community engagement process.	Superintendent
January 15, 2015 9:30-10:30am at Dewey Student Engagement	A group of community facilitators visited every class at Dewey. We facilitated a discussion on the priorities and values collected thus far and asked the students for feedback on design. We also asked them complete the survey.	121 students
January 19, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
January 20, 2015 2:00-3:00pm Information Booth at La Escuelita	This outreach was focused on the survey.	15 community members
January 21, 2015 1:00-2:00pm Information Booth at La Escuelita	This outreach was focused on the survey.	10 community members
January 23, 2015 12:00-1:00pm Information Booth at	This outreach focused on the survey.	5 students

Dewey		
January 26, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
January 26, 2015 11:30-12:30pm Information Booth at Dewey	We have an informational booth at Dewey where we share some time with students. We offer information, project status and updates, and answer any questions.	20 students
January 26, 2015 6:00-8:00pm Design Charrette at La Escuelita	This was a design charrette where community members had an opportunity to review priorities and values collected thus far and share their feedback.	10 community members
January 27, 2015 5:30-7:00pm at Dewey ELC2 Meeting	The ELC2 Community Committee is a group of community representatives who will validate the community engagement process and work with OUSD staff to ensure community priorities and values are reflected in the final recommendations.	13 members  + 2 guests
January 27, 2015 3:00-4:00pm Partnership Conversation	Met with Robert Raburn, Director of District 4 for the San Francisco Bay Area Rapid Transit District (BART)	CE Consultant and BART representative
January 28, 2015 10:00-12:00pm with the 136 E 12th Street Neighbors	We visited the neighbors at this building and shared information with them. They also participated and completed the survey.	40 community members
January 29, 2015 9:00-10:00am at Dewey Strategy Meeting with Dewey Principal	On-going bi-weekly meeting with the Principal at Dewey.	Dewey Principal & CE Consultant
February 1, 2015 10:00-11:00am LakeView Towers	Community facilitators dropped off fliers and information for all the neighbors.	50 postcards were dropped off
February 2, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
February 2, 2015 11:30-12:00pm at Dewey Information Booth	We have an informational booth at Dewey where we share some time with students. We offer information, project status and updates, and answer any questions.	20 students

February 5, 2015 12:00-1:00pm OUSD Staff Engagement LakeView Campus	An opportunity to engage with OUSD staff. These staff members will be eventually recentralized and united at the new ELC.	11 OUSD staff members
February 5, 2015 2:30-3:30pm OUSD Staff Engagement LakeView Campus	An opportunity to engage with OUSD staff. These staff members will be eventually recentralized and united at the new ELC.	7 OUSD staff members
February 5, 2015 6:00A-8:00pm at La Escuelita	Community engagement with neighbors to inform and obtain their feedback.	36 community members
February 9, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
February 9, 2015 9:30-10:30am OUSD Staff Engagement Broadway	An opportunity to engage with OUSD staff. These staff members will be eventually recentralized and united at the new ELC.	9 OUSD staff members
February 9, 2015 3:00-4:00pm OUSD Staff Engagement Tilden Campus	An opportunity to engage with OUSD staff. These staff members will be eventually recentralized and united at the new ELC.	15 OUSD staff members
February 10, 2015 5:30-7:00pm at Dewey ELC2 Meeting	The ELC2 Community Committee is a group of community representatives who will validate the community engagement process and work with OUSD staff to ensure community priorities and values are reflected in the final recommendations.	13 members + 3 guests
February 12, 2015 9:00-10:00am at Dewey Strategy Meeting with Dewey Principal	On-going bi-weekly meeting with the Principal at Dewey.	Dewey Principal & CE Consultant
February 16, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
February 17, 2015 1:05-2:05pm at Dewey Student Engagement	A group of community facilitators visited every class at Dewey. We facilitated Charrette with the students. Each class had an opportunity to play with blocks that symbolized the different components of the ELC.	150 students
February 17, 2015	We facilitated a Charrette with	55 community

6:00-8:00pm at La Escuelita	community members. Community members were also able to play with blocks and start seeing the ELC.	members
February 18, 2015 6:00-8:00pm at Lakeshore Church	We facilitated a Charrette with community members. Community members were also able to play with blocks and start seeing the ELC.	15 community members
February 23, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
February 23, 2015 11:30-12:00pm at Dewey Information Booth	We have an informational booth at Dewey where we share some time with students. We offer information, project status and updates, and answer any questions.	20 students
February 24, 2015 5:30-7:00pm at Dewey ELC2 Meeting	The ELC2 Community Committee is a group of community representatives who will validate the community engagement process and work with OUSD staff to ensure community priorities and values are reflected in the final recommendations.	13 members + 4 guests
March 2, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
March 2, 2015 11:30-12:00pm at Dewey Information Booth	We have an informational booth at Dewey where we share some time with students. We offer information, project status and updates, and answer any questions.	20 students
March 9, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
March 10, 2015 5:30-7:00pm at Dewey ELC2 Meeting	The ELC2 Community Committee is a group of community representatives who will validate the community engagement process and work with OUSD staff to ensure community priorities and values are reflected in the final recommendations.	13 members + 4 guests
March 12, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal



March 16, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly meeting with the Principal at Dewey.	Dewey Principal & CE Consultant
March 17, 2015 6:00-8:00pm at La Escuelita	We showed the community the community-driven concepts developed from the charrettes and asked for feedback.	45 community members
March 17, 2015	We had a conversation with Kelly Khan and Rachel Flynn, City of Oakland Planning Department	
March 19, 2015 12:00-1:00pm at Dewey Student Engagement	We talked to a group of student leaders and showed them the community-driven concepts developed. We asked them if the concepts demonstrated the values and priorities they had shared previously.	15 students
March 23, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly strategy meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
March 23, 2015 1:00-2:00pm OUSD Staff Engagement at the LakeView Campus	We talked to a group of OUSD staff and showed them the community- driven concepts developed. We asked them if the concepts demonstrated the values and priorities they had shared previously.	10 staff members
March 24, 2015 10:00-11:00am OUSD Staff Engagement at the Tilden Campus	We talked to a group of OUSD staff and showed them the community- driven concepts developed. We asked them if the concepts demonstrated the values and priorities they had shared previously.	15 staff members
March 24, 2015 5:30-7:00pm at Dewey ELC2 Meeting	The ELC2 Community Committee is a group of community representatives who will validate the community engagement process and work with OUSD staff to ensure community priorities and values are reflected in the final recommendations.	13 members  + 4 guests
March 26, 2015 9:00-10:00am OUSD Staff Engagement at Broadway	We talked to a group of OUSD staff and showed them the community- driven concepts developed. We asked them if the concepts demonstrated the values and priorities they had shared previously.	2 staff members

March 30, 2015 7:00-8:00am Strategy Meeting with Dewey Principal	On-going weekly strategy meeting with the Principal at Dewey.	Dewey Principal & OUSD COO
March 30, 2015 3:00-4:00pm Dewey faculty and staff engagement	We talked to a group of Dewey faculty and staff and showed them the community-driven concepts developed. We asked them if the concepts demonstrated the values and priorities they had shared previously.	18 faculty and staff members

Educational Leadership  
Committee Roadmap

**Committee Charge**

The ELC2 Committee has been established as an advisory committee to ensure that the community priorities and values are reflected in the conceptual designs that are submitted to the Board of Education on May 13, 2015.

Date	Committee Action Steps
<b>Tues. March 10, 2015</b> 5:30-7:30 p.m.	<b>ELC2 Committee Meeting-</b> Review of Conceptual Designs; Pros and Cons of each conceptual design
<b>Wed. March 18, 2015</b>	Superintendent Feedback on Conceptual Designs; Asset Management Update
<b>Thurs. March 19, 2015</b>	Community Meeting @ Dewey & La Escuelita- <b>“Form follows Function”</b> –Reveal of the conceptual designs: Guiding Question-Do these conceptual designs represent the community values?
<b>Mon. March 23, 2014</b>	Community input with Tilden, Lakeview and High Street staff
<b>Tues. March 24, 2015</b> 5:30-7:30 p.m.	<b>ELC2 Committee Meeting-</b> community engagement with Dewey staff (during the day)
<b>Thurs. March 26, 2015</b>	<b>Community input with 1000 Broadway staff</b>
<b>Fri. March 27, 2015</b> 9:45-11:00 a.m.	Engagement with Superintendent Wilson and Executive Cabinet on the conceptual designs and the ELC2 Committee pros/cons to each concept; Superintendent makes an informed decision on conceptual designs for the Board presentation
<b>Wed. April 1, 2015</b> 10:00-1:00	Study Session on Asset Management
<b>Fri. April 10, 2015</b>	Send electronic draft of Report to ELC2 Committee for pre-read; first

	set of edits to the report
<b>Tues. April 14, 2015</b> 5:30-7:30 p.m.	<b>ELC2 Committee Meeting-</b> Share conceptual designs cost analysis/variables, timelines, implications; 1 <sup>st</sup> Draft of the Board Presentation & Report (jigsaw activity)—feedback and edits to the presentation & report—Special Guest-Antwan Wilson
<b>Fri. April 17, 2015</b>	<b>Committee edits to the final report &amp; development of lessons learned</b>
<b>Mon. April 20, 2015</b> 4:00-7:00 p.m.	<b>ELC2 Committee Retreat- Final feedback on presentation &amp; report preparation</b>
<b>Tues. April 21, 2015</b>	Submit all documents (PPT deck, Board memo, and Report) with recommended (3) conceptual designs to the Board of Education for May 13, 2015 agenda
<b>Thurs. April 30, 2015</b>	Host Board engagements 3:1 to answer board questions about the report with OUSD staff
<b>Mon. May 4, 2015</b> 4pm-5pm	Review final 3 conceptual designs, timelines and cost analysis with the Superintendent & Obtain final recommendation from Superintendent to include in the final report
<b>Tues. May 4, 2015</b> 5:30-7:30 p.m.	<b>ELC2 Presentation practice Meeting-</b> Practice Presentation
<b>Wed. May 6, 2015</b>	<b>Post final presentation and report to the Board Agenda 7 days prior to board meeting for public review</b>
<b>Thurs. May 7, 2015</b> 4:30-5:30pm	<b>ELC2 Committee Meeting- Feedback and Presentation Review</b>
<b>Wed. May 13, 2015</b> 5:00 p.m.-Until	Board presentation at Regular Board Meeting (pending Board approval)
<b>Tues. May 19, 2015</b> 5:30-7:00 p.m.	Debriefing the Board Meeting, Presentation and Process Celebration & Appreciations

April 2015  
ELC2 Reflection and Identity Activity

What are MY own values and priorities for the Educational Leadership Campus?	What are the COMMUNITY values and priorities for the Educational Leadership Campus?

Why did I volunteer to serve on the ELC2 Committee?

The charge of the ELC2 Committee was:

(1) Ensuring that an integral and comprehensive community engagement process was in place to obtain community values & priorities. *What did I do as a member of the committee to ensure this took place?*

(2) Considering all the city projects that impact the Educational Leadership Campus Project and the surrounding area. *What did I do to make sure we were all aware of the projects in the surrounding area?*

(3) Reviewing the previous RFQ & all pertinent documents, to understand the historical context of this project. *What did I do to understand the history of the project?*

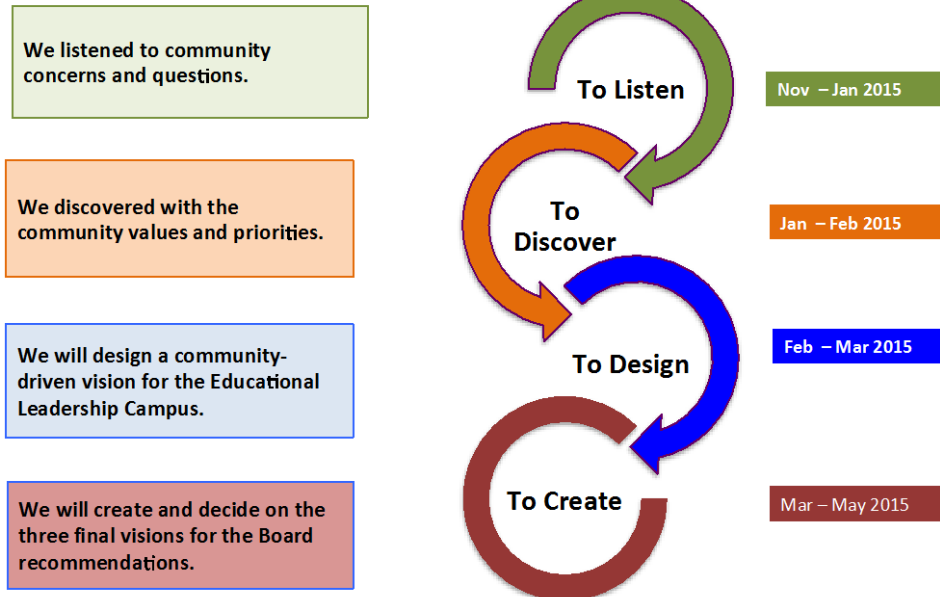
(4) Participating in community engagement activities associated with the 2nd Avenue Project, including design charrettes. *Did I attend any events? Did I participate?*

(5) Providing feedback and pros/cons on conceptual designs that will inform the Superintendent's recommendation to the Board. *Did I engage in this conversation? What was the most valuable input I provided?*

(6) Attending all ELC2 Committee Meetings. *Did I attend all the meetings?*

(7) Providing feedback and guidance on the types of outreach that will bolster community mass understanding of the priorities and the process used to develop recommendations for conceptual designs for the Educational Leadership Campus. *What did I do to ensure this was happening?*

# Educational Leadership Campus on 2<sup>nd</sup> Ave Community Engagement 2.0 Process



The Educational Leadership Campus on 2<sup>nd</sup> Avenue will include the re-unification of all OUSD central staff into a new administration building and a new state of the art Dewey Academy.