

## **Executive Summary**

### **Dr. Marcus Foster Educational Leadership Campus**

#### **Purpose:**

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 original date for the board to deliberate this item was April 22, 2015. 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.

#### **Community Engagement Process:**

To ensure that the community values and priorities were represented in the process, an Educational Leadership Committee (ELC2) was formed and charged with

- Ensuring that an integral and comprehensive community engagement process was in place to obtain community values & priorities
- Considering all the city projects that impact the Educational Leadership Campus Project and the surrounding area
- Reviewing the previous RFQ and all pertinent documents, to understand the historical context of this project
- Participating in community engagement activities associated with the 2nd Avenue Project, including design charrettes
- Providing feedback and pros/cons on conceptual designs that will inform the Superintendent's recommendation to the Board
- Attending all ELC2 Committee Meetings, and;
- 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 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.

#### 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 translated in English, Spanish and Chinese and made available online and in paper. The survey was designed to ascertain community values related to the Dr. Marcus Foster Educational Leadership Campus. The survey was a quantitative attempt to understand the community's values and priorities for the project.

#### Conceptual Designs Preview Engagements

Three 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.

#### **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)
- **Discovering** (Development of Specific Design Objectives)
- **Design Charrettes** (Site Planning)
- **Creation of Concepts Reflective of Community & Stakeholder Values**
- **Refinement / Recommendations**

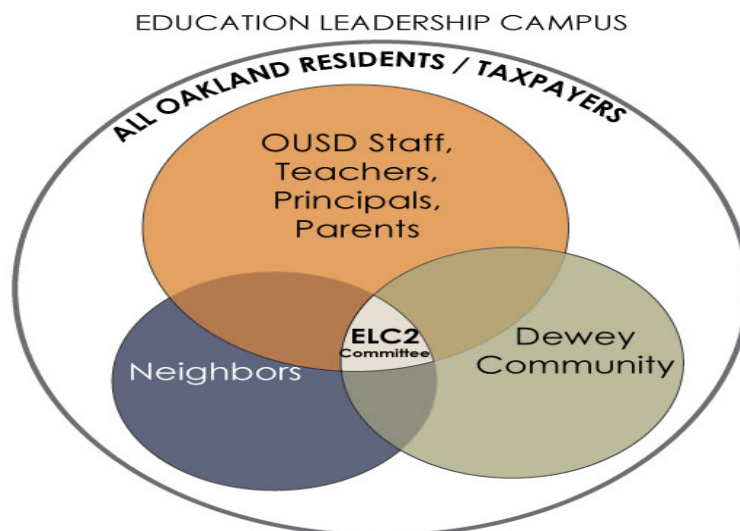
### Discovery of Community Values & Priorities

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.

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.

**Findings:**

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

<b>Parents</b>	<b>Students</b>	<b>Neighbors</b>	<b>OUSD Staff</b>
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.**

**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 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. 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. 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 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.

**Project Implementation Timeline**

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	Construction of ELC Dec 2017 - May 2020	\$97M
Concept 2	Construction of ELC Sep 2017 - Feb 2020	\$117M
Concept 3	Construction of ELC Dec 2017 - Oct 2020	\$132M

#### Financing Options vs. Revenue Generation

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.

The financing options are:

- Measure J General Obligation Bond
- Measure B General Obligation Bond
- New Tax Market Credit
- Qualified Zone Academy Bond
- Developer Assisted Project
- General Fund Unrestricted

#### Conclusion & Recommendations:

The Superintendent reviewed all pertinent documents and received information from staff that would inform his recommendation.

- ❑ 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

