

# OAKLAND UNIFIED SCHOOL DISTRICT

## ASSET MANAGEMENT PLAN



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Presentation only

OCTOBER 2014

DRAFT



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

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

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

## CONTEXT FOR THIS PROJECT

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

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

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

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

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

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

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

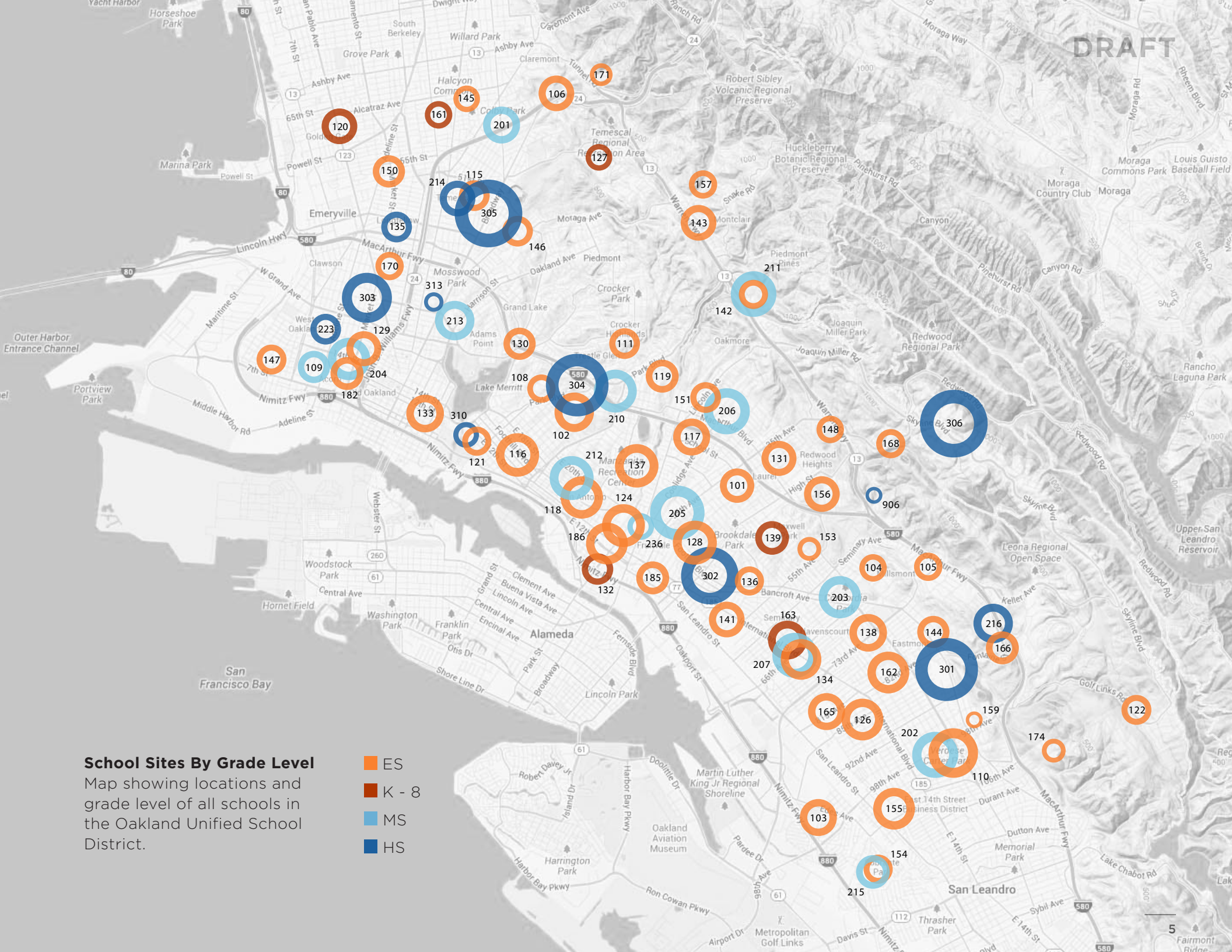
The final section of this report describes eight strategies that OUSD can undertake to increase the utilization of individual facilities and to improve the processes associated with ongoing management of district properties. Strategies for optimization include everything from improving academic programs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



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

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

- ES
- K - 8
- MS
- HS



# TABLE OF CONTENTS

1 **GUIDING PRINCIPLES**

OUSD’s asset management policy acts as a guiding principle for this asset management plan.

**GUIDING PRINCIPLE..... 8**  
**ASSET PLAN GOALS..... 9**  
**TARGET ENROLLMENT..... 10**

2 **CURRENT FACILITIES**

This section addresses OUSD current facilities and guidelines for new facilities.

**FACILITIES MASTER PLAN..... 14**  
**21<sup>ST</sup> CENTURY SCHOOLS ..... 16**  
**DESIGN GUIDELINES..... 18**  
**COMMUNITY SCHOOLS..... 20**

3 **ONE DISTRICT MANY SCHOOLS**

Multiple factors affect OUSD’s management of its facilities as a system.

**FACTORS AFFECTING ASSET MANAGEMENT .....24**  
**SCHOOL OPTIONS .....26**  
**SCHOOL CAPACITY .....36**  
**SITE ENROLLMENT ..... 40**  
**CLASSROOM UTILIZATION..... 46**

4 **FACILITIES OPERATIONS**

Various ongoing costs are associated with operating and maintaining OUSD’s facilities.

**ANNUAL ENERGY COSTS.....56**  
**DEFERRED MAINTENANCE .....58**  
**SEISMIC UPGRADES ..... 60**  
**ENERGY COSTS PER STUDENT .. 62**

5 **LEADERSHIP NEEDS**

OUSD’s leadership staff need appropriate facilities to run the district’s academic programs.

**LEADERSHIP NEEDS..... 64**  
**LEADERSHIP SPACE NEEDS.....66**

6 **SOLUTIONS FOR OPTIMIZATION**

This section describes eight solutions to optimize the use of OUSD’s physical assets.

**ATTRACTIVE PROGRAMS ..... 74**  
**CAP ENROLLMENT .....78**  
**CO-MANAGE DIVISIONS..... 80**  
**EXPAND OR CONSOLIDATE .....82**  
**REDUCE PORTABLES .....84**  
**CENTRALIZE ADMINISTRATION..88**  
**ATHLETIC FIELDS.....92**  
**PROPERTY DISPOSITION ..... 94**

7 **IMPLEMENTATION TIME LINE**

Maps, charts, and graphs to support the plan.

**STRATEGY ROLLOUT .....98**  
**CURRENT, NEAR, AND LONG-TERM DISPOSITION .....100**  
**MOVES TO REUNIFY DISTRICT LEADERSHIP STAFF..... 108**

8 **APPENDIX**

Maps, charts, and graphs to support the plan.

**OUSD ASSET MANAGEMENT POLICY ..... 114**  
**OUSD RAW DATA SETS..... 116**

# 1

# GUIDING PRINCIPLES

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

## OAKLAND UNIFIED SCHOOL DISTRICT ASSET MANAGEMENT POLICY

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

### ASSET MANAGEMENT PLAN GUIDING PRINCIPLES

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

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

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

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

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

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

### DISTRICT GOALS

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

**Schools Should Operate as Viable Programs of Choice**

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

**Optimize Asset Portfolio Relative To Local Student Populations**

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

**Reunify District Leadership**

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

# DRAFT

## ENROLLMENT LEVELS AND ASSET PLANNING

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

### CURRENT CASE 37,000 STUDENTS

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

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

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

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

### LOW GROWTH 40,000 STUDENTS

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

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

#### Necessary Capture Rate By Grade Level To Meet Enrollment Target

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

### HIGH GROWTH 50,000 STUDENTS

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

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

#### Necessary Capture Rate By Grade Level To Meet Enrollment Target

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

### ALL STUDENTS 60,000 STUDENTS

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

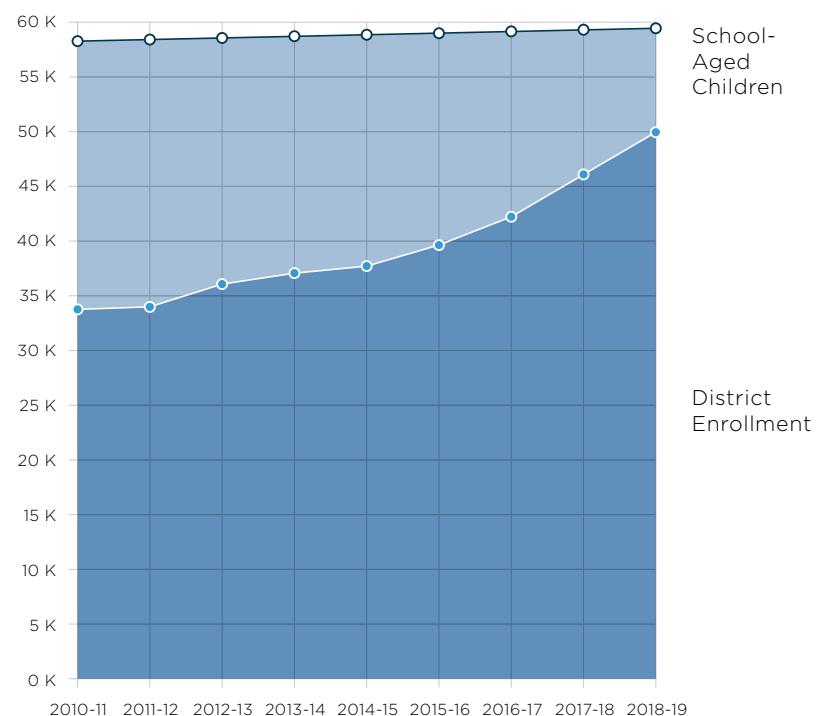
TK-5 : 26,983  
6-8 : 14,166  
9-12 : 18,851

#### Necessary Capture Rate By Grade Level To Meet Enrollment Target

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

# DISTRICT-WIDE TARGET ENROLLMENT NUMBERS

## PLANNED CAPACITY



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



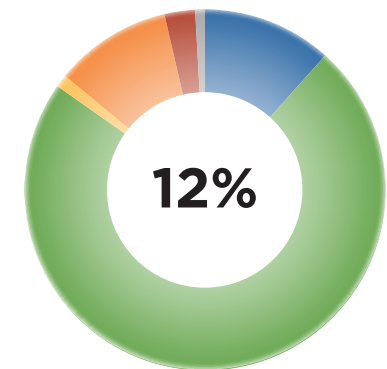
# 2

# CURRENT SCHOOL FACILITIES

## USE AND UTILIZATION

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

### UTILIZATION



...of OUSD classrooms are underutilized

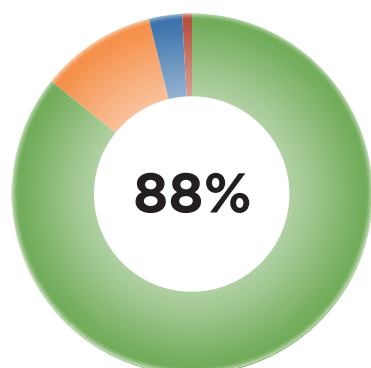




## CURRENT SCHOOL FACILITIES

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

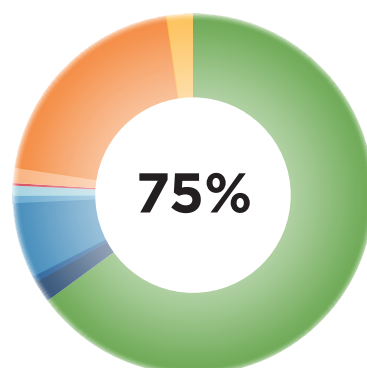
### PROGRAM ORGANIZATION



...of OUSD classrooms are used for district programs

Admin Charter District Leased

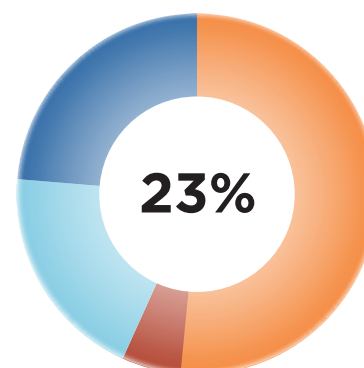
### USE TYPE



...of OUSD classrooms are used for general education

Pre K FSCS Gen Ed Lab Admin SDC Flex

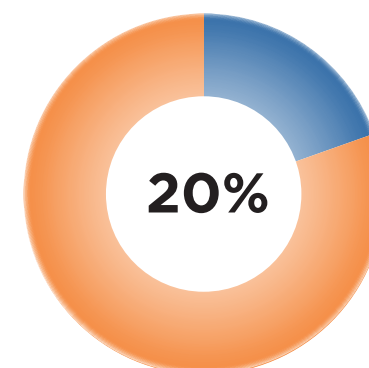
### PROGRAM TYPE



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

ES MS K - 8 HS

### BUILDING TYPE



...of OUSD classrooms are in portable buildings

Permanent Portable

# DRAFT FACILITIES MASTER PLAN GOALS

Seven major goals for improving OUSD facilities

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

## **1. FULL SERVICE COMMUNITY SCHOOLS**

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

## **2. MODERNIZE AND UPGRADE FACILITIES**

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

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

## **3. ENHANCE SEISMIC SAFETY**

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

## **4. SUSTAINABILITY**

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

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

## **5. EFFICIENT USE OF RESOURCES**

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

## **6. COMMUNITY INPUT**

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

## **7. DEMOGRAPHICS AND ENROLLMENT**

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

# FACILITIES MASTER PLAN

## PLANNING FOR CHANGE

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

# DRAFT STATE OF THE ART SCHOOLS

## Facilities that facilitate educational outcomes

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

### IMPROVED ASSESSMENTS

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

### PEDAGOGIES

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

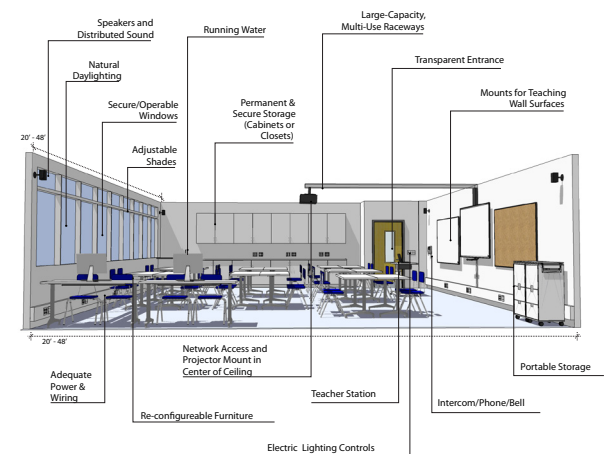
### STEM

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

### TECHNOLOGY

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

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



# 21<sup>ST</sup> CENTURY SCHOOLS

## NEXT GEN EDUCATION

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

# DRAFT GUIDELINES AND SPECIFICATIONS

Creating high-quality teaching and learning environments

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

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

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

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

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

Equity

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

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

Sustainability

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

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

IMPLEMENTATION

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

# DESIGN GUIDELINES AND ED-SPECS

## SPECS AND STANDARDS

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

# **DRAFT** **SCHOOLS THAT SERVE THE COMMUNITY**

Extending the reach of OUSD's services

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

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

## **HEALTH CENTER**

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

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

## **WELLNESS CENTER**

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

## **COUNSELING OFFICES**

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

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





# FULL SERVICE COMMUNITY SCHOOLS

## HEALTH AND WELLNESS

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

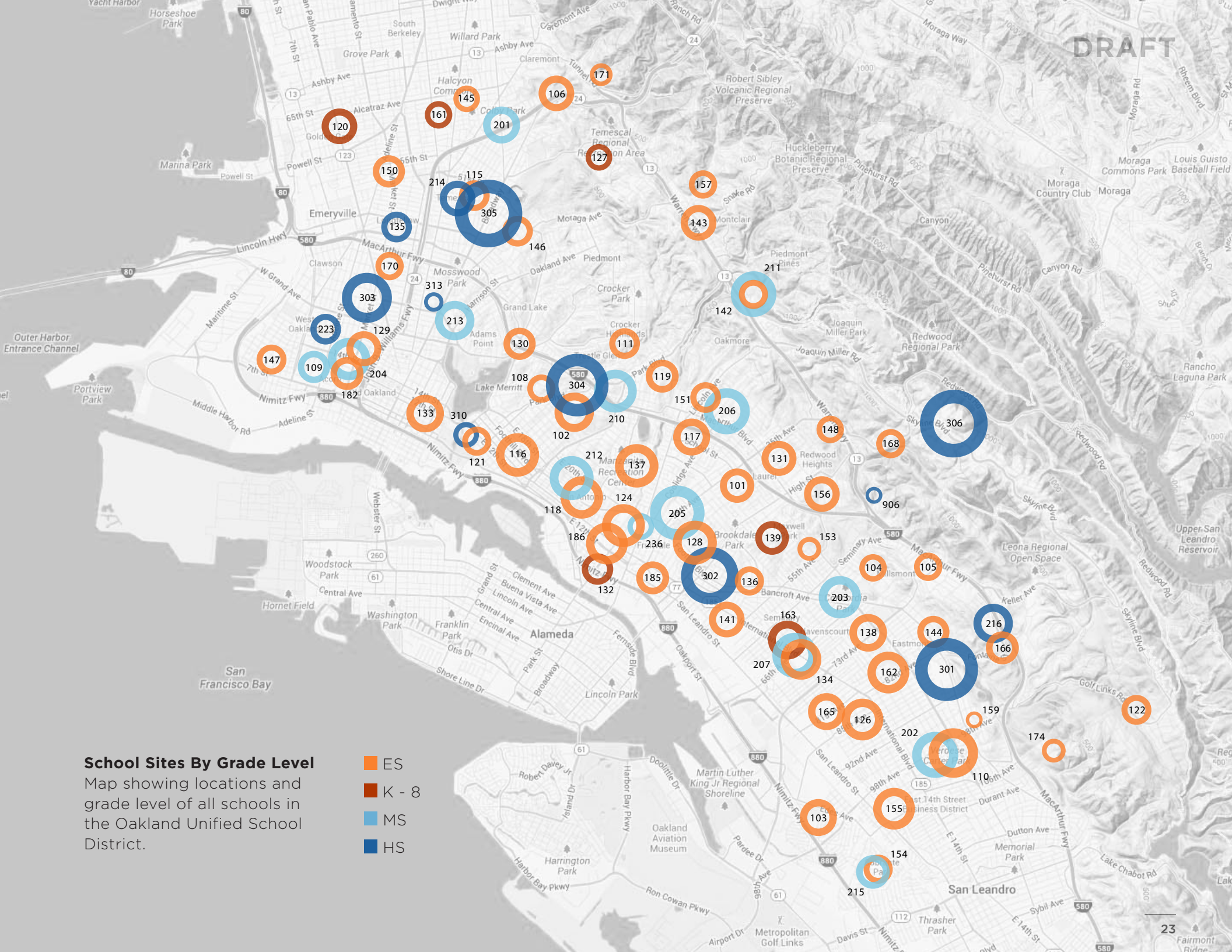
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# ONE DISTRICT MANY SCHOOLS

## ASSET SYSTEM

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



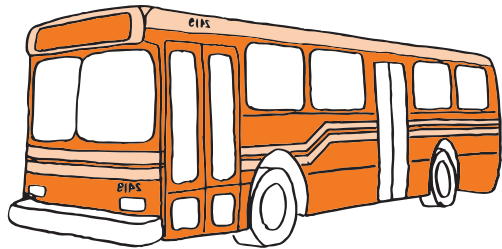
### School Sites By Grade Level

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

- ES
- K - 8
- MS
- HS

# DRAFT

## SIX FACTORS AFFECTING ASSET MANAGEMENT

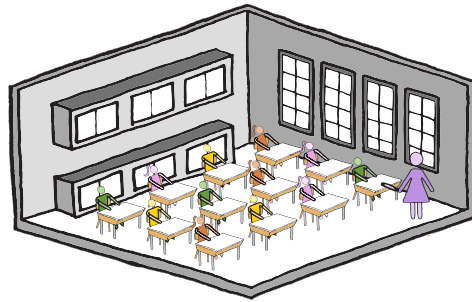


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### SCHOOL OPTIONS

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

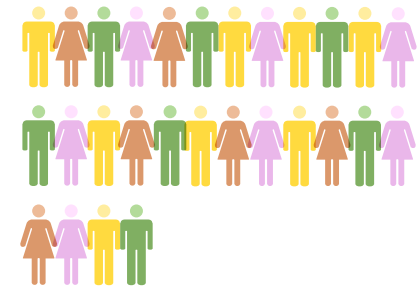


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### SITE CAPACITY

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

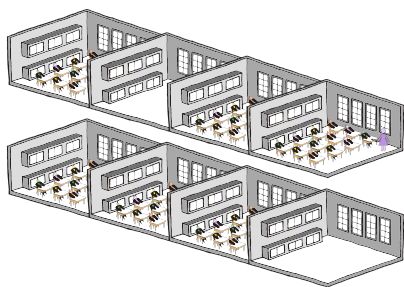


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### SCHOOL ENROLLMENT

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



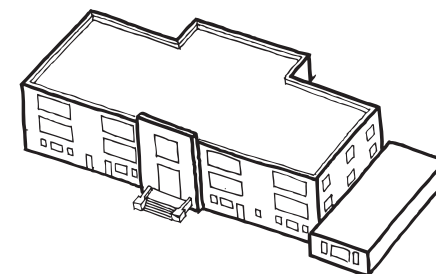
## CLASSROOM UTILIZATION

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



## OPERATIONS & MAINTENANCE

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

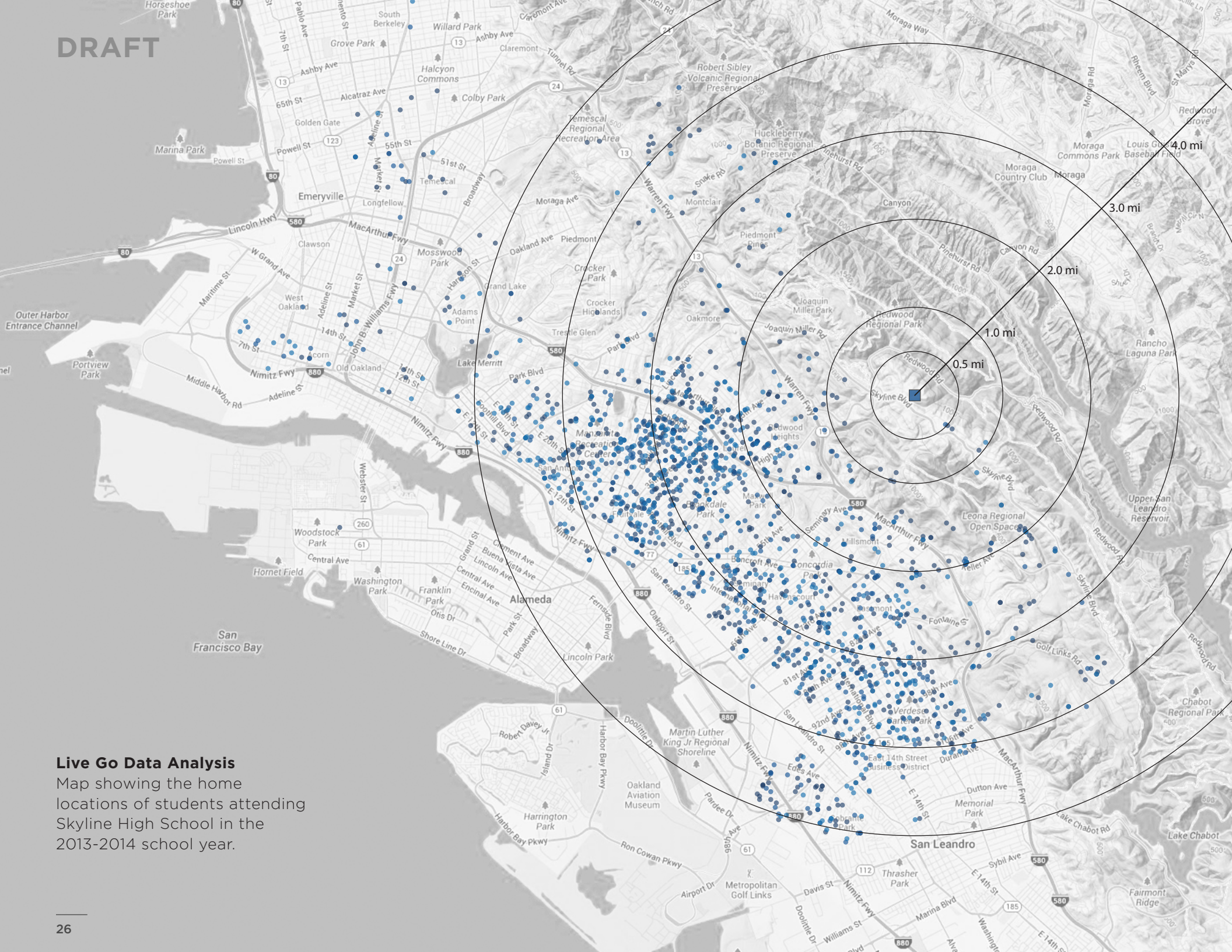


## ADMINISTRATIVE NEEDS

OUSD's administrative staff are currently distributed across 7 sites consuming more than 250,000ft<sup>2</sup> of space to house nearly 600 full time and flex time workers. By consolidating the administrative divisions housed at school sites from 180,000 ft<sup>2</sup> of school space to a 100,000 ft<sup>2</sup> centralized facility, OUSD could reduce ongoing costs associated with moving district employees, add capacity to its system, and generate unrestricted revenues in the process.



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### Live Go Data Analysis

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

# SCHOOL OPTIONS

## EQUITY AND COMPLEXITY

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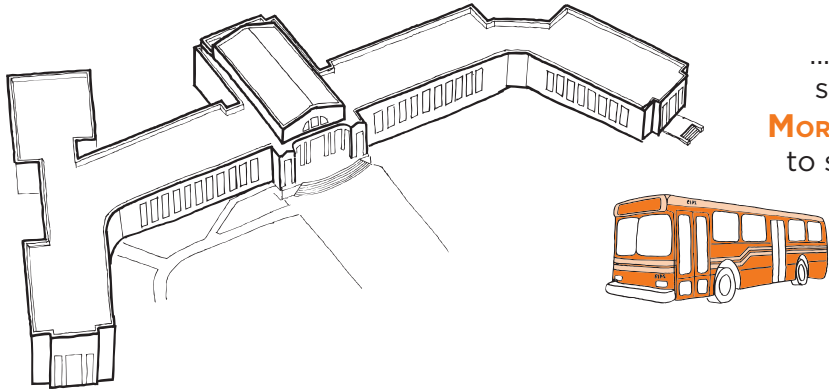
The School Options Program offers parity in terms of access to education. But it also adds complexity to asset optimization.

# DRAFT SCHOOL OPTIONS PROGRAM

Improving access to high-quality district programs

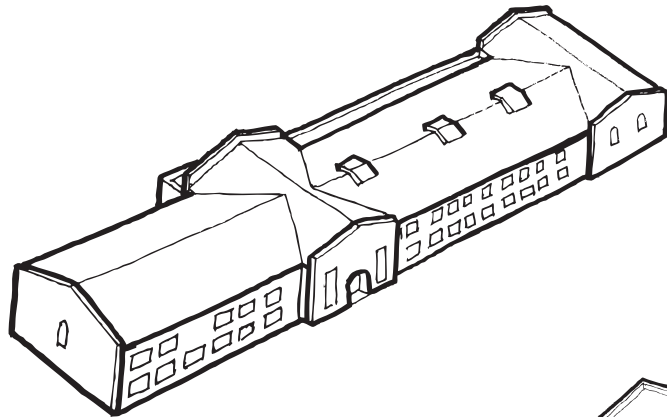
**25%**

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



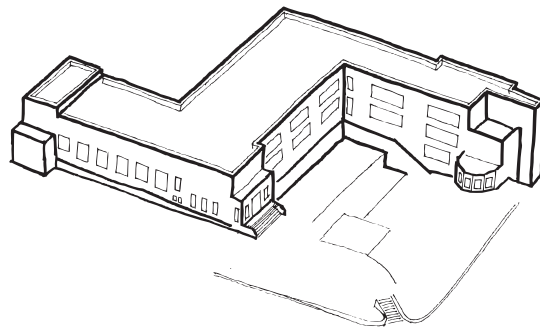
**53%**

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



**50%**

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





## SCHOOL CHOICE

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

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

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

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

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

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

Another major effect of the

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

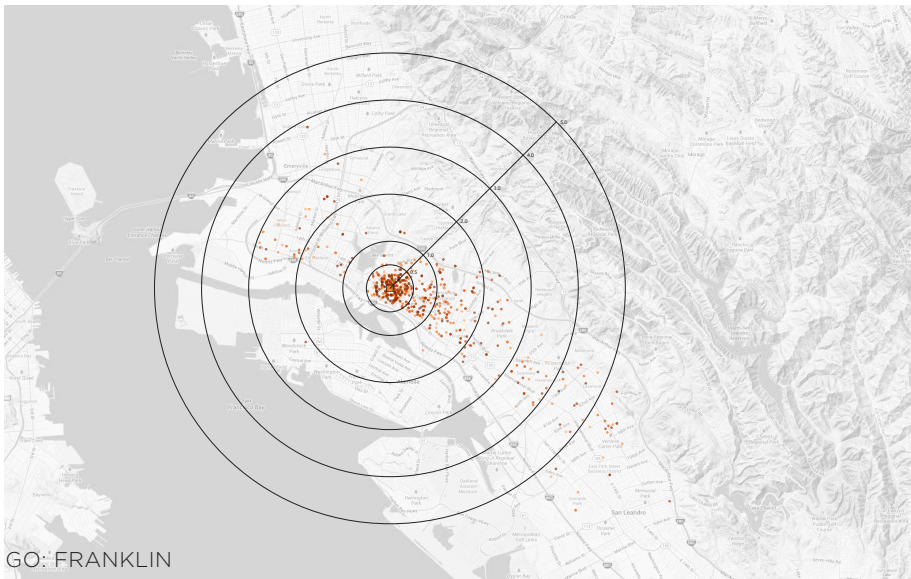
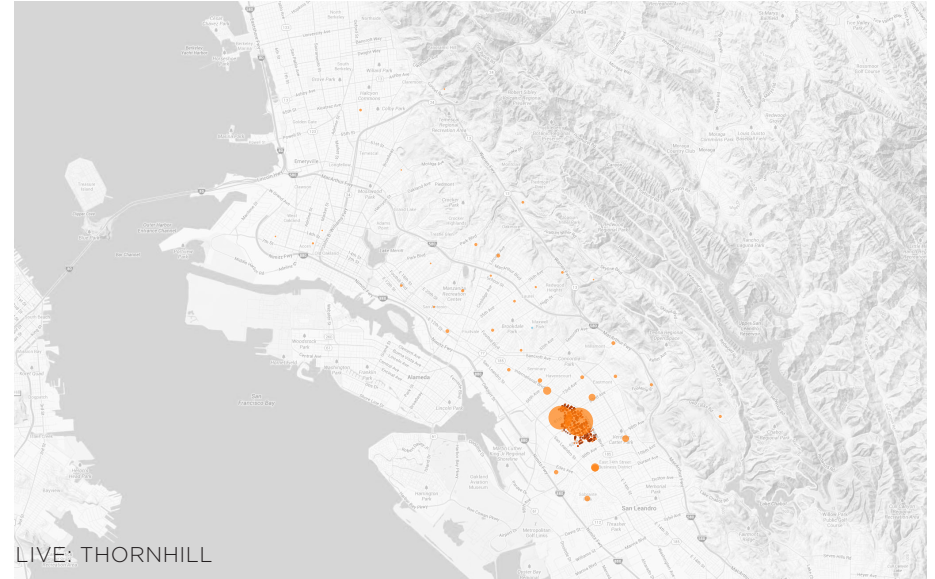
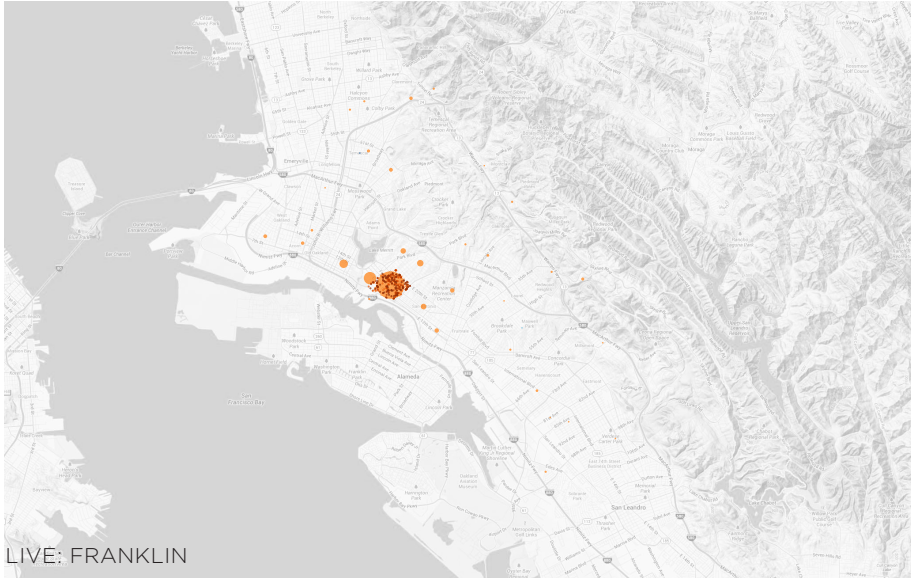
75,700 extra miles traveled means extra time spent commuting, reduced economic output from parents who have to drive their children to school across town, higher levels of carbon emissions emitted into the environment, and increased levels of tardiness and truancy.

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



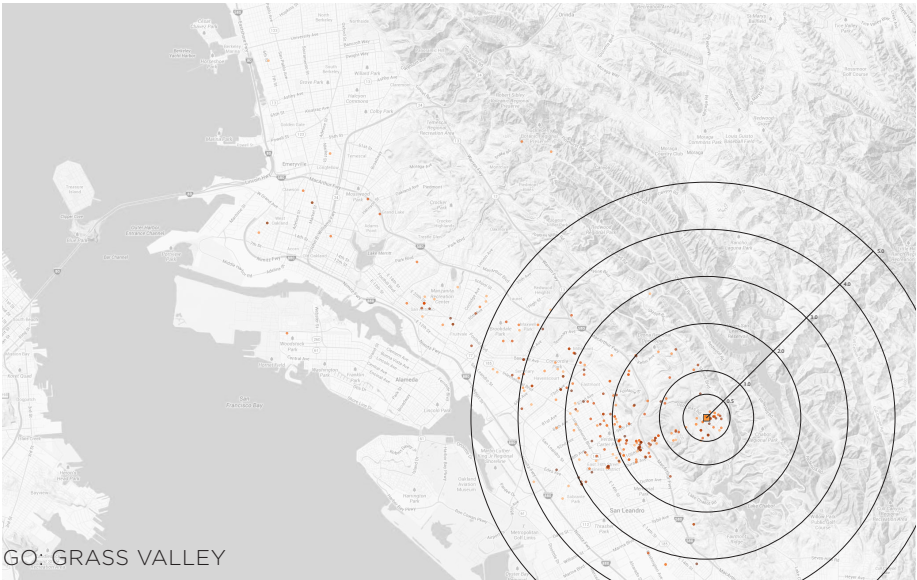
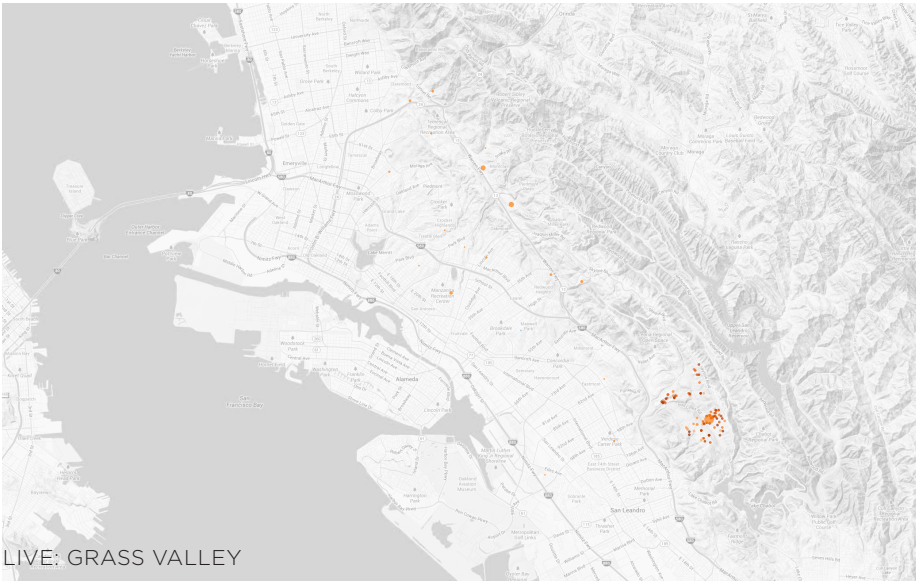
# DRAFT LIVE GO ANALYSIS

Measuring the relationships between students and their schools





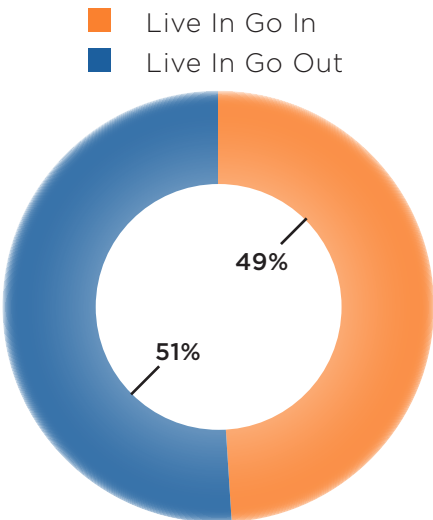
LIVE GO DATA ANALYSIS



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

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

LIVE IN GO IN - ES

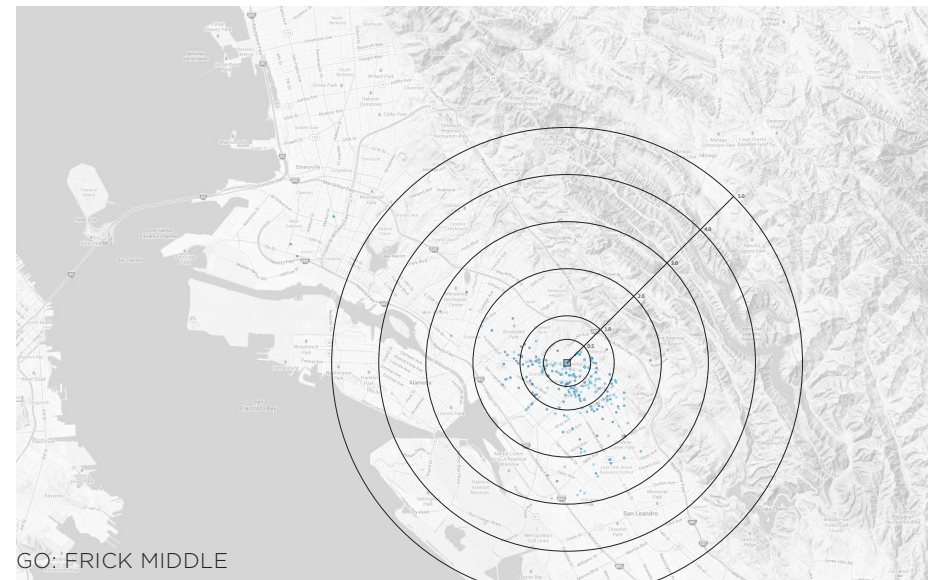
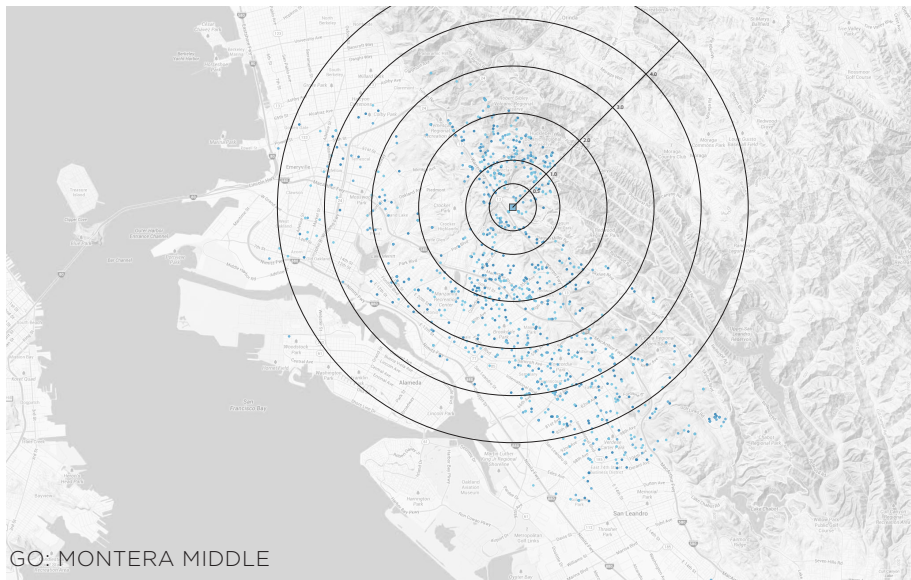
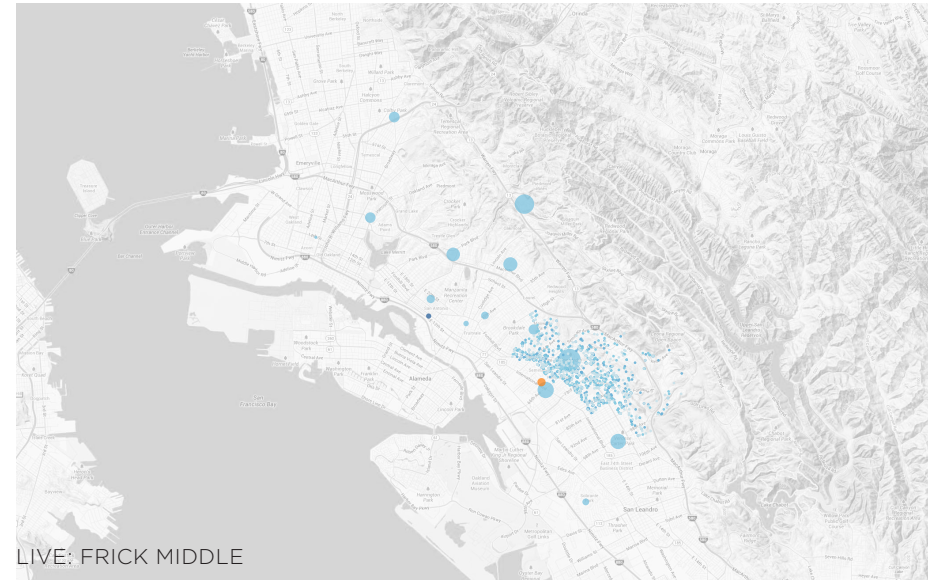
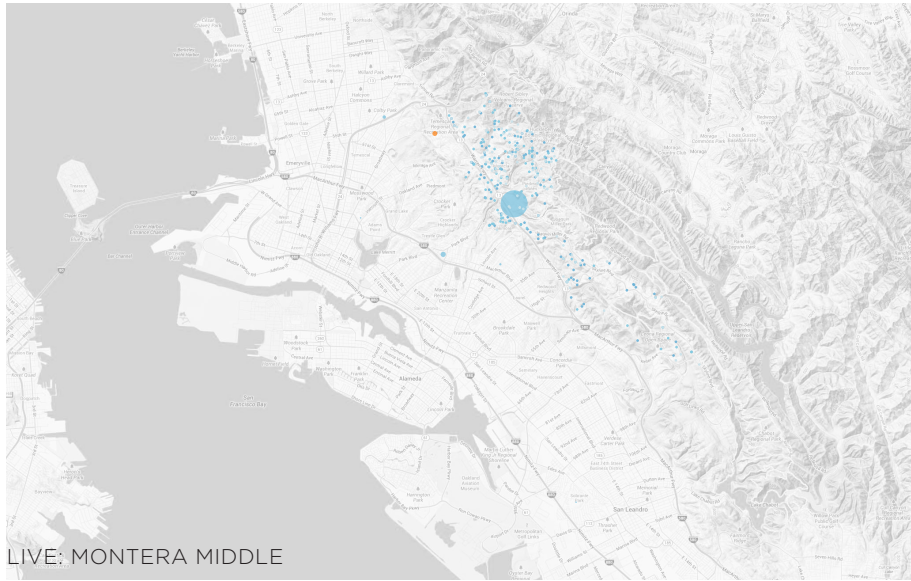


living in a certain school attendance boundary. The larger orange dots on these maps indicate the school sites attended by the students living in that attendance boundary. The maps on the bottom of the page show the home locations of all the students attending that school site. The clustering or scattering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

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

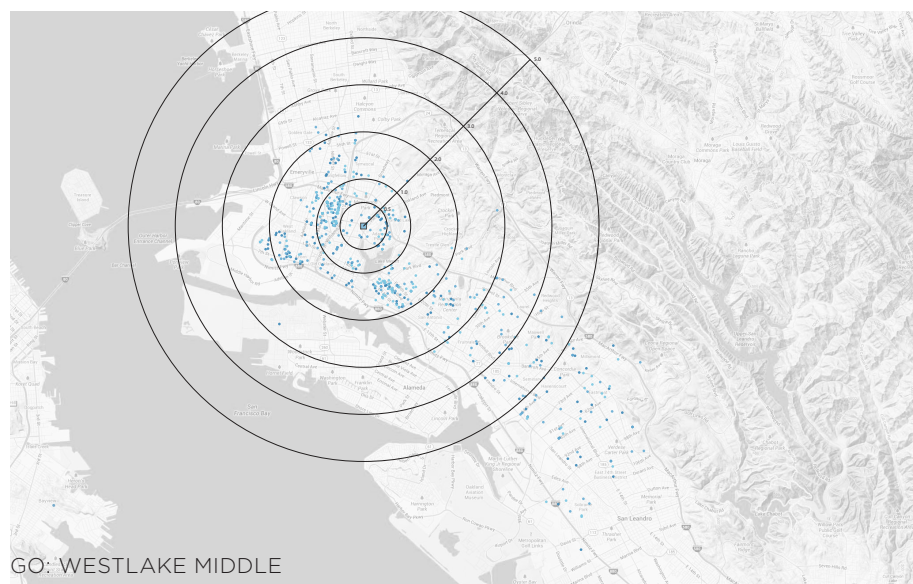
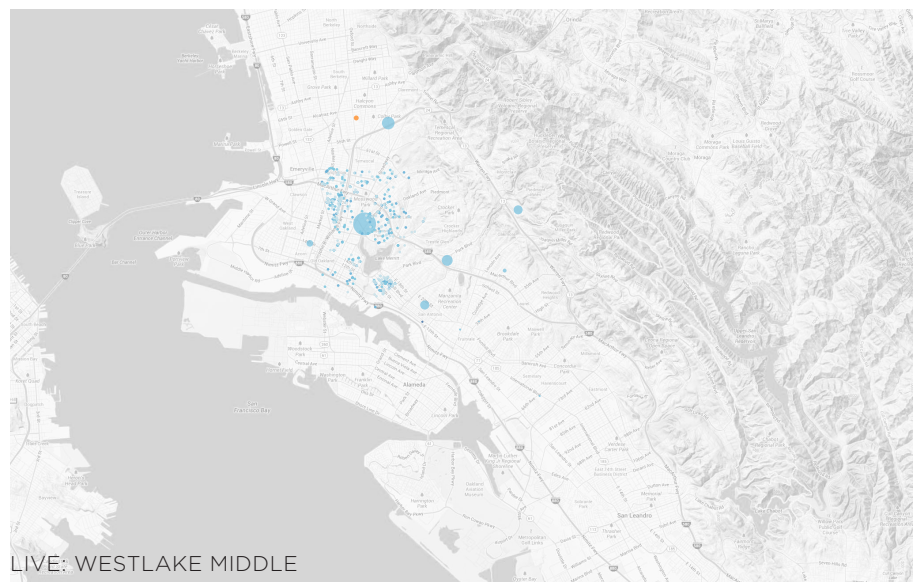
# DRAFT LIVE GO ANALYSIS

Measuring the relationships between students and their schools





## LIVE GO DATA ANALYSIS



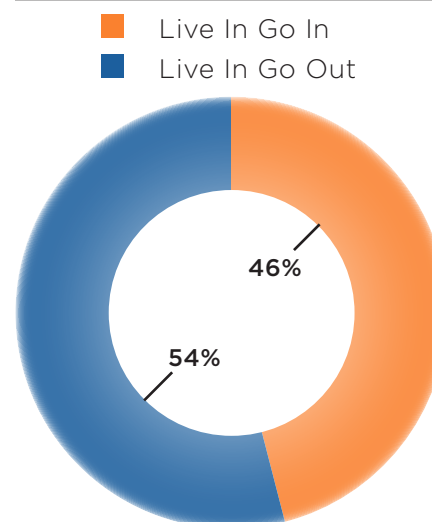
At the middle school level, live-go patterns take a much different shape. The overall percentage of students who go to the school that is within the attendance boundary that they live in (i.e. Live In Go In) is 46%, which is slightly lower than that for elementary schools (49%).

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

students to choose from.

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

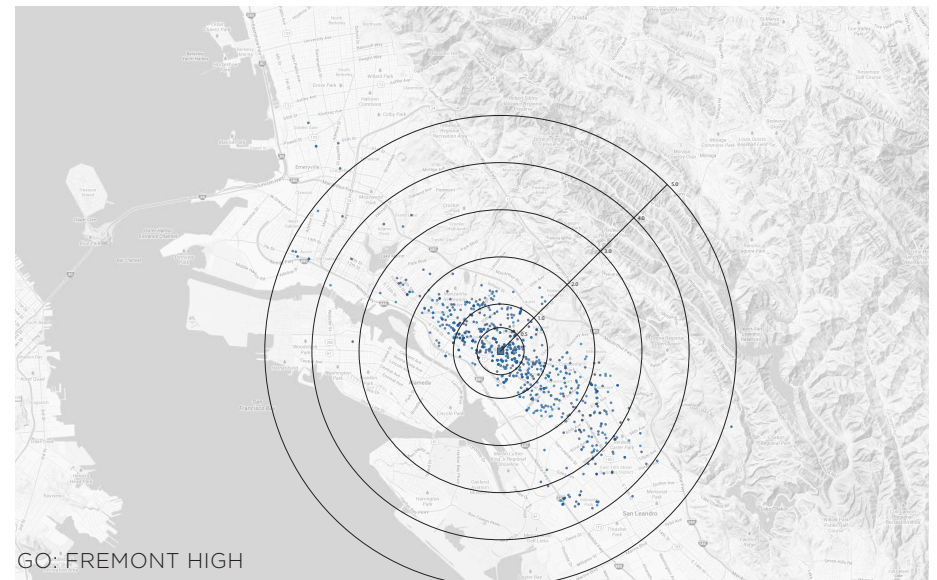
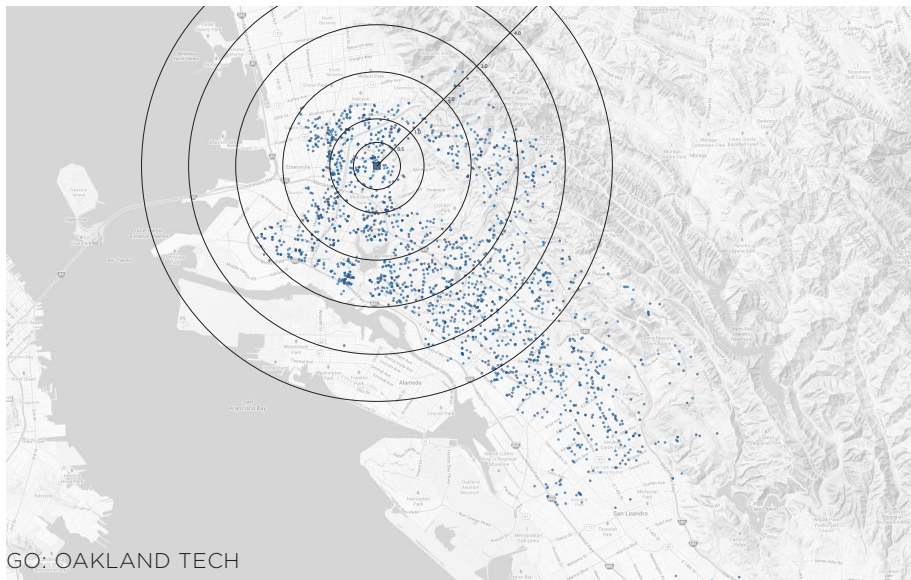
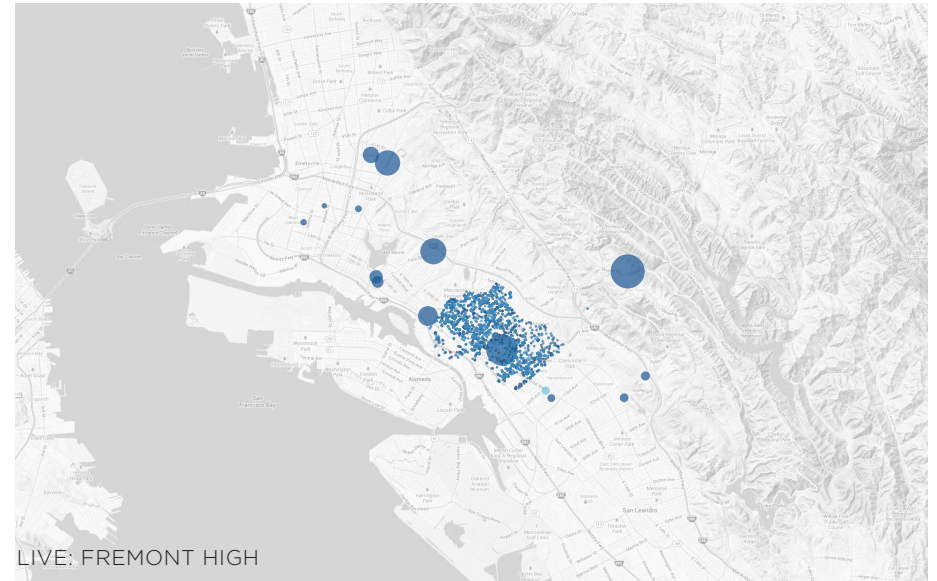
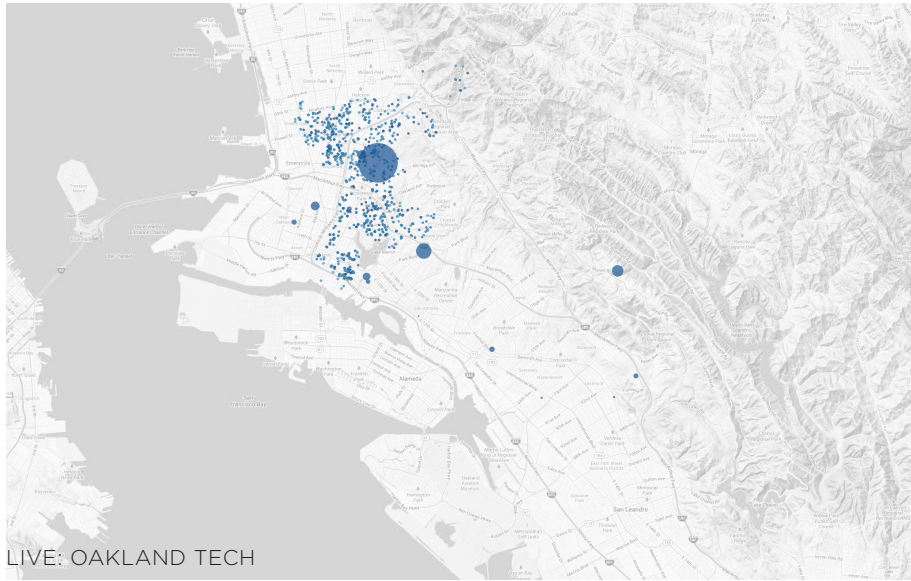
### LIVE IN GO IN - MS



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

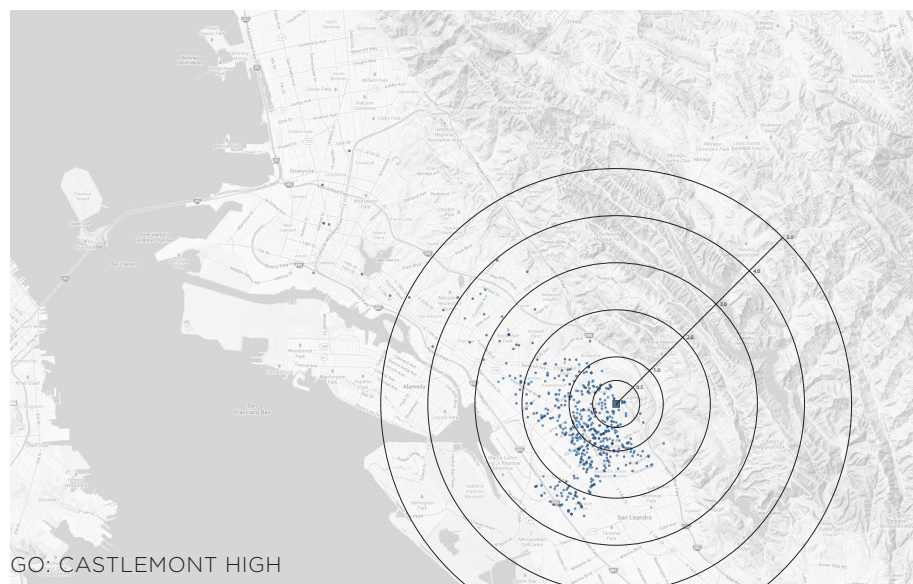
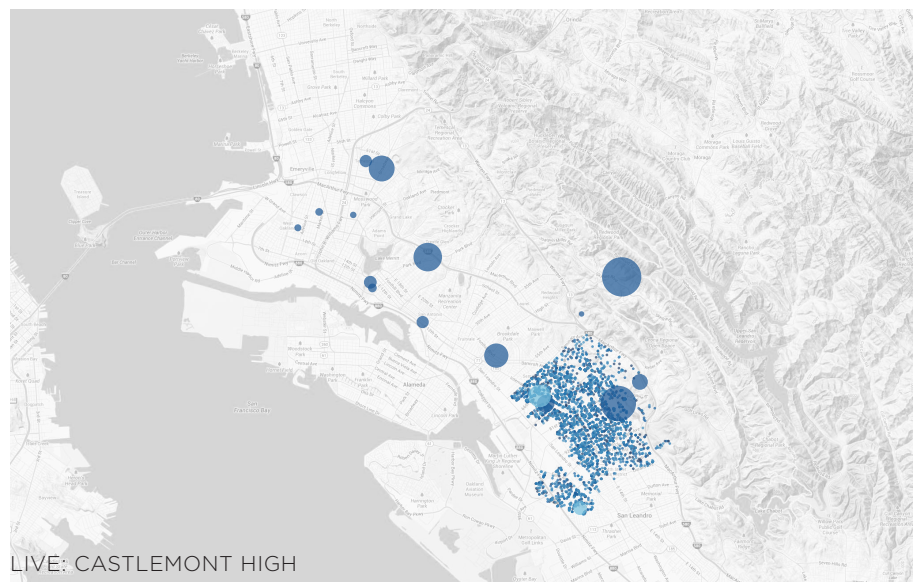
# DRAFT LIVE GO ANALYSIS

Measuring the relationships between students and their schools





## LIVE GO DATA ANALYSIS



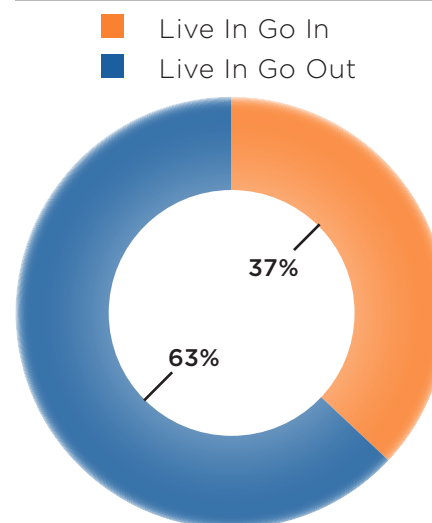
Because there are only a handful of high school options, students travel much greater distances to get to high school than they do at the middle or elementary school levels. That being said, similar patterns appear for high schools as do for middle and elementary schools.

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

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

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

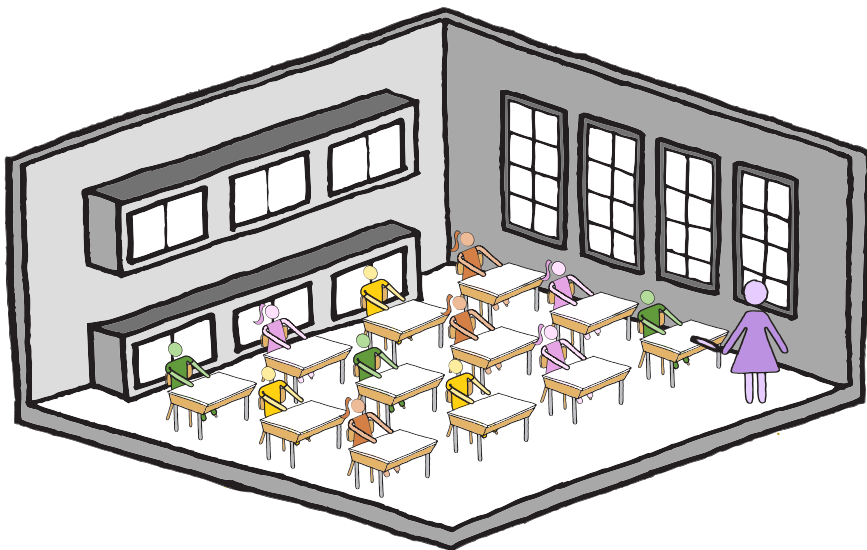
### LIVE IN GO IN - HS



# DRAFT MEASURING CAPACITY

Determining how many students a site can hold

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



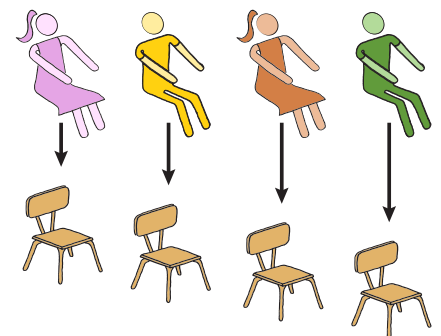
Site capacity is the maximum number of students that should be assigned to a given school in order to deliver appropriate academic programs to all district students. Capacity is calculated by determining the number of rooms available for use as general education classrooms and then applying the district's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

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

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

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

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





# SITE CAPACITY

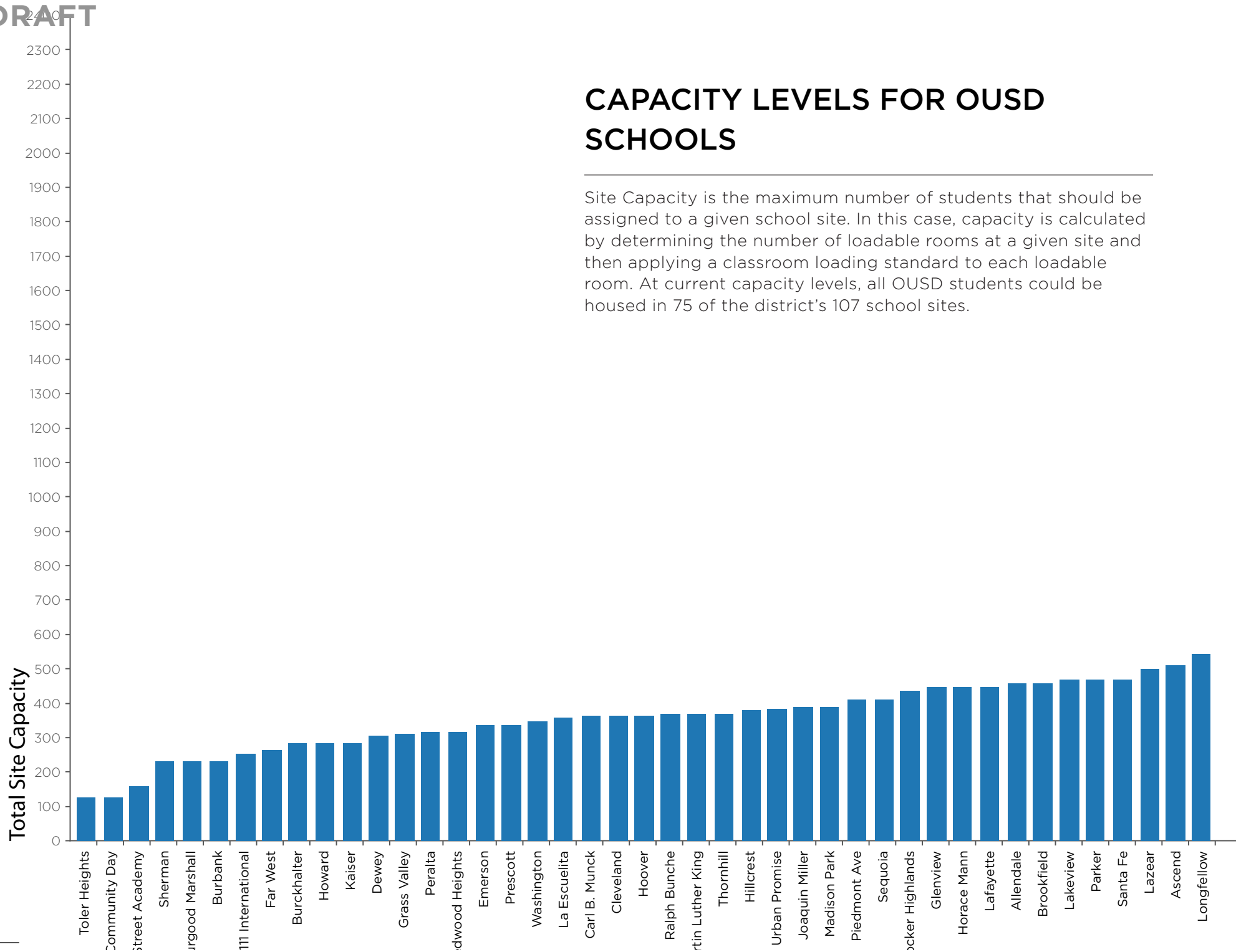
## STUDENTS PER SITE

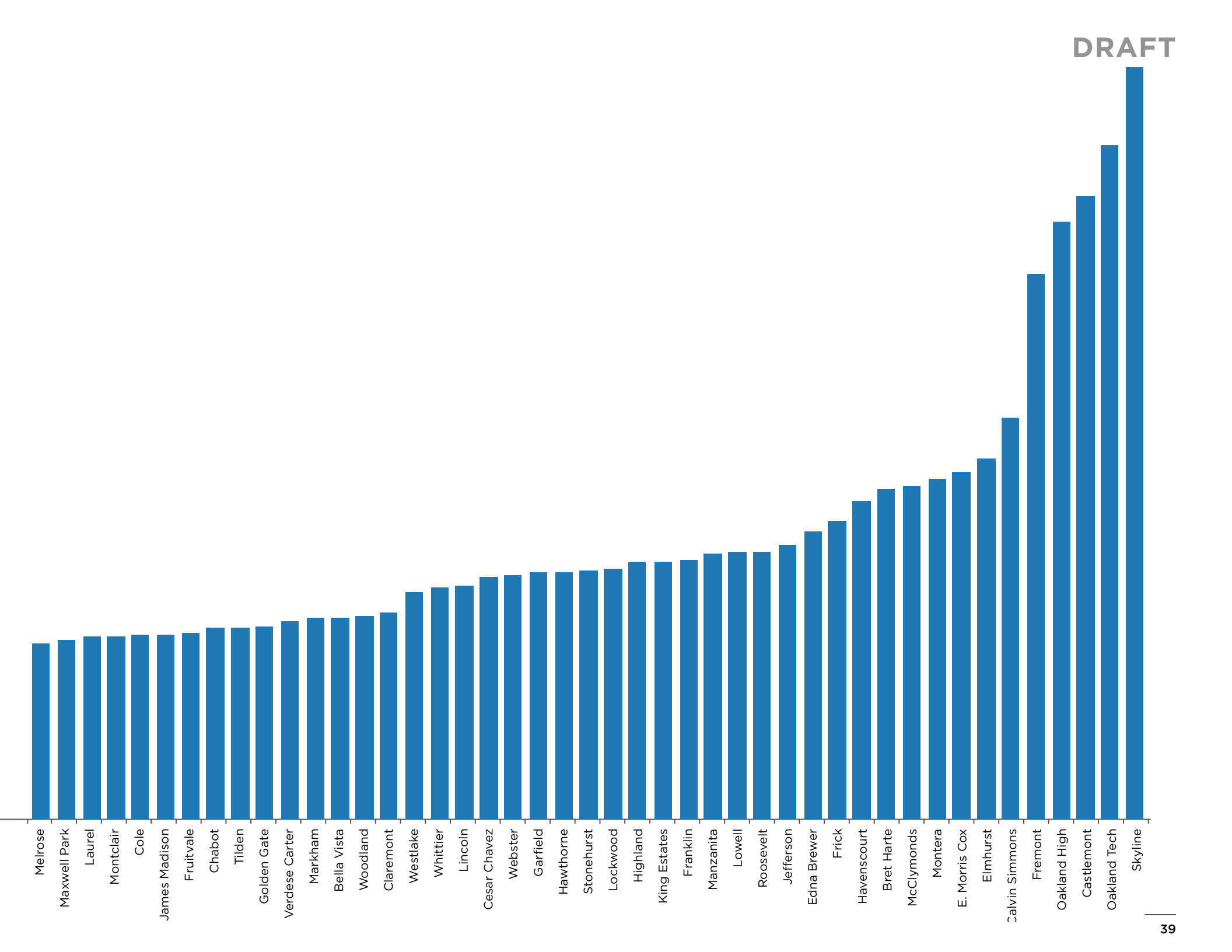
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In an ideal world, every district school would have enough room to house all of the students who wanted to attend it. In the real world, some schools have too much room, while others do not have enough.

## CAPACITY LEVELS FOR OUSD SCHOOLS

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





# DRAFT MEASURING ENROLLMENT

Determining how many students a school houses

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

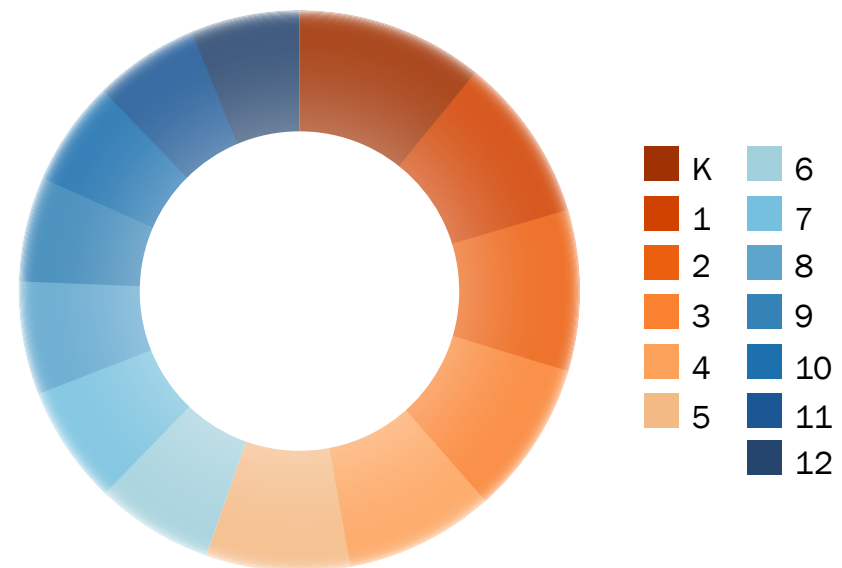
For students and families in the OUSD system, the student assignment process begins with an application to attend a Kindergarten, 6<sup>th</sup> grade, or 9<sup>th</sup> grade class of an elementary, middle, or high school of their choosing. Children are then assigned to a certain school based on two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

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

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

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

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



# SCHOOL ENROLLMENT

SUBTITLE

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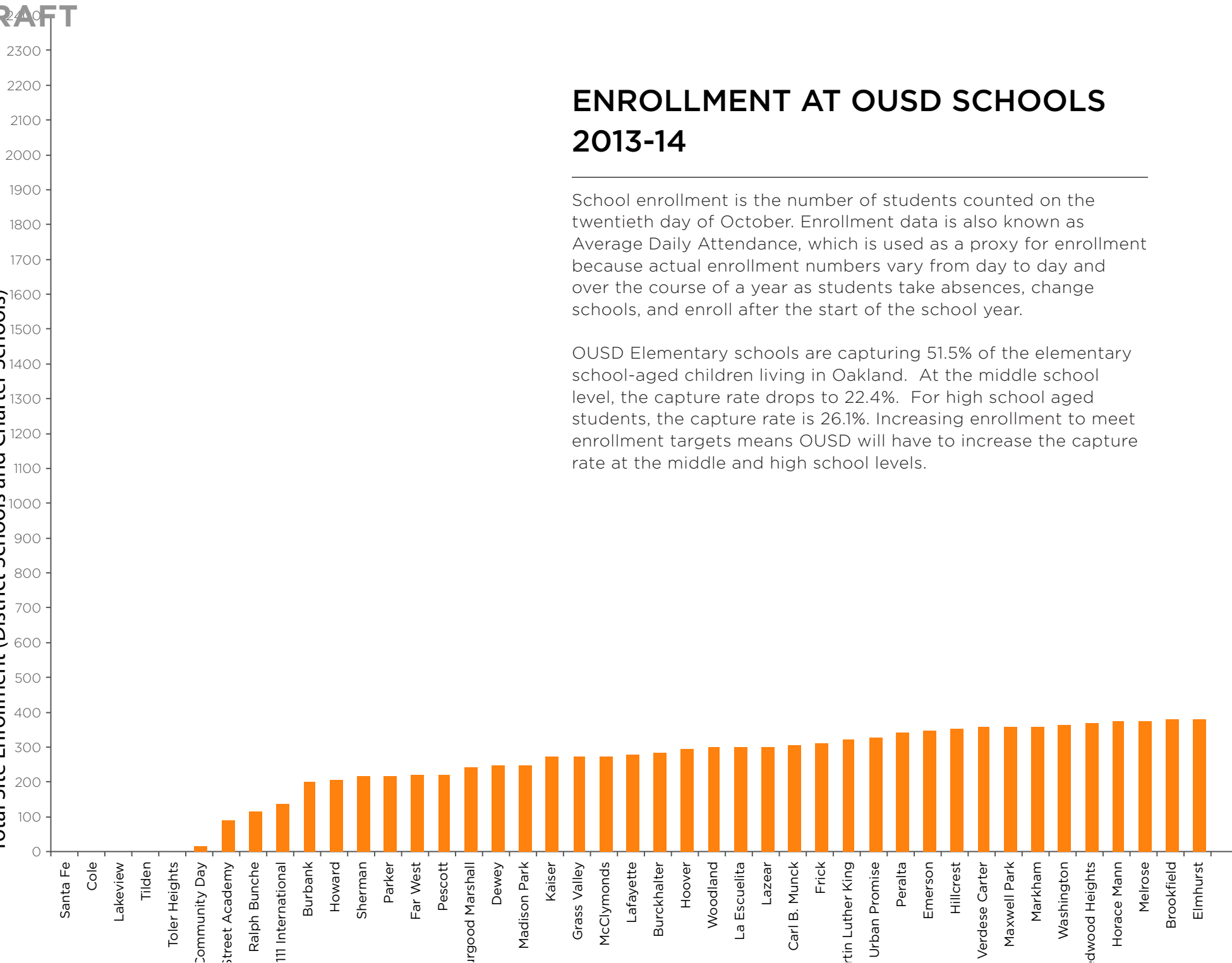
Options drive enrollment. Enrollment  
drives funding. Funding drives options.  
It's a virtuous cycle.

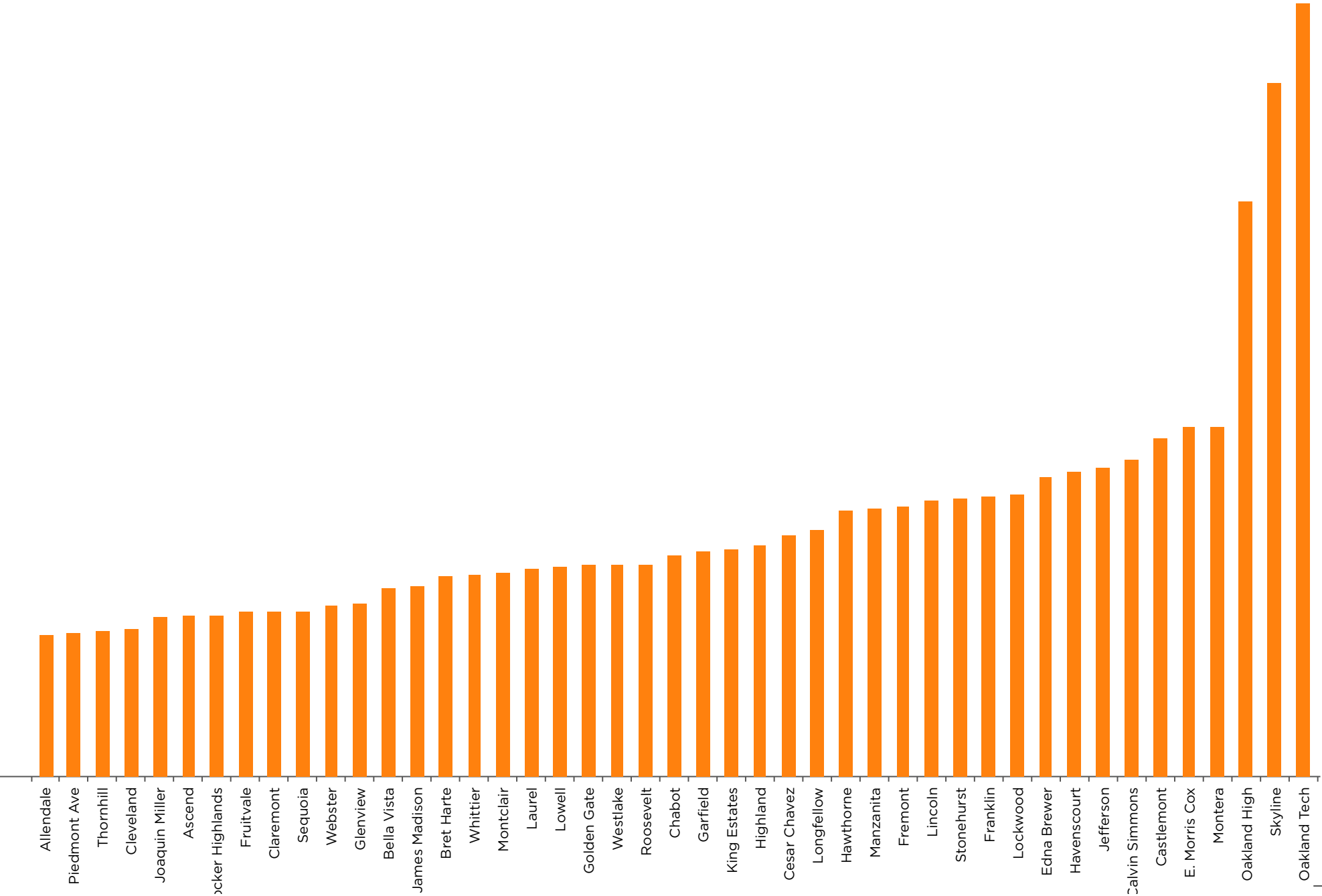
# ENROLLMENT AT OUSD SCHOOLS 2013-14

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

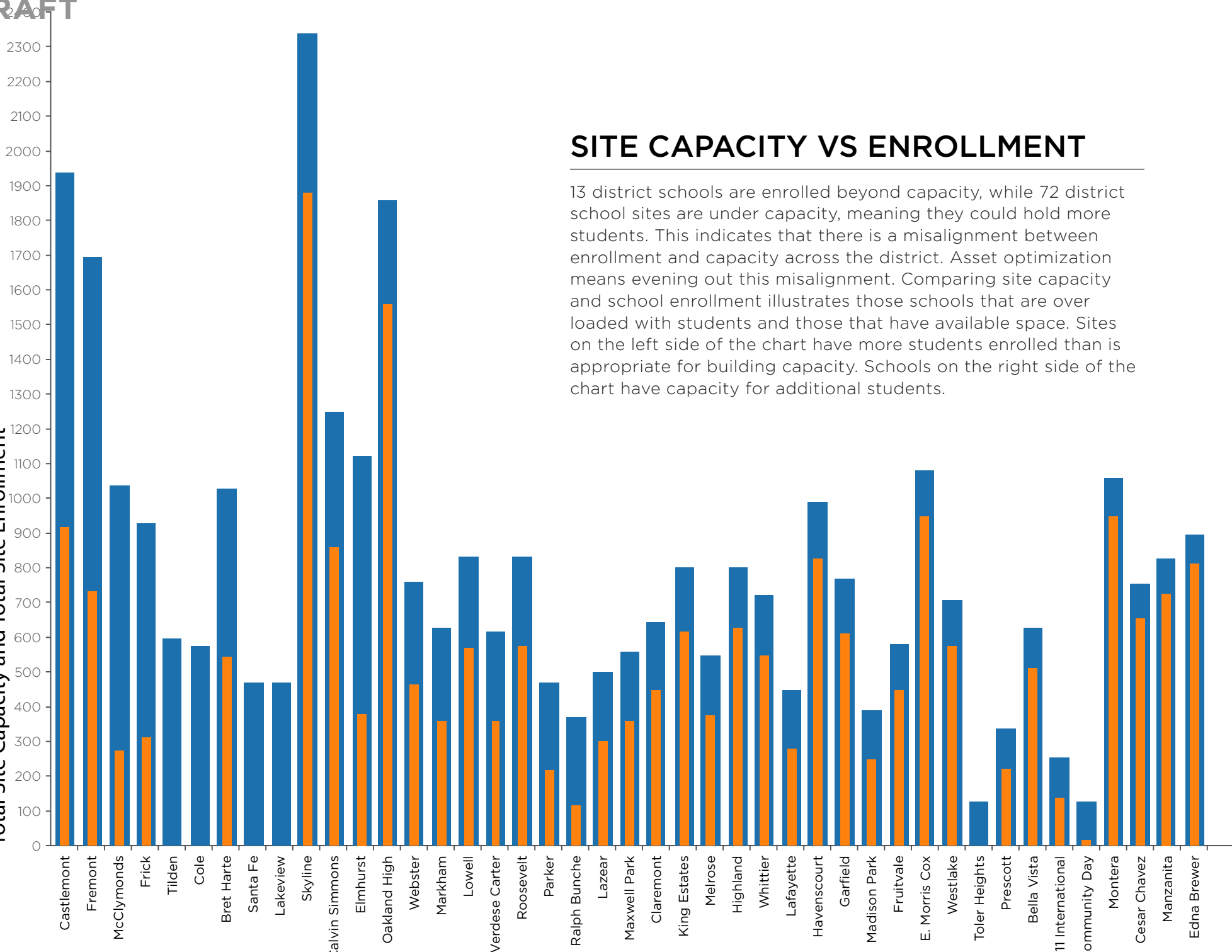
OUSD Elementary schools are capturing 51.5% of the elementary school-aged children living in Oakland. At the middle school level, the capture rate drops to 22.4%. For high school aged students, the capture rate is 26.1%. Increasing enrollment to meet enrollment targets means OUSD will have to increase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

Total Site Enrollment (District Schools and Charter Schools)





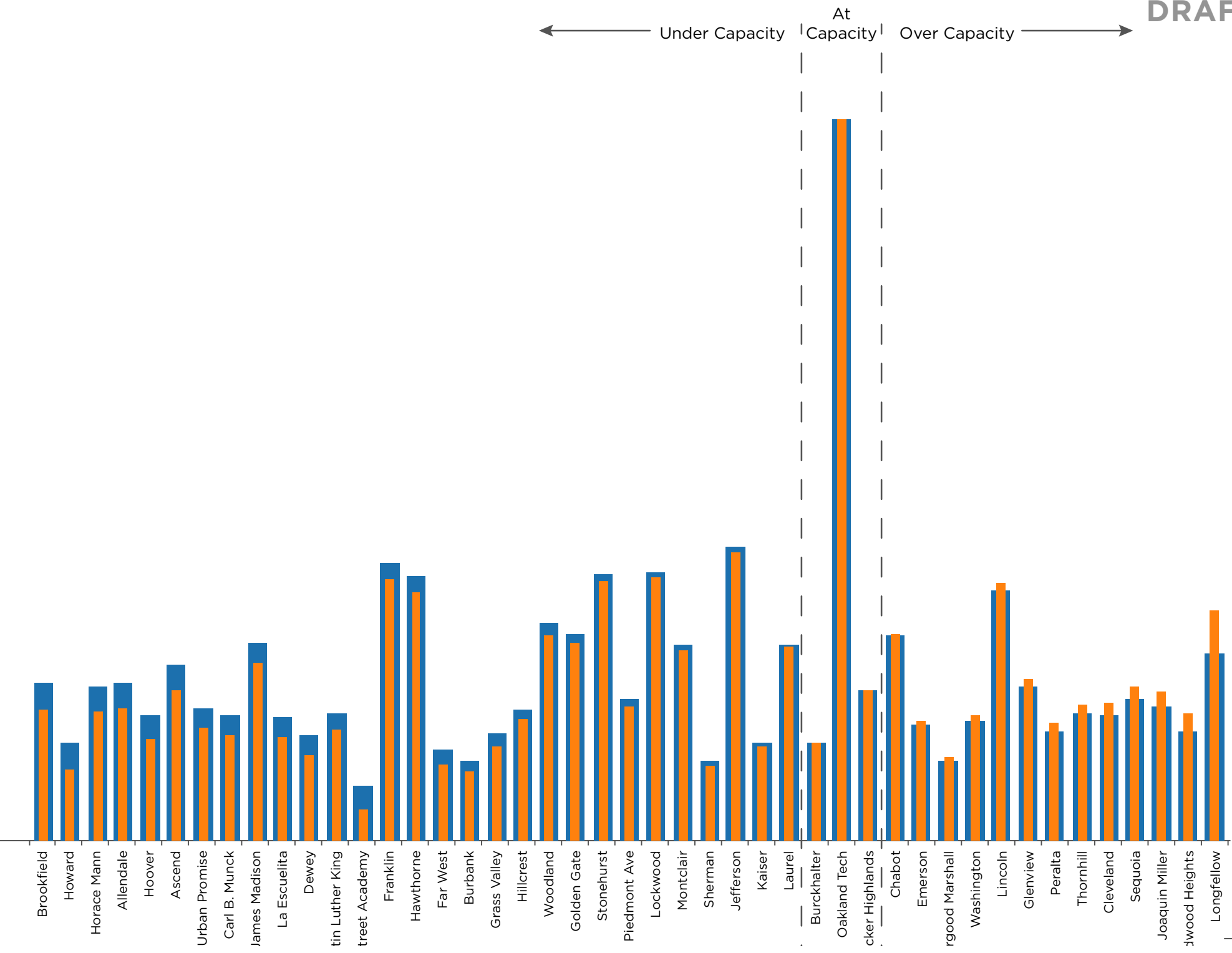
Total Site Capacity and Total Site Enrollment



## SITE CAPACITY VS ENROLLMENT

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



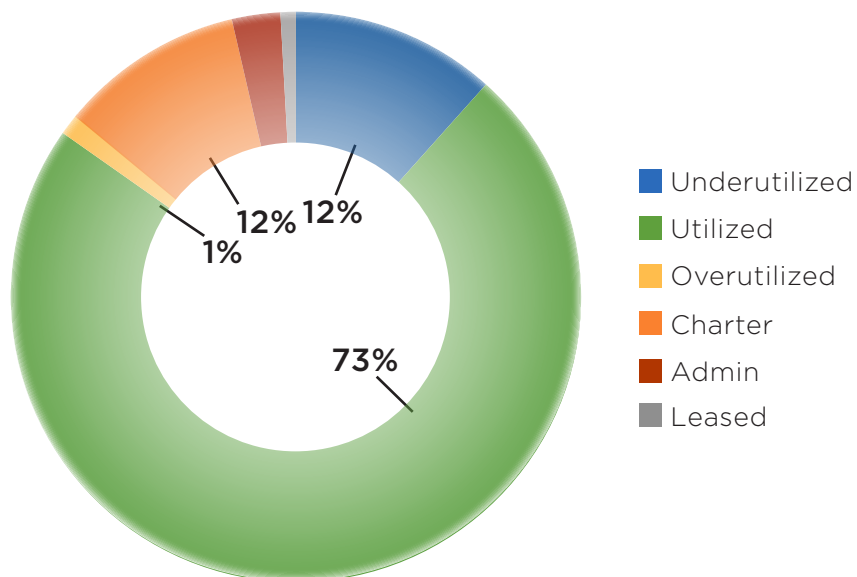


# DRAFT MEASURING UTILIZATION

Determining how well a school site is used

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

## UTILIZATION



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

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

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

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

# CLASSROOM UTILIZATION

## FILLING ROOMS

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

# DRAFT LOADING FORMULA

## Calculating Classroom Utilization and Availability

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

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

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

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

### **Required Program Classrooms**

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

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

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

### **Parent / Family Resource**

**Rooms** - Each school is allocated one parent resource room.

### **Available Classrooms** -

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

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

## EXAMPLE UTILIZATION CALCULATIONS

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

### Example - Lafayette Elementary School

$$\begin{array}{ccccccccc} 26 & & 9 & & 5 & & 2 & & 1 & & 9 \\ \text{Total} & & \text{General} & & \text{Required} & & \text{Flex} & & \text{Parent} & & \text{Available} \\ \text{Classrooms} & - & \text{Education} & - & \text{Program} & - & \text{Classrooms} & - & \text{Resource} & = & \text{Classrooms} \\ & & \text{Classrooms} & & \text{Classrooms} & & & & \text{Rooms} & & \end{array}$$

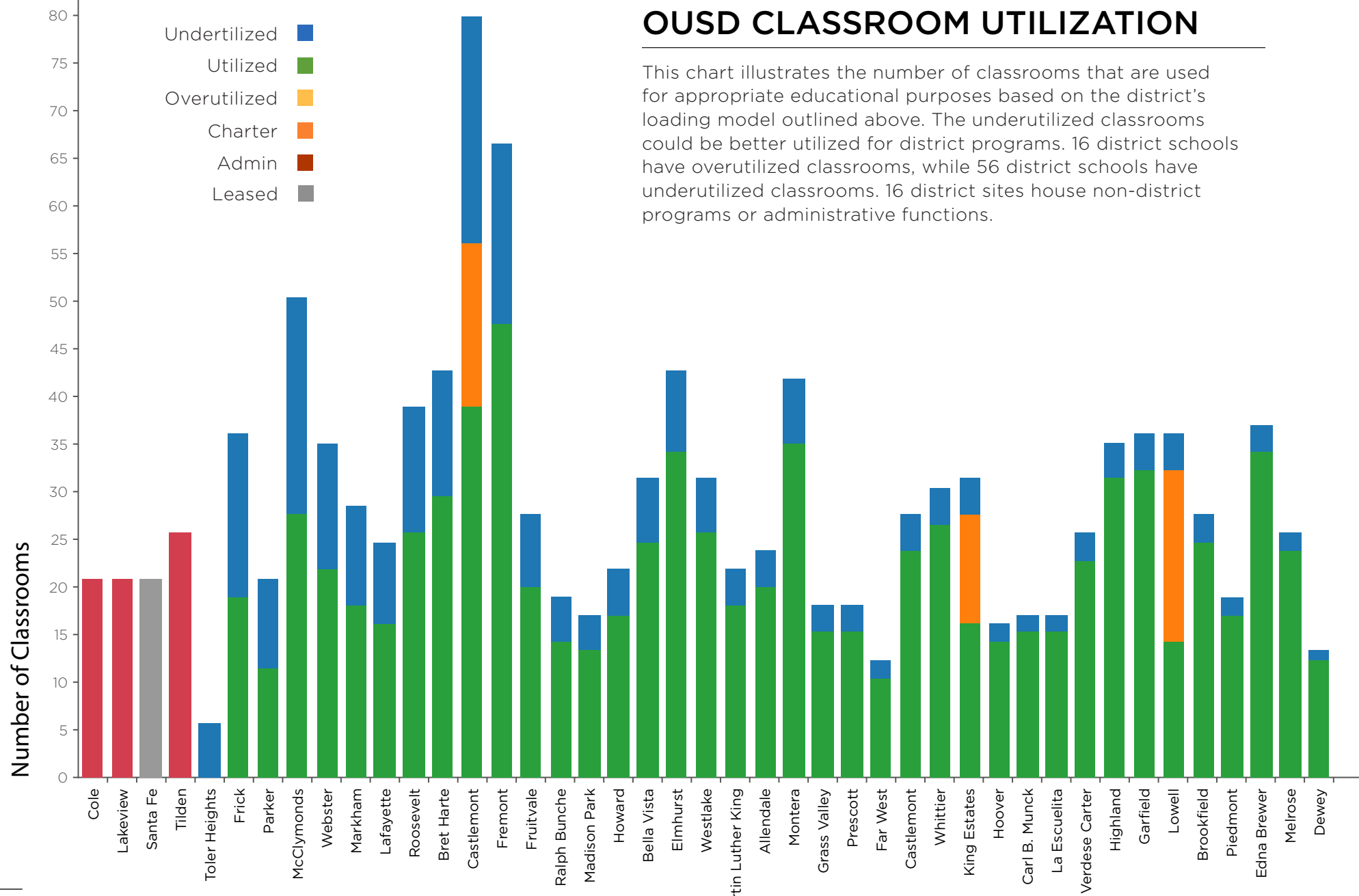
### Example - Bret Harte Middle School

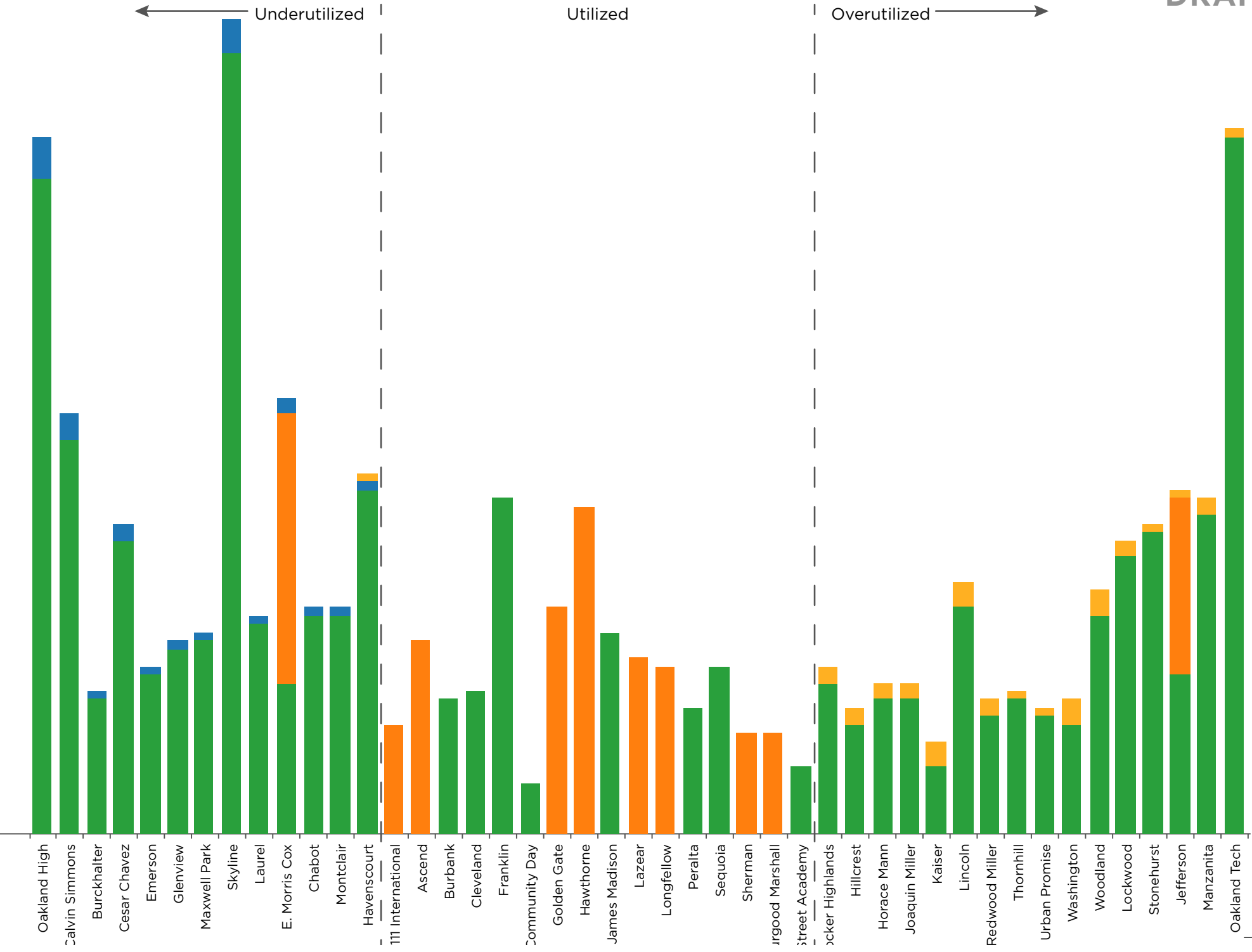
$$\begin{array}{ccccccccc} 45 & & 18 & & 9 & & 3 & & 1 & & 14 \\ \text{Total} & & \text{General} & & \text{Required} & & \text{Flex} & & \text{Parent} & & \text{Available} \\ \text{Classrooms} & - & \text{Education} & - & \text{Program} & - & \text{Classrooms} & - & \text{Resource} & = & \text{Classrooms} \\ & & \text{Classrooms} & & \text{Classrooms} & & & & \text{Rooms} & & \end{array}$$

### Example - Fremont High School

$$\begin{array}{ccccccccc} 70^* & & 32 & & 12 & & 4 & & 1 & & 21 \\ \text{Total} & & \text{General} & & \text{Required} & & \text{Flex} & & \text{Parent} & & \text{Available} \\ \text{Classrooms} & - & \text{Education} & - & \text{Program} & - & \text{Classrooms} & - & \text{Resource} & = & \text{Classrooms} \\ & & \text{Classrooms} & & \text{Classrooms} & & & & \text{Rooms} & & \end{array}$$

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





## MAP OF CLASSROOM UTILIZATION AT OUSD SCHOOL SITES

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



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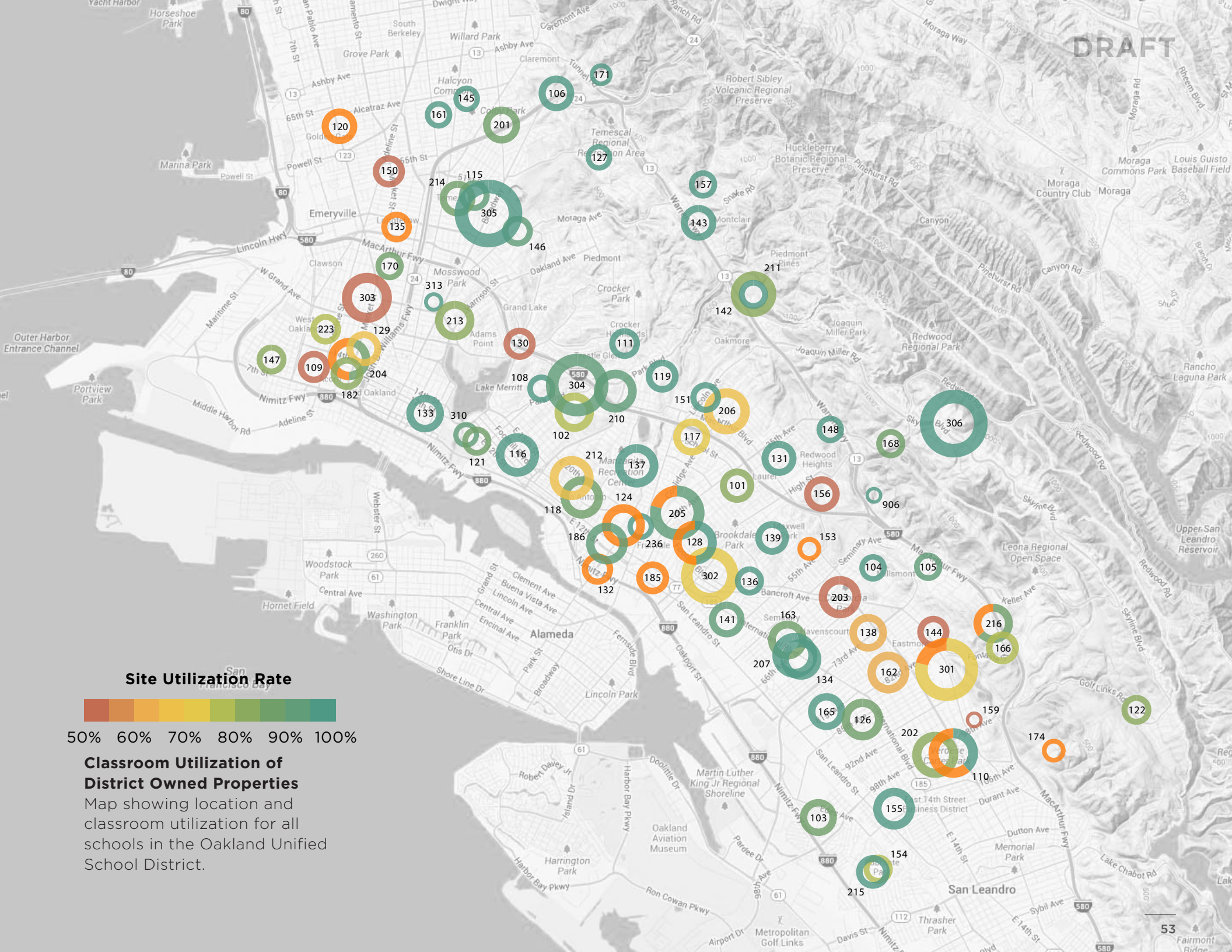
### Site Utilization Rate



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

### Classroom Utilization of District Owned Properties

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



# 4

# OPERATIONS & MAINTENANCE

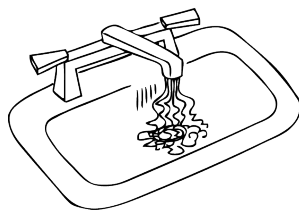
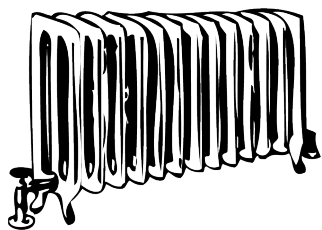
## ONGOING COSTS

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

## ONGOING COSTS

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



## OPERATING MODEL

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

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

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

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

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

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

## ENERGY COSTS

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

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

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



Oakland Technical HS 21,709,128	Urban Promise MS 10,028,682	Lowell MS 6,990,224	Elmhurst MS 5,666,931	Cleveland ES 5,396,004	James Madison MS 5,354,625	Crocker Highlands ES 5,336,383	Havenscourt MS 5,257,368	Roosevelt MS 5,142,779		
		Longfellow ES 6,989,580								
	Skyline HS 14,222,048	Oakland High HS 9,494,769	Garfield ES 6,571,084	Chabot ES 4,253,948	Stonehurst ES 3,788,741	King Estates HS 3,786,852	Claremont MS 3,695,343	E. Morris Cox ES 3,585,371	Horace Mann ES 3,565,736	Markham ES 3,426,849
McClymonds HS 8,876,837										
		Bella Vista ES 6,569,219	Prescott ES 4,157,358	Maxwell Park ES 3,163,379	Bret Harte MS 2,632,618	Thornhill ES 2,097,325	Toler Heights ES 2,081,624	Lakeview Admin 2,063,158	Laurel ES 1,979,238	
Fremont HS 11,646,417	Edna Brewer MS 8,133,901	Montera MS 5,936,659	Franklin ES 3,923,768							Washington ES 3,141,259
				Westlake MS 11,612,904	Cole Admin 8,130,194	Golden Gate ES 3,922,467	Parker ES 3,060,049	Tilden Admin 2,358,242	Street Academy HS 1,543,510	
	Calvin Simmons MS 5,918,998	Sobrante Park ES 3,918,304	Hoover ES 2,681,662							Piedmont Ave ES 2,314,956
Castlemont HS 10,671,877	Webster ES 7,728,388			Glenview ES 5,760,181	Verdesse Carter HS 3,831,522	Hillcrest ES 1,336,926	Hillcrest MS 1,336,926	Sherman ES 2,103,351	Lazear ES 1,429,255	



## DEFERRED MAINTENANCE

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

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

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

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

Oakland Technical HS 10,736,060	Lowell MS 2,922,724	Edna Brewer MS 2,246,696	Skyline HS 1,938,036	Garfield ES 1,921,844	Frick MS 1,911,219	Elmhurst MS 1,807,175	Oakland High HS 1,795,657			
	Roosevelt MS 2,673,865									
	Calvin Simmons MS 2,662,556	Bella Vista ES 1,614,360	Parker ES 1,403,953	Lockwood ES 1,367,550	King Estates HS 1,360,081	Glenview ES 1,149,765	Maxwell Park ES 1,086,967	Lincoln ES 1,074,176		
	Lafayette ES 1,602,563									
McClymonds HS 5,570,278	Bret Harte MS 2,404,088	Washington ES 1,467,829	Markham ES 1,036,404	Hoover ES 829,715	Westlake MS 829,706	Golden Gate ES 783,248	Crocker Highlands ES 754,048	E. Morris Cox ES 742,171		
			Burckhalter ES 1,020,453							
	Havenscourt MS 2,336,327	Cole Admin 1,467,578	Montera MS 968,171	Horace Mann ES 703,744	Martin Luther King Jr ES 372,745	Prescott ES 273,181		Santa Fe ES 252,511	Sequoia ES 252,511	
				Piedmont Ave ES 475,304	Brookfield ES 372,631					
Fremont HS 3,868,472	Castlemont HS 2,314,611	Fruitvale ES 1,452,904	Webster ES 906,958	Chabot ES 458,299	Franklin ES 355,542	Sobranter Park ES				Carl B. Munck ES
				Verdesse Carter HS 436,760						
				James Madison MS 856,047	Manzanita ES 307,729	Burbank ES 191,072	Cleveland ES	Peralta ES	Street	
				Claremont MS 400,084	Stonehurst ES 291,782	Toler Heights ES	Grass Valley	Tilden		

## SEISMIC UPGRADES

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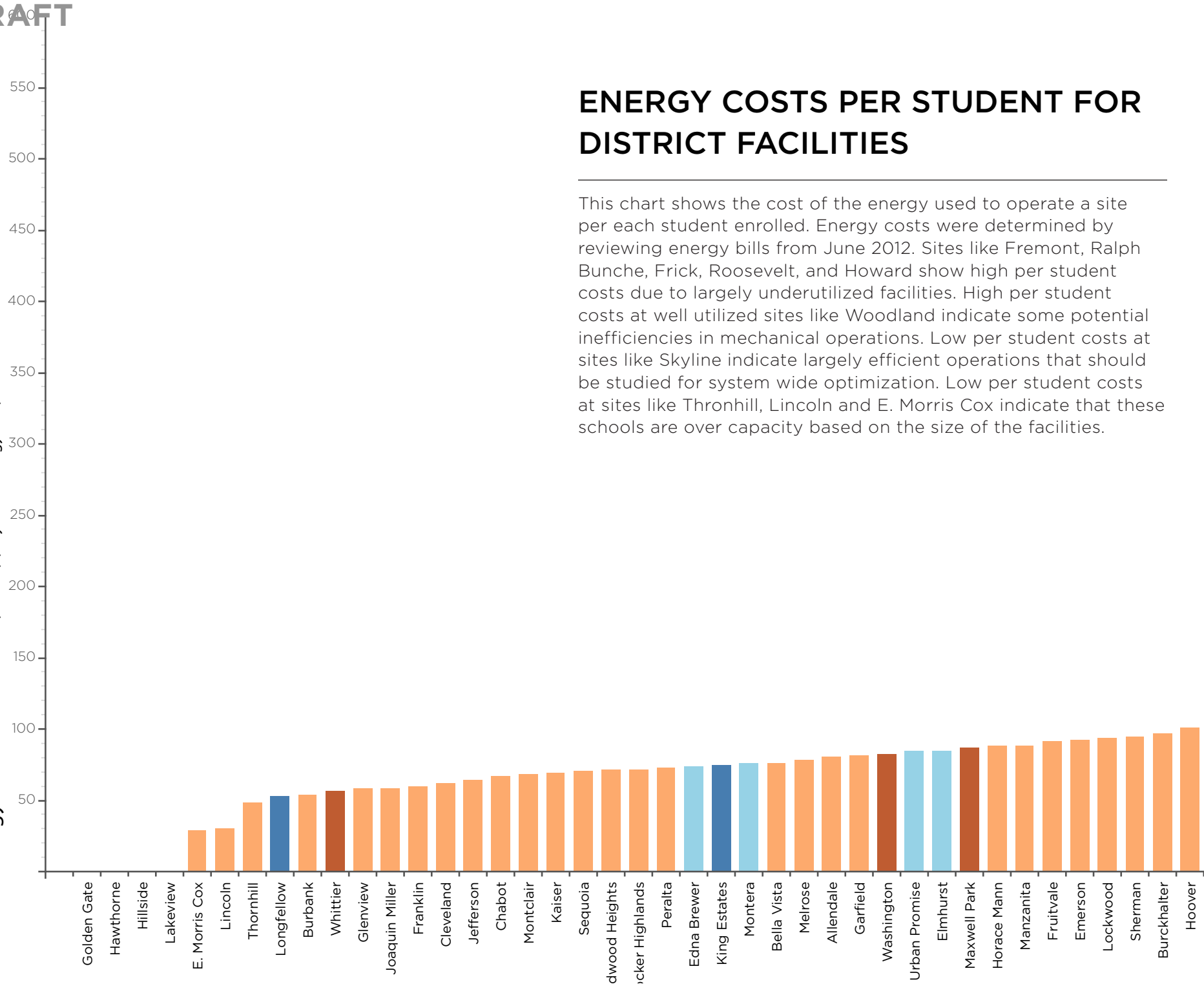
Although no OUSD building in its present condition poses an imminent seismic hazard, the ever-evolving understanding of structural performance during earthquakes means that there are opportunities to reinforce and improve the seismic safety of district buildings.

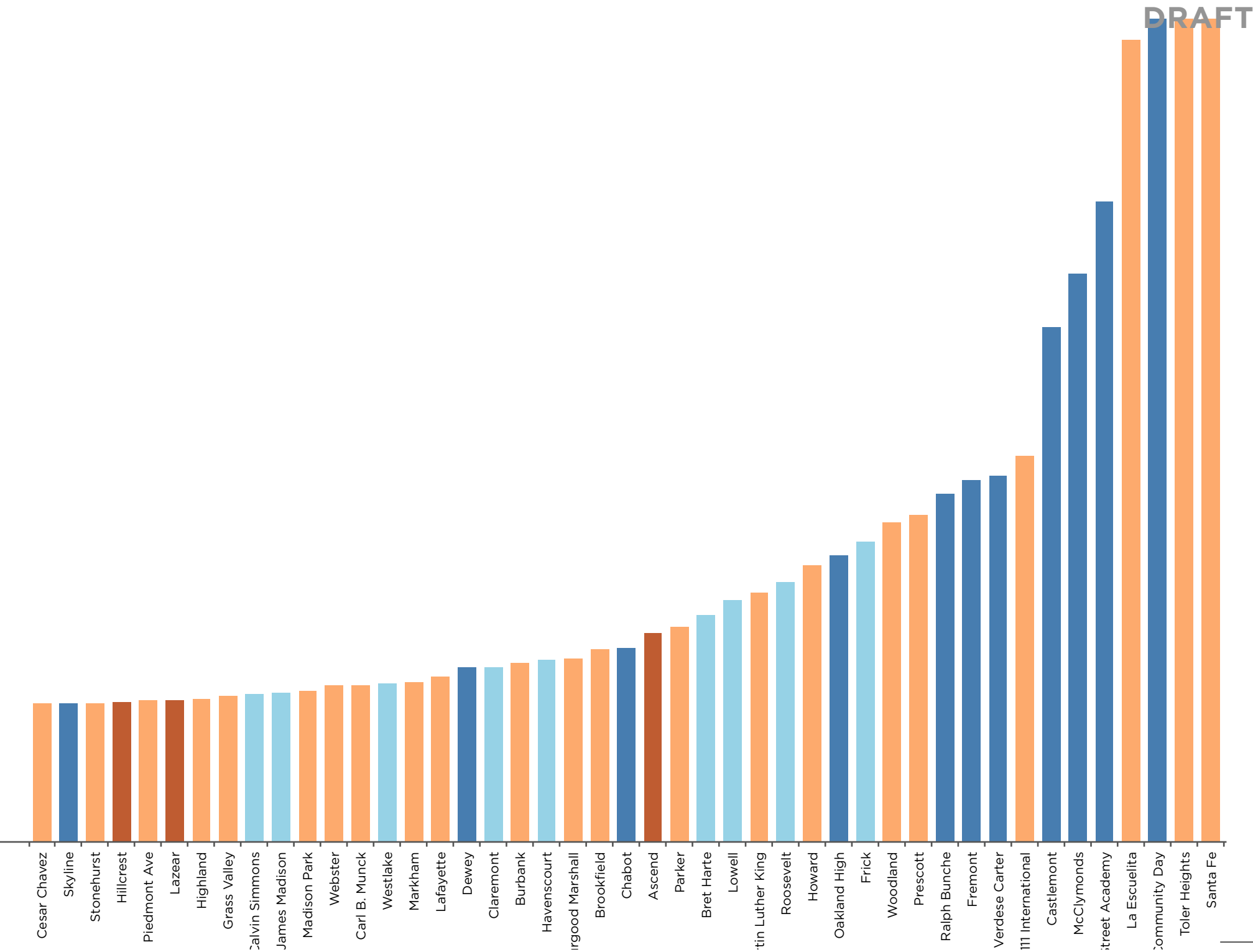
In 2002, the California Division of the State Architect released the AB300 report that presented an analysis of the State's K-12 facilities and identified buildings that present a potential risk based on location and age. In 2011, the district commissioned ZFA Structural Engineers to conduct a district-wide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

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

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

Energy Costs Per Student (Dollars) (July 2012 Energy Bills)





# 5

# LEADERSHIP NEEDS

## REUNIFICATION

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

## LEADERSHIP NEEDS

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OUSD's leadership staff of nearly 600 full time and flex time workers are currently distributed across six district-owned sites and one leased site consuming more than 300,000ft<sup>2</sup> of space. By consolidating the administrative divisions housed in 180,000 ft<sup>2</sup> of school space to a 100,000 ft<sup>2</sup> centralized facility, OUSD could reduce ongoing costs associated with moving district employees, add capacity to the school system, and generate unrestricted revenues in the process.

## FACILITIES HOUSING DISTRICT STAFF

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

### **John Swett Elementary School**

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

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

### **Lakeview Elementary School**

Lakeview Elementary School currently houses 148 FTEs and up to 25 flex employees in multiple OUSD divisions. The 35,000 ft<sup>2</sup> permanent building and the eight portable buildings at Lakeview sit on three acres of land in the

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

### **Foster Middle School**

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

Centralizing administrative functions could reduce the annual costs.

### **Cole Middle School**

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

The three remaining sites that OUSD uses for administrative functions house the Board of Education Members and administrative staffers; the Facilities Planning and Management divisions, including Buildings and Grounds and Custodial Services; Student Nutritional Services; Procurement and Distribution; and Warehousing. The district owns and operates a 130,000 ft<sup>2</sup> warehouse that is used as a processing center for the district's various supply chains.

## ADMINISTRATIVE SPACE NEEDS

### Tilden / John Swett Elementary School

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

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

## TILDEN ELEMENTARY

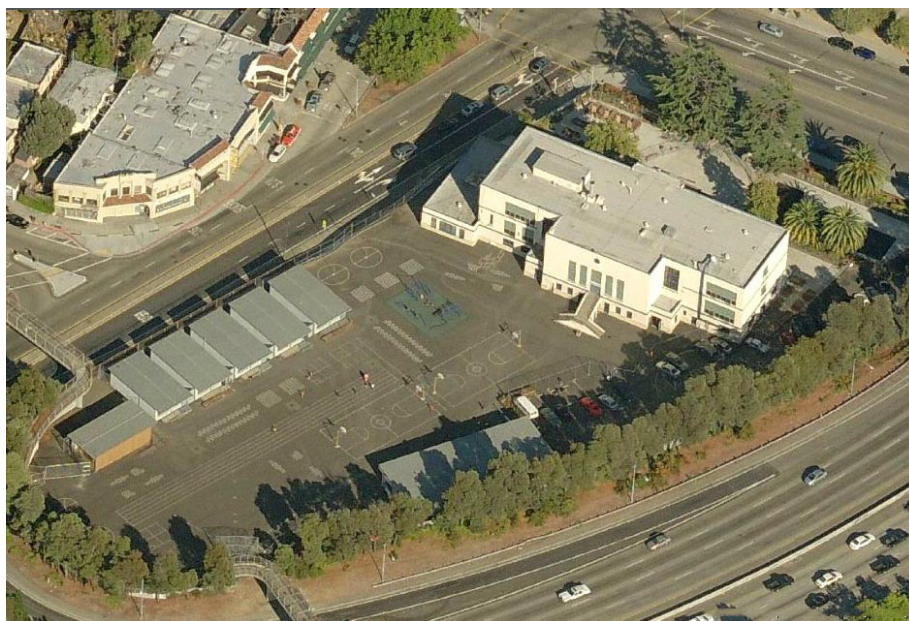
This school site is commonly referred to as Tilden and currently houses the Learning, Curriculum, and Instruction and the Continuous Improvement divisions along with the office of charter schools. Tilden is home to nearly 30 portable buildings, a number of which are condemned. There are five other elementary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





# LAKEVIEW ELEMENTARY

Lakeview Elementary School currently houses 148 FTEs and up to 25 flex employees in multiple OUSD divisions. The the 35,000 ft<sup>2</sup> permanent building and the eight portable buildings at Lakeview sit on three acres of land in the Grand Lake neighborhood of Oakland. There is only one other district school within one mile from Lakeview, which means that in order to attend a district program, the 584 children living in the Lakeview boundary have to travel much greater distances to attend a district program. The disposition of this site could generate revenues to use toward future facilities projects.



## ADMINISTRATIVE SPACE NEEDS

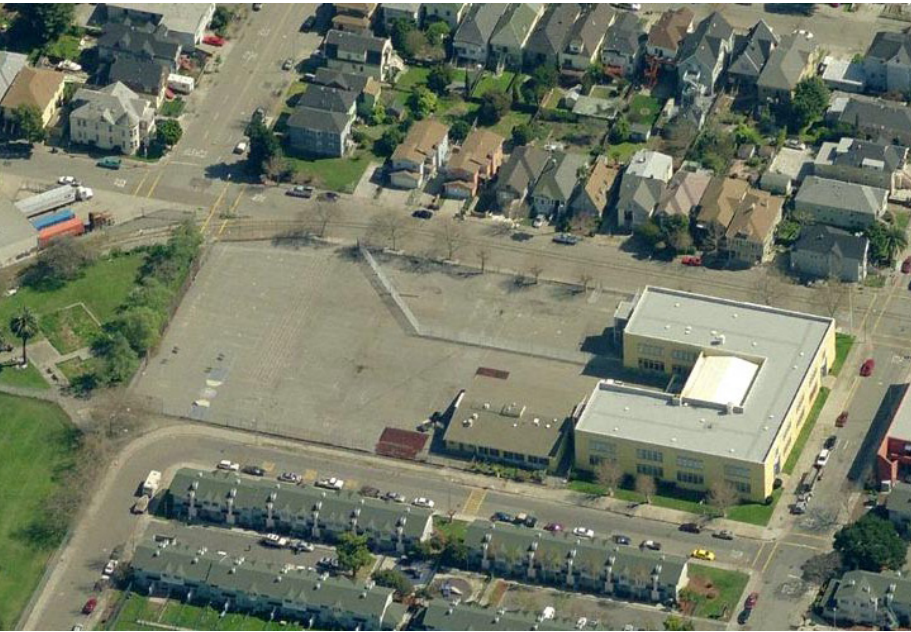
### Lakeview Elementary School

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

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

# COLE MIDDLE

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



## ADMINISTRATIVE SPACE NEEDS

### Cole Middle School

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

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

## ADMINISTRATIVE SPACE NEEDS

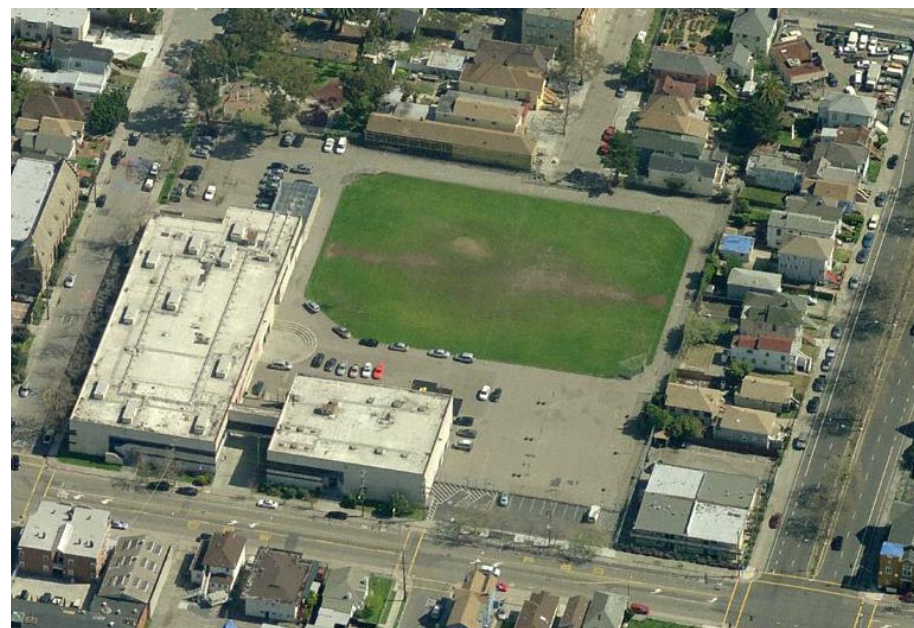
### Foster Middle School

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

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

## FOSTER MIDDLE

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





## ADMINISTRATIVE SPACE NEEDS

### 955 High Street

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

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

## 955 HIGH STREET

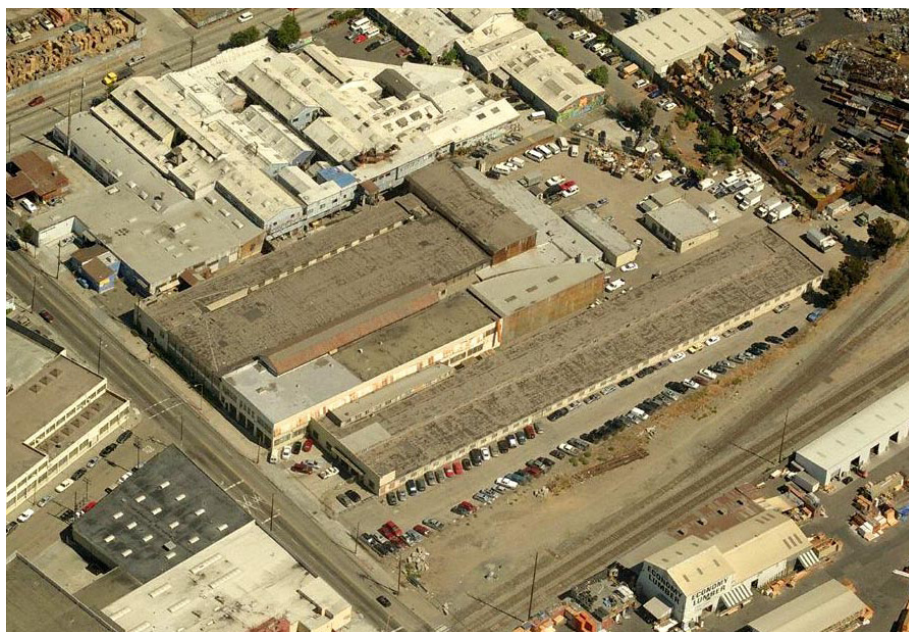
955 High Street is home to 79 district employees from the Facilities Planning and Management Division, Buildings and Grounds, and the district's construction management team. The facilities on-site include a large machine shop and various equipment storage and management areas as this site acts as the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



## ADMINISTRATIVE SPACE NEEDS

## 900 HIGH STREET

900 High houses OUSD's Student Nutrition, Custodial, Buildings and Grounds, and Procurement services divisions. The site also contains a 130,000 ft<sup>2</sup> warehouse facility that acts as the district's primary inventory management and distribution center.



## 900 High Street

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

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

# 6

# STRATEGIES FOR OPTIMIZATION

## OPTIMIZE AT THE SYSTEM LEVEL

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



# 1

## **CREATE ATTRACTIVE PROGRAMS**

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

# 2

## **CAP SCHOOL ENROLLMENT**

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

# 3

## **CO-MANAGE FACILITIES AND STUDENT ASSIGNMENT**

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

# 4

## **EXPAND OR CONSOLIDATE PROGRAMS**

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

# 5

## **REDUCE PORTABLE CLASSROOMS**

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

# 6

## **REUNIFY DISTRICT LEADERSHIP**

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

# 7

## **DEVELOP COMPETITION LEVEL ATHLETIC FACILITIES**

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

# 8

## **PROPERTY DISPOSITION**

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

INCREASING QUALITY PROGRAM OPTIONS

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

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

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

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

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

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

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

SCHOOLS IMPACTED

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

STRATEGY [1]:

# CREATE ATTRACTIVE PROGRAMS

## IMPROVING ACADEMIC OUTCOMES

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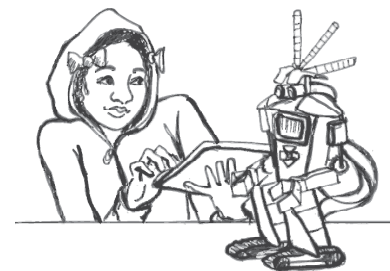
The quality of academic programs drives school choice. Developing a greater number of viable options for district students at strategically located sites will create highly attractive schools that draw students in and even out demand.

## OUSD STEM CORRIDOR

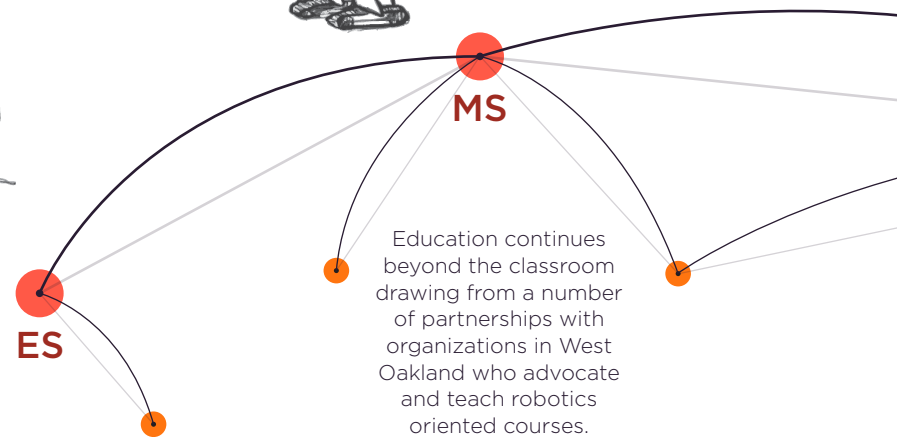
The OUSD STEM Corridor links three schools in West Oakland with cutting edge academic programs focusing on science, technology, engineering, and mathematics. The corridor is more than just a physical connection between facilities in West Oakland. The STEM Corridor also represents a student's journey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



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



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

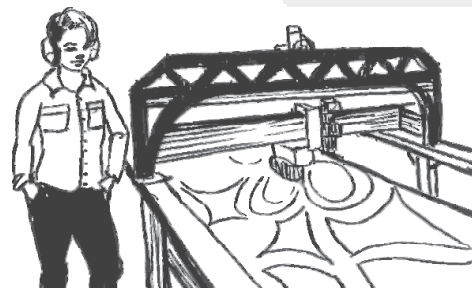


## STEM ACTIVITIES BY GRADE LEVEL

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

**HS**

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

**COMMUNITY COLLEGE****LOCAL BUSINESSES**

## OUSD STEM CORRIDOR POTENTIAL PARTNERSHIPS

### SCIENCE

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

### TECHNOLOGY

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

### ENGINEERING

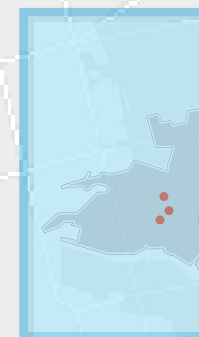
Applied Materials & Engineering Inc. | Baseline Environmental Consulting | Cambria Environmental Technology Inc. | ENVIRON International Corp | MMI Engineering | Nor-Cal Metal Fabricators | Oakland Machine Works | OTX West | Sharkbite Studios | SKASOL Inc. | Tetra Tech | The Crucible

### MATH

Exponential | Indigo Systems | Insight | Mede Analytics

### CIVIC AND EDUCATIONAL

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



MANAGING SCHOOL SIZE

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

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

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

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

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

appropriate academic programs.

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

SCHOOLS IMPACTED

High Schools	Enrollment (2013-2014)
Oakland High	1560
Oakland Tech	2096
Skyline High	1880
Sojourner Turth	225
Rudsdale Continuation	182
Dewey	247

Middle Schools	
Edna Brewer Middle	813
James Madison Middle	518
Montera Middle	949

Elementary Schools	
Chabot Elementary	599
Bella Vista Elementary	512
Cleveland Elementary	398
Crocker Highlands	439
Franklin Elementary	758
Grass Valley Elementary	276
Henry Kaiser Elementary	275
La Escuelita	300
Laurel Elementary	561
Lincoln Elementary	748
Martin Luther King Jr	320
Montclair Elementary	552
Peralta Elementary	340
Piedmont Avenue	392
Redwood Heights	368
Sequoia Elementary	450
Thornhill Elementary	396



STRATEGY [2]:

# CAP SCHOOL ENROLLMENT

## ASSIGNING FOR OPTIMIZATION

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

## INTEGRATING ASSET MANAGEMENT PROCESSES

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

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

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

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

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

Another important district

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

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

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

## SCHOOLS IMPACTED

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### All Schools

STRATEGY [3]:

# ASSIGN STUDENTS TO AVAILABLE SPACE

## REORGANIZE FOR OPTIMIZATION

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

## GROWING ENROLLMENT AND INCREASING UTILIZATION

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

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

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

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

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

## SCHOOLS IMPACTED

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### PROGRAM EXPANSION

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

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

McClymonds 9-12 to 6-12

### SCHOOLS AFFECTED

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### PROGRAM CONSOLIDATION

Martin Luther King Jr., and Lafayette Elementary

Markham Elementary, and Webster/East Oakland Pride

Sojourner Truth Independent Study, and Rudsdale Continuation

STRATEGY [4]:

# EXPAND OR COLLOCATE PROGRAMS

GROWING ENROLLMENT

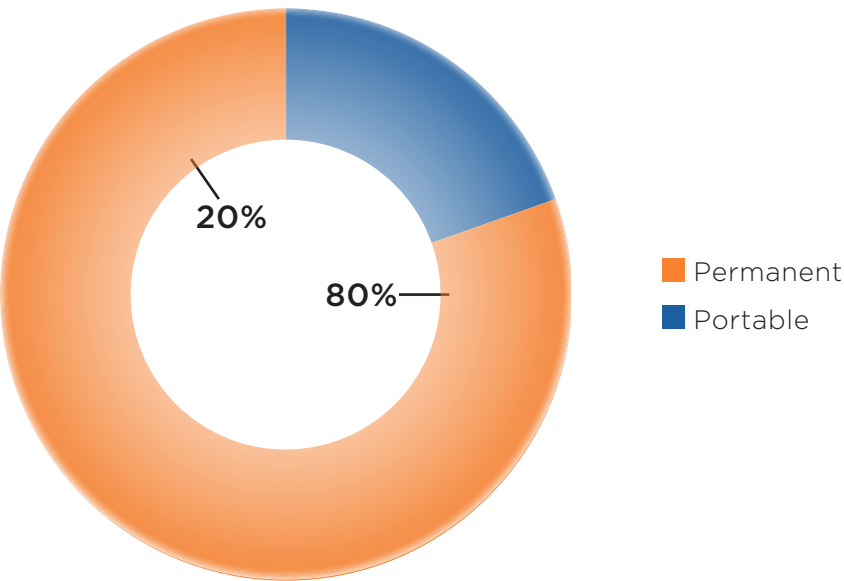
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Some adjacent programs with a lot of underutilized space could be colocated or to increase optimization.

ALIGNING CAPACITY WITH STUDENT POPULATIONS

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

BUILDING TYPE



SCHOOLS IMPACTED

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

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

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

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



STRATEGY [5]:

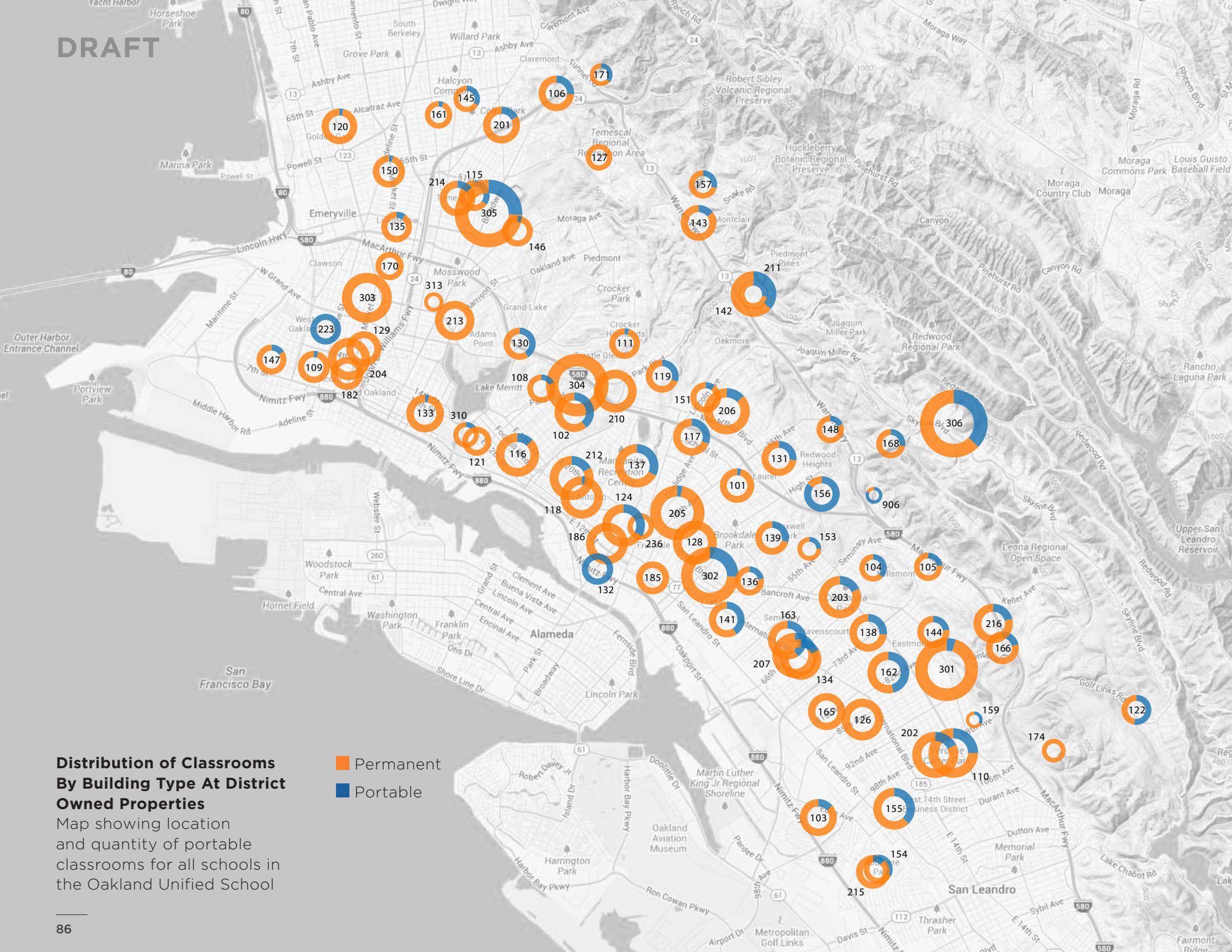
# REMOVE PORTABLES

## MANAGING CAPACITY

---

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

**DRAFT**



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

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

- Permanent
- Portable

## MAP OF OUSD PERMANENT AND PORTABLE CLASSROOMS

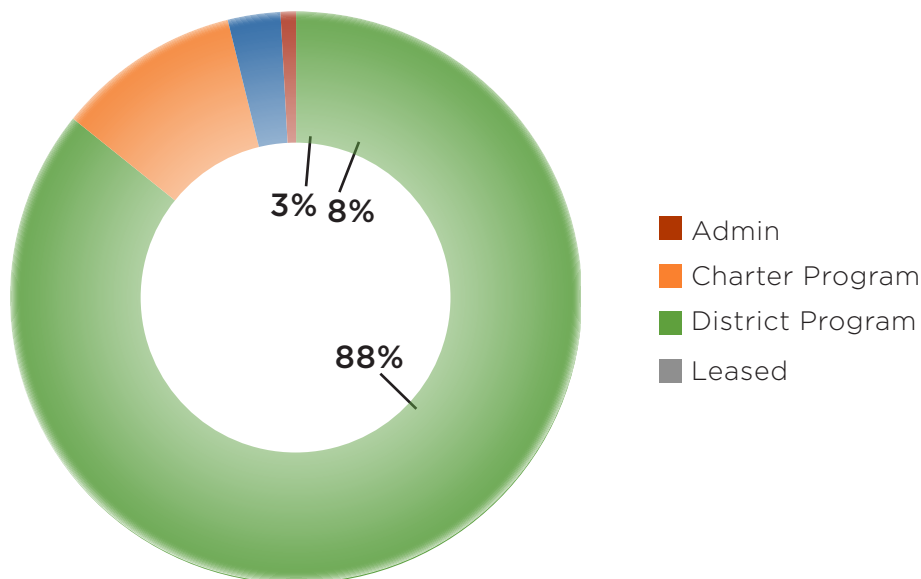
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101	Allendale	143	Montclair	212	Roosevelt
102	Bella Vista	144	Parker	213	Westlake
103	Brookfield	145	Peralta	214	Verdesse Carter
104	Burbank	146	Piedmont	215	James Madison
105	Burckhalter	147	Prescott	216	King Estates
106	Anthony Chabot	148	Redwood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

## UNDER ONE ROOF

A centralized office building that houses many - but not all - of the district's administrative divisions could increase operating efficiency and reduce time spent on coordination and travel. A 100,000 ft<sup>2</sup> facility would shrink the district's administrative space need by 30% and free up school buildings to be used for other purposes.

## FACILITY USES



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

A school district as large and complex as OUSD requires a great deal of organization and administration in order to keep things operating smoothly. As stated in section five, OUSD divisions are currently housed on seven different sites, consuming about 300,000 ft<sup>2</sup> of space. With 505 full time employees and 75 flex time employees, OUSD's distributed system for housing district employees requires extra

## SCHOOLS IMPACTED

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

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

Not only would reunification of those administrative divisions that were dispersed from the district's previous administrative facility into a 100,000 ft<sup>2</sup> office space save time, money, and travel, it would also add a level of cohesion to OUSD's organizational culture. When members of an organization are collocated, they are more likely to feel like they are part of something larger than their own division, and they can see more easily how their work and effort fits in with that of other individuals and other departments. A culture based around a decentralized model for housing staff leads to siloing of divisions, less cultural cohesion, and inefficient organization processes. Moving OUSD back to a centralized model would create greater efficiencies not only from a facilities point of view, but also from an organizational culture point of view.

STRATEGY [6]:

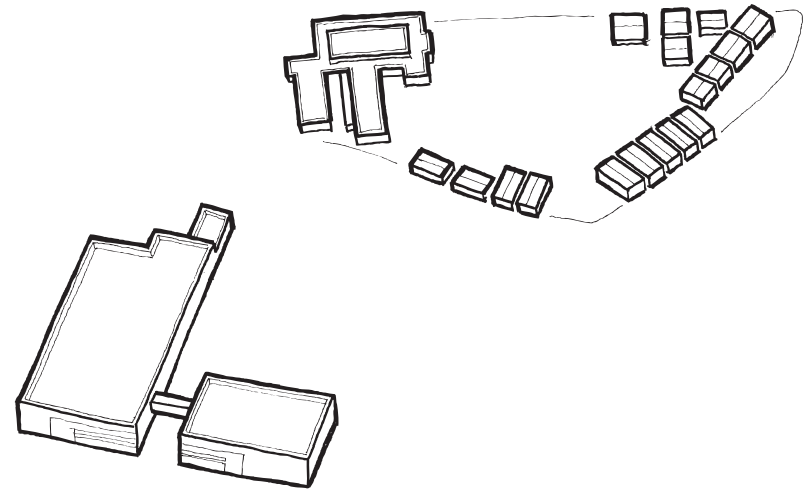
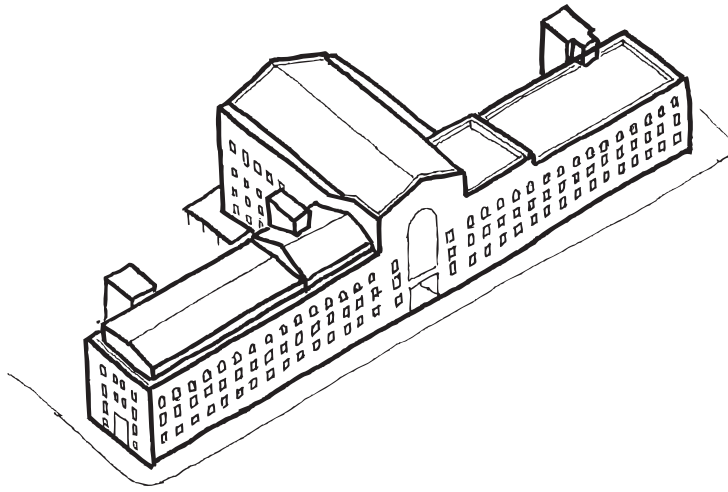
# REUNIFY DISTRICT LEADERSHIP STAFF

## COLLOCATING STAFF

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





**2011**

**CENTRALIZED  
LEADERSHIP**

CENTRALIZED LEADERSHIP

**2012**

**LEADERSHIP  
BUILDING DAMAGED**

DEVELOPED FACILITIES  
MASTER PLAN

**2013**

**RELOCATE  
DIVISIONS**

DISTRIBUTED DIVISIONS TO  
UNDERUTILIZED OR VACANT  
SCHOOL SITES

MOVED STAFF AND  
MATERIALS

**2014**

**ASSET MANAGEMENT  
PLAN**

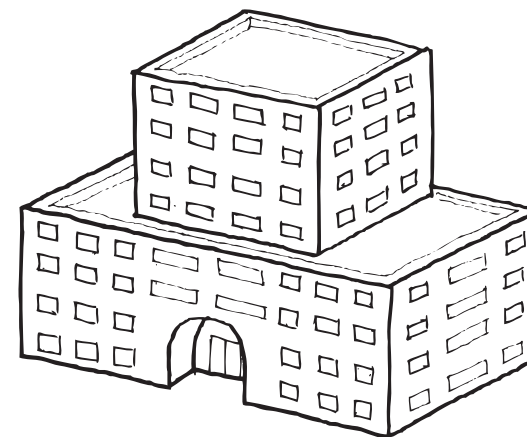
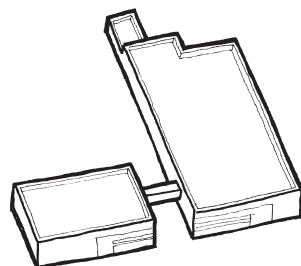
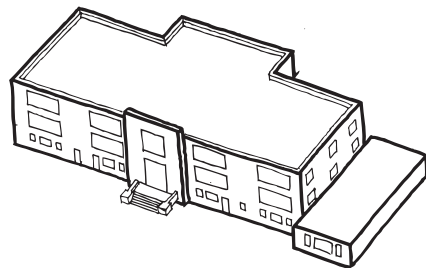
CONDUCT UTILIZATION  
ANALYSIS

DOCUMENT ADMINISTRATIVE  
SPACE NEEDS

DEVELOP ASSET  
MANAGEMENT PLAN

DEVELOP DISPOSITION  
STRATEGY





## 2015

### PLANNING FOR NEW ADMIN BUILDING

SELECT SITE

SELECT ARCHITECT AND  
CONSTRUCTION TEAMS

DOCUMENT USER AND  
FUNCTIONAL REQUIREMENTS  
AND DEVELOP BUILDING  
PROGRAM

BEGIN COMMUNITY  
ENGAGEMENT

## 2016

### DESIGN OF NEW ADMIN BUILDING

DEVELOP ARCHITECTURAL  
CONCEPT

DESIGN BUILDING SYSTEMS

DEVELOP CONSTRUCTION  
DOCUMENTS

BID PROJECT

## 2017

### CONSTRUCTION OF NEW ADMIN BUILDING

BREAK GROUND

INFILL PLAN FOR VACATED  
SCHOOL SITES

FURNITURE INVENTORY AND  
REPLACEMENT

SELECT FINISHES

## 2018

### REUNIFIED LEADERSHIP

MOVE INTO NEW ADMIN  
BUILDING

MOVE OUT OF SCHOOL  
BUILDINGS

REUTILIZE SCHOOL FACILITIES

## PLAY FIELDS AND REVENUE GENERATION

---

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

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

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

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

## SCHOOLS IMPACTED

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### High Schools

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



## STRATEGY [7]:

# COMPETITION LEVEL ATHLETIC FACILITIES

## DIVERSIFYING REVENUE STREAMS

---

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

## USING FACILITIES TO GENERATE UNRESTRICTED REVENUES

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

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

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

### 1. Analyze Suitability

Step one involves evaluation of the legality of leasing

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

### 2. Compare Relevant Properties

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

### 3. Assess Condition

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

based on the asset condition.

### 4. Identify User and Type

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

### 5. Recommend Disposition Option

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

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

## SITES IMPACTED

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

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

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

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

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

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

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

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

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

STRATEGY [8]:

# PROPERTY DISPOSITION

## GENERATING REVENUE

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

# 7

# IMPLEMENTATION TIME LINE

## PLAN FOR SUCCESS

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



## HIGH-LEVEL TIME LINES

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

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

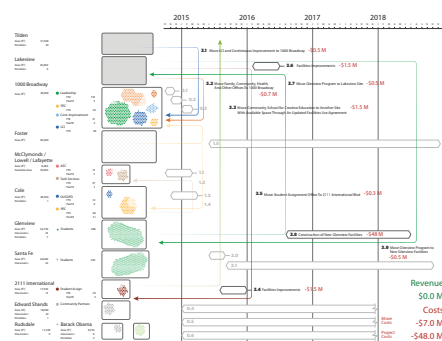
The second time line indicates the best current, near-term, and long-term uses for each property owned by OUSD. Most properties in this time line matrix are and will continue to be district run school sites. Some site,

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

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

	2014-2015	2015-2016
1	<b>CREATE ATTRACTIVE PROGRAMS</b> Assess Response of CDEP Counselor Begin Community Engagement for Parents Develop Tools for Assessment and Accountability Programs at Fremont High School	Begin Engagement for CDEP Counselor Begin Homework and Study for Fremont High School
2	<b>CAP SCHOOL ENROLLMENT</b>	Cap Enrollment at Santa Catalina Schools
3	<b>CO-MANAGE FACILITIES AND STUDENT ASSIGNMENT</b> Assess and Improve Student Engagement Practices Conduct Site Visits to Fremont High School	Roll Out New Student Assignment Process Assess, Improve, and Reopen Program 20 Boutique
4	<b>EXPAND OR CONSOLIDATE PROGRAMS</b> Review and Assess Programs James Madison High School Wilder Elementary Middle School	Program Expansion at Palo Verde
5	<b>REDUCE PORTABLE CLASSROOMS</b> Remove Portables at Fremont High School Fremont Middle School Fremont High School	Remove Portables at Boutique Middle School Boutique Middle School Boutique Middle School
6	<b>RECENTRALIZE DISTRICT ADMINISTRATION</b> Document User and Functional Requirements Select Site Select Architect Develop Building Program	Develop Architectural Concept Design Building Program Integrate Construction Site Details 800 Steps
7	<b>DEVELOP COMPETITION LEVEL ATHLETIC FACILITIES</b> Conduct Assessment of Current Athletic Facilities Develop Program for current and Build Out of Athletic Facilities	Draft Plans for New Athletic Facilities Integrate Athletic Facilities Program Assess Program Assess Program Assess Program
8	<b>PROPERTY DISPOSITION</b> Identify Partners for Lease and/or joint use for Catalina District Neighborhood Center	Develop Disposition Strategy for All Remaining Property for All

<b>Site ID</b>	<b>Site</b>	<b>Attendance Boundary</b>	<b>Current Use (2013-14)</b>	<b>Near-Term Use (2015-16)</b>	<b>Long-Term Use (2018+)</b>
124	Chambers	Charles Chamber	District Elementary School	District Elementary School	District Elementary School
125	Highland	Highland	Shared Use With Twin Districts	Grade Enrollments	Shared Use With Twin Districts
126	Jaffee	Jaffee	District Elementary School / Shared Site	Grade Enrollments On-Site	District Elementary School
127	Jaffette	Jaffette	District Elementary School	Grade Enrollment	District Elementary School
128	Jackson	Jackson	Shared Use With Jackson Middle School	Grade Enrollment On-Site	District Elementary School
129	Jackson	Jackson	Health, Social Enrollment; Family Center	2000 Students and 200+ Preschool Children	Charter Elementary School
131	Jarvis	Jarvis	District Elementary School	Reduce Portability Capacity	District Elementary School
132	Jenkins	Jenkins	District Elementary School	Reliance Enrollment	District Elementary School
134	Larchmont	Larchmont	Shared Use With Twin Districts	Reliance Enrollment	Shared Use With Twin Districts
135	Rosemead	Rosemead	Reliance Enrollment	Reliance Enrollment	District Elementary School
137	Maryanna	Maryanna	District Elementary School / Shared Site	Reliance Enrollment	District Elementary School
138	Hopkins	Hopkins	Senior Elementary School	Reduced Portability Capacity / Collocated Program On-Site	Senior Elementary School
140	McIntosh	McIntosh	Senior Elementary School	Reduced Portability Capacity	Senior Elementary School
142	Macquibbin Miller	Macquibbin Miller	Senior Elementary School	Reliance Enrollment	Senior Elementary School
143	Monroe	Monroe	District Elementary School	Reduced Portability Capacity	District Elementary School
144	Nether	Nether	District Elementary School	Special Program From K-5	District K-5 School
145	Parkville	Parkville	District Elementary School	K-5 Enrollment	District Elementary School



## 2014-2015

## 2015-2016

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

**2016-2017****2017-2018****2018-2019**

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

Begin Construction for STEM Corridor Projects  
Continue Construction For Fremont High

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

Cap Enrollment at Some Overutilized Schools

Cap Enrollment at Some Overutilized Schools

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

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

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

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

Program Expansions at:  
McClymonds High

Remove Portables at:  
Skyline High  
Garfield Elementary  
Grass Valley Elementary  
E. Morris Cox Elem

Lockwood Elementary  
Toler Heights Elem  
Allendale Elementary

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

Remove Portables at:  
Lakeview Elementary  
Tilden Elementary

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

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

Construct New Athletic Facilities

Construct New Athletic Facilities  
Lease Out Athletic Facilities to Generate Revenue

Lease Out Athletic Facilities to Generate Revenue

Develop Disposition Strategy For All  
Remaining Vacant Properties

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



# DRAFT CURRENT STATE

## Tilden

Area (ft²) 37,500  
Portables 23

- Cont. Improvement FTE 31  
FlexTE 2
- LCI FTE 69



## Lakeview

Area (ft²) 43,000  
Portables 9

- Student Assign FTE 29  
FlexTE 5
- Social/Emotional Behavioral Health FTE 14
- Others FTE 105  
FlexTE 20



## 1000 Broadway

Area (ft²) 63,000  
FTE 195  
FlexTE 5

- Leadership FTE 195  
FlexTE 5



## Foster

Area (ft²) 60,000  
FTE 86  
FlexTE 31

- PEC FTE 86  
FlexTE 31



## McClymonds / Lowell / Lafayette

Area (ft²) 6,000  
Available Area 18,000  
FTE 15  
FlexTE 5

- AEC FTE 15  
FlexTE 5



## Cole

Area (ft²) 48,500  
Portables 1  
FTE 14  
FlexTE 0

- OUSDPD FTE 14  
FlexTE 0
- Tech Services FTE 37  
FlexTE 3



## Glenview

Area (ft²) 42,750  
Classrooms 23  
Portables 7  
FTE 268

- Students FTE 268



## Santa Fe

Area (ft²) 40,000  
Classrooms 22  
FTE 250

- Students FTE 250



## 2111 International

Area (ft²) 17,500  
Classrooms 13  
FTE 138

- Students FTE 138



## Edward Shands

Area (SF) 18,000  
Classrooms 22  
Portables 1



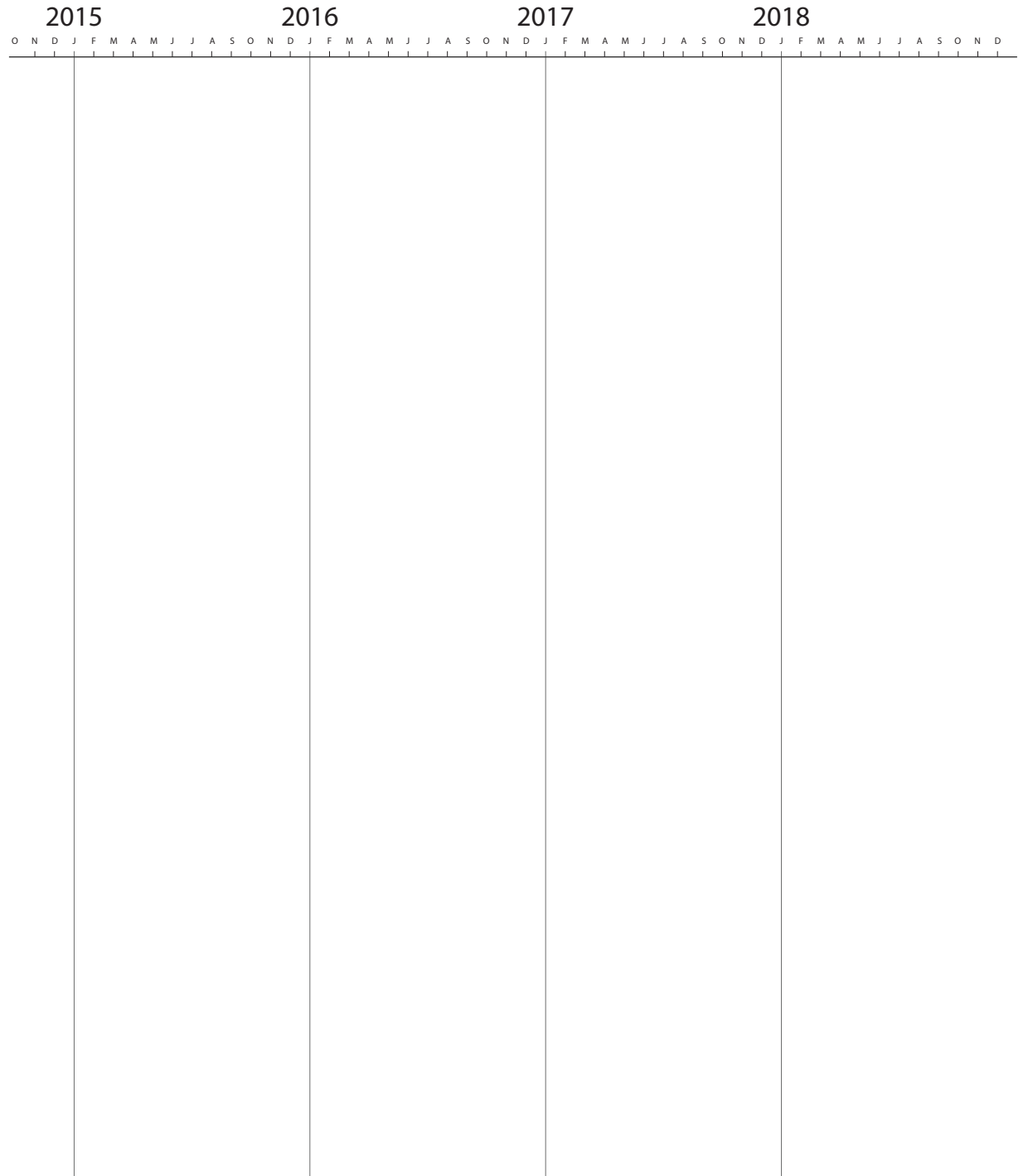
## Rudsdale

Area (ft²) 11,500  
Classrooms 9  
FTE 6  
Portables 2



## Barack Obama

Area (ft²) 8,750  
Classrooms 6  
Portables 2





PHASE 0 - LEADERSHIP REUNIFICATION 2015

2016

2017

2018

Tilden

Area (ft²) 37,500  
Portables 23

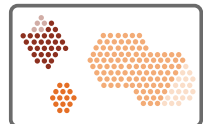
- Cont. Improvement FTE 31  
FlexTE 2



Lakeview

Area (ft²) 43,000  
Portables 9

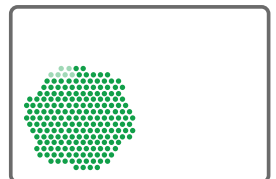
- LCI FTE 69



1000 Broadway

Area (ft²) 85,000

- Student Assign FTE 29  
FlexTE 5



Foster

Area (ft²) 60,000

- Social/Emotional Behavioral Health FTE 14



McClymonds / Lowell / Lafayette

Area (ft²) 6,000  
Available Area 18,000

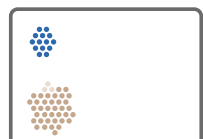
- Others FTE 105  
FlexTE 20



Cole

Area (ft²) 48,500  
Portables 1

- Leadership FTE 195  
FlexTE 5



Glenview

Area (ft²) 42,750  
Classrooms 23  
Portables 7

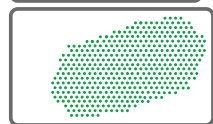
- PEC FTE 86  
FlexTE 31



Santa Fe

Area (ft²) 40,000  
Classrooms 22

- AEC FTE 15  
FlexTE 5



2111 International

Area (ft²) 17,500  
Classrooms 13

- OUSDPD FTE 14  
FlexTE 0



Edward Shands

Area (SF) 18,000  
Classrooms 22  
Portables 1

- Tech Services FTE 37  
FlexTE 3



Rudsdale

Area (ft²) 11,500  
Classrooms 9

- Students FTE 268



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

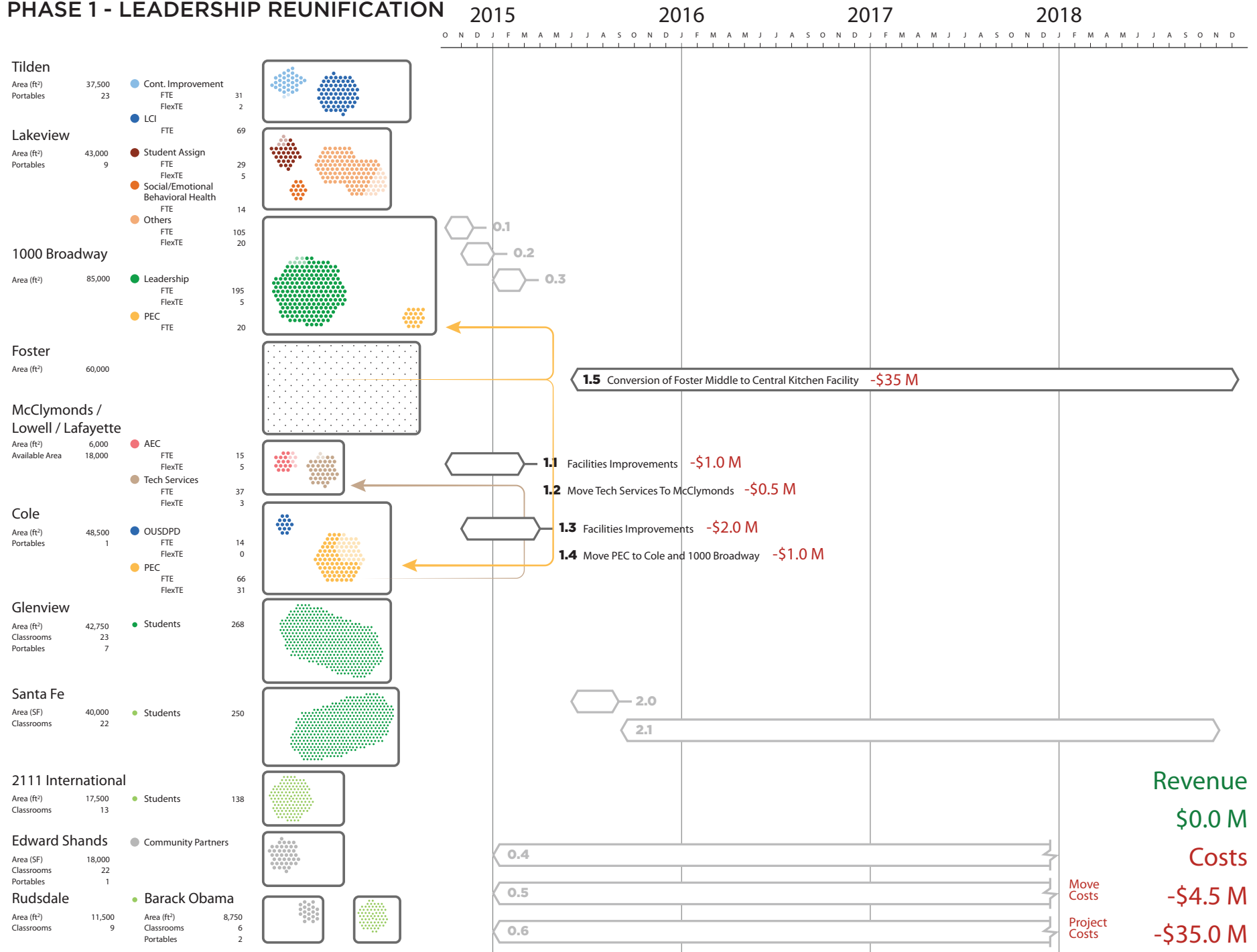
- 2.0 End Lease Agreement with Emeryville Unified
- 2.1 Reestablish a district-run program at Santa Fe Elementary School

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

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

# DRAFT

## PHASE 1 - LEADERSHIP REUNIFICATION



PHASE 2 - LEADERSHIP REUNIFICATION 2015

2016

2017

2018

Tilden

Area (ft²) 37,500  
Portables 23

Lakeview

Area (ft²) 43,000  
Portables 9

1000 Broadway

Area (ft²) 85,000

Foster

Area (ft²) 60,000

McClymonds /  
Lowell / Lafayette

Area (ft²) 6,000  
Available Area 18,000

Cole

Area (ft²) 48,500  
Portables 1

Glenview

Area (ft²) 42,750  
Classrooms 23  
Portables 7

Santa Fe

Area (ft²) 40,000  
Classrooms 22

2111 International

Area (ft²) 17,500  
Classrooms 13

Edward Shands

Area (SF) 18,000  
Classrooms 22  
Portables 1

Rudsdale

Area (ft²) 11,500  
Classrooms 9

- Leadership FTE FlexTE
- PEC FTE
- Cont. Improvement FTE FlexTE
- LCI FTE
- AEC FTE FlexTE
- Tech Services FTE FlexTE
- OUSDPD FTE FlexTE
- PEC FTE FlexTE
- Students
- Student Assign FTE FlexTE
- Community Partners
- Barack Obama

195  
5  
20  
31  
2  
69

15  
5  
37  
3

14  
0  
66  
31

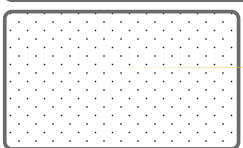
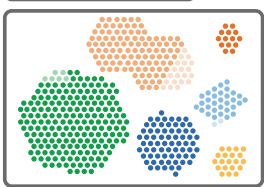
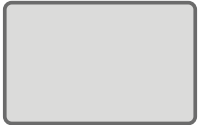
268

250

29  
5

22  
1

8,750  
6  
2



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

3.1 Move LCI and Continuous Improvement to 1000 Broadway -\$0.5 M

3.6 Facilities Improvements -\$1.5 M

3.2 Move Family, Community, Health, And Other Offices To 1000 Broadway -\$0.7 M

3.7 Move Glenview Program to Lakeview Site -\$0.5 M

3.3 Move Community School for Creative Education to Another Site With Available Space Through An Updated Facilities Use Agreement -\$1.5 M

1.5

1.1  
1.2  
1.3  
1.4

3.5 Move Student Assignment Office To 2111 International Blvd -\$0.3 M

3.8 Construction of New Glenview Facilities -\$48 M

3.9 Move Glenview Program to New Glenview Facilities -\$0.5 M

2.0  
2.1

3.4 Facilities Improvements -\$1.5 M

0.4

0.5

0.6

Revenue  
\$0.0 M

Costs

Move Costs  
-\$7.0 M

Project Costs

-\$48.0 M

DRAFT

# 8

# APPENDIX

SUPPORTING  
DOCUMENTS AND  
MATERIALS

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# DRAFT BOARD POLICY 7350

## Facilities: Physical Asset Management

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### I. Guiding Principle

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

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

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

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

schools authorized by the County or the State.

### III. Optimizing Use of District Properties

#### A. Issues Identified For Further Assessment and Study

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

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

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

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

#### B. Priority Order for Use of Properties

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

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

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

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

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

#### C. Considerations for Use of Properties

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



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

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

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

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

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

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

#### **IV. Best Use of Properties to House Core Administrative Services**

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

purposes, including housing for District employees.

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

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

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

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

#### **VI. Creation of Real Estate Manager Position**

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

# DRAFT OUSD RAW DATA

Data Sets Used For Analysis

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

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

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

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

# DRAFT OUSD RAW DATA

Data Sets Used For Analysis

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

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

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

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

# DRAFT OUSD RAW DATA

Data Sets Used For Analysis

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

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

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

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



# DRAFT OUSD RAW DATA

Data Sets Used For Analysis

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

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

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

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



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

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

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