

Board Office Use: Legislative File Info.	
File ID Number	20-0608
Introduction Date	3/19/2020
Enactment Number	
Enactment Date	



Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent

Board Meeting Date March 19, 2020

Subject Asset Management: Process for Vacated Property

Action Discuss Process for More Efficiently Managing the District's Physical Assets

Background In 2013, the Board of Education convened a Special Committee on Physical Assets Management. Out of that work, the Board adopted Board Policy 7350, Physical Assets Management (attached). BP 7350 adopts guiding principles for managing the District's physical assets, identifies the students for whom the District is responsible, discusses how to optimize the use of District properties, discusses best use of District properties to house core administrative services, discusses using District properties to generate revenue, and recommends the District create a real estate manager position.

The Special Committee held a series of hearings with stakeholders to review data, review economic projections, understand the priorities and concerns of the people who use District facilities, and consult with potential partners on improving District facilities. The Special Committee report reflects and summarizes what the Committee heard in the areas of equity, partnerships and wrap around services, revenue generation and cost avoidance, the Administration Building at 1025 Second Avenue, special education, charter schools, and responsible stewardship. The data in that report is relevant to the ongoing discussion about how to more efficiently manage the District facilities and realize revenue from underutilized facilities.

In 2018, the Board adopted Board Policy 6006, which directs the Superintendent to develop a Citywide Plan that will, among other things, help the District become financially sustainable. Work on the Citywide Plan is ongoing and involves rethinking the number and type of schools operated by both the District and by charter school operators in our City, with a goal of having quality schools across the City.

The District also is acting on guidance from the State and Alameda County Grand Jury to use its real property to generate revenue. In 2019, the Board of Education convened a 7-11 Committee to advise on the disposition of 5 long-vacant properties. The Board has accepted the 7-11 Committee's recommendations and has directed the Superintendent to develop options for entering into long-term for two of those properties and selling two others.

Discussion

The Board is holding this retreat to begin the work of more comprehensively developing a plan for best use of District properties. In the March 19 session we will receive an overview of the properties the District owns, develop a shared understanding of the processes we must follow when we wish to use a property to generate revenue, discuss options for developing educator housing, and hold an initial discussion on how we can use vacant properties to generate revenues.

The discussion will focus on specific properties that will soon be vacated based on recent decisions by the Board on the Blueprint for Quality Schools and the return of Glenview Elementary school back to its original campus; namely the SOL, Kaiser, and Santa Fe campuses. Staff will be sharing their best thinking on how to pursue future uses for these properties. In addition, staff will provide updates on a recent development related to the use of the former Tilden site, which was included as the Prop 39 preliminary offer to Urban Montessori.

Because Roses in Concrete is considering an appeal to the State Board of Education of the denial of its charter renewal by both the Oakland Unified Board and the Alameda County Board of Education, and because the lease agreement with Roses in Concrete extends to June 2024, should the appeal be granted by the State Board of Education, Roses in Concrete would have a claim to the Tilden campus. This means OUSD can continue to offer Tilden to Urban Montessori but also needs to offer an alternate location in the case that the Roses in Concrete appeal is granted. This offer to Urban Montessori will likely be released as an in-lieu agreement with the charter school in early April. This will be the first of many conversations the Board will hold on this topic.

Fiscal Impact

Using vacant properties to generate revenue can help the District meet its financial obligations and using properties to provide housing for the District's workforce can help attract and retain staff.

Attachment

Board Policy 7350 – Physical Assets Management
Report of the Special Committee on Asset Management, June 26, 2013
Board Policy 6006 - Quality School Development: Community of Schools

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

BP 7350

Facilities

Physical Assets Management

I. Guiding Principle

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

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. Provide technologically advanced learning and recreation space for general education and special education students and families enrolled in schools operated by the District.
2. Provide for temporary relocation of schools for major construction and modernization projects.
3. As acknowledged by Proposition 39 (2000), provide learning and recreation space for students enrolled in charter schools operating in the District, including the consideration of leases terms for charter schools that align with the term of charters and, at equitable rates, for those charters providing high quality options for Oakland children.
4. Provide quality operations and administration facilities to enable high performance by District staff.
5. To the extent that the District has excess capacity, the District shall make this space available at fair market value or otherwise reasonably negotiated rates in order to generate unrestricted general fund revenues to support programs and services for District programs, and cash reserves for long-term maintenance, equipment and capital facilities needs.

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-OSD 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-OSD 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 Real Estate Manager should be the point of contact regarding the use of district facilities, including Proposition 39 facility use.

8/14/13



OAKLAND UNIFIED
SCHOOL DISTRICT

*Community Schools,
Thriving Students*

**REPORT OF THE
SPECIAL COMMITTEE ON ASSETS MANAGEMENT**

JUNE 26, 2013

Chair: Director Jody London

Member: Vice President Jumoke Hinton Hodge

**Staff: Associate Superintendent of Facilities Timothy White
and staff of the OUSD Facilities Department**

Report of the Special Committee on Assets Management

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Staff Report

I. Introduction

A. *Genesis of Special Committee*

In March 2013, the Board of Education of the Oakland Unified School District (“District” or “OUSD”) created a Special Committee on Assets Management (“Committee”) to look at how the District can best utilize its property in service of the education of children in the City. OUSD is the second largest property owner in the City of Oakland (“City”), with properties in nearly every neighborhood. This report provides background data and a record of the special committee's deliberations. This report is a companion to the recommended Board Policy on Assets Management.

B. *Committee Charge*

The Committee was asked to consider four questions:

1. Who are the students for whom OUSD is responsible?
2. How does OUSD best utilize its properties to provide adequate facilities to students for whom we are responsible?
3. How does OUSD best utilize its properties to efficiently house core administrative services?
4. How does OUSD best utilize its properties to earn unrestricted revenues to support school operations?

C. *Committee Methodology*

The Committee conducted its research through review of demographic, economic, best practices, and related resources, and through a series of hearings.

1. Resources

- OUSD Facilities Master Plan (2012)
- Relevant planning documents from other agencies
- Meeting with the City of Oakland
- Best practices from other school districts (note: the Committee was unable to locate any other school district that has a distinct policy on assets management; although many have Facility Master Plans, none appear to have a policy that governs how physical property is managed).
- Hearings

2. Hearings Overview

The Committee held a series of hearings in April and May, 2013. A list of dates and panelists is provided below.

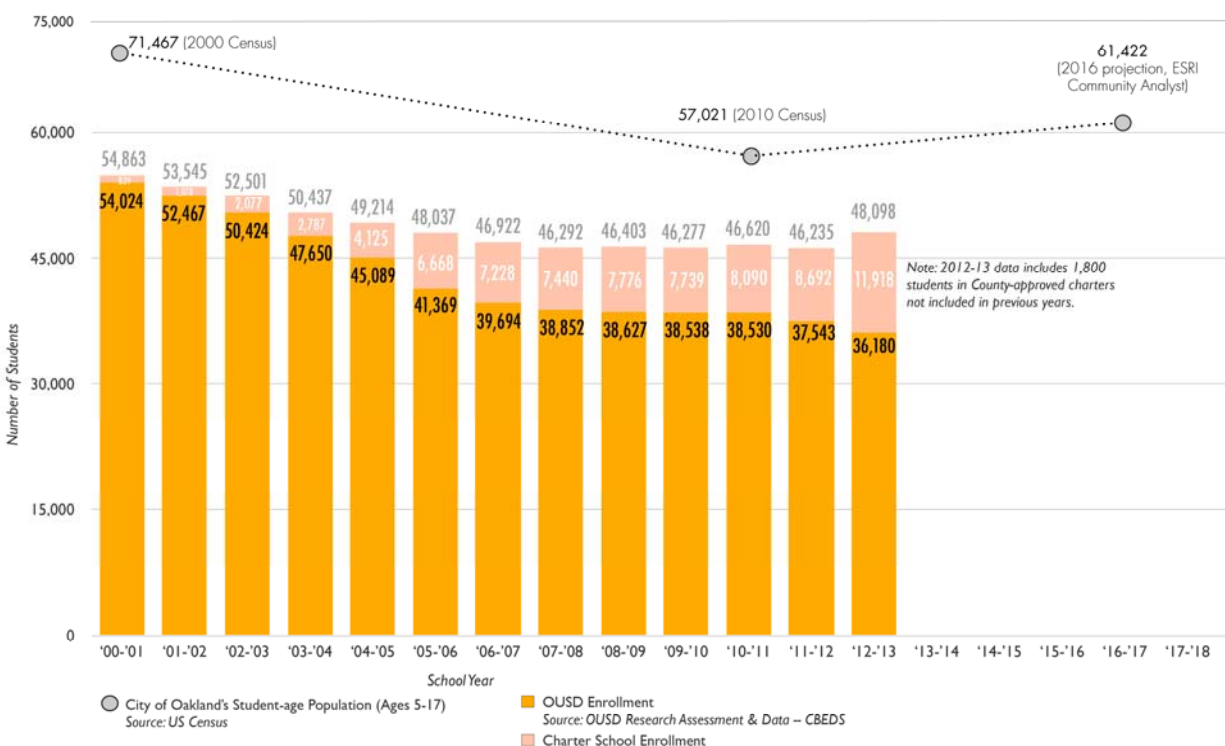
Date/Time	Topic	Speakers
Monday, April 15 4:00-6:00PM	Baseline Data	<p>OUSD Staff:</p> <ul style="list-style-type: none"> ▪ Tim White, Associate Superintendent of Facilities ▪ Tadashi Nakadegawa, Director of Facilities ▪ David Montes de Oca, Executive Director, Quality Community Schools Development <p>MK Think (OUSD consultants on Facilities Master Plan):</p> <ul style="list-style-type: none"> ▪ Nate Goore, Principal ▪ Josh Jackson, Senior Strategist
Tuesday, April 23 3:00-5:00PM	Economic Projections	<ul style="list-style-type: none"> ▪ Linda Hausrath, President, Hausrath Economics Group ▪ Mark McClure, California Capital & Investment Group ▪ Alan Dones, CEO, Strategic Urban Development Alliance ▪ Paul Junge, Vice President, Oakland Metropolitan Chamber of Commerce
Tuesday, May 7 5:30-7:30PM	Facility Users	<ul style="list-style-type: none"> ▪ Thomas Duffy, Coalition for Adequate School Housing ▪ Trish Gorham, President, Oakland Education Association ▪ Morris Tatum, President, AFSCME ▪ Wendi Caporicci, United Administrators of Oakland Schools ▪ Karen Mates, Director, OUSD Programs for Exceptional Children ▪ Curtiss Sarikey, OUSD Associate Superintendent, Family, Schools, and Community Partnerships ▪ Lacy Asbill, Moving Forward Education ▪ David Castillo, California Charter Schools Association
Monday, May 20, 5:30-7:30PM	Potential Partners for Facilities Improvements	<ul style="list-style-type: none"> ▪ Robert Spencer, Urban Economics Consultant and former OUSD School Board Director ▪ Jabari Herbert, Owner, Stone Capital Group ▪ Gboyega Aladegbami, Principal, AEKO Consulting ▪ David Castillo, California Charter Schools Association ▪ Aliza Gallo, Economic Development Coordinator, City of Oakland

In addition, every hearing included comments from members of the public.

II. Understanding Baseline

A. Student Age Population in Oakland Today

According to the 2010 US Census, 57,021 school age individuals (ages 5-17) live in Oakland. This number represents a 20% drop from 2000, when 71,567 school age individuals lived in the city. Projections anticipate that the number of school age individuals will climb back to more than 60,000 in 2016.

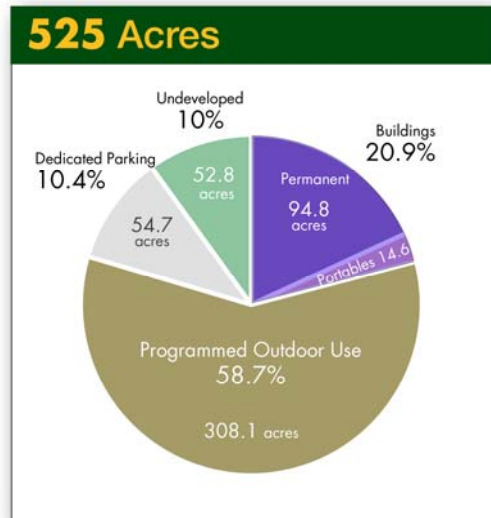


In 2000, about 76% of school age Oakland residents attended district-run public schools, and the charter school presence was minimal, with only 839 (1%) students attending charter programs. By 2010, 67% of school age residents attended District public schools, while the 8,090 students attending charter schools represented 14% of the total school age residents. Between both District-run schools and charter schools, nearly 82% of Oakland's school age residents were in some form of public school in 2010.

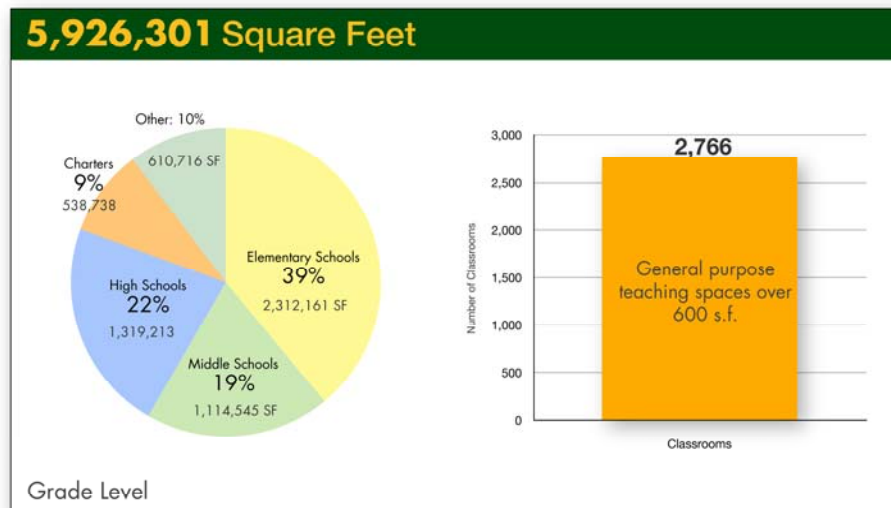
B. Our Properties Today

Oakland Unified School District is one of the largest property owners in the city, with a real estate portfolio that includes 525 acres of property. More than half of that property, nearly 60%, is used for programmed outdoor use, which includes sports fields, playgrounds, gardens, and other formal school uses. 54.7 acres, or about 10%, is used for parking, while an additional

10% is undeveloped – most of this category is on steep slopes or other property with some characteristic that makes its difficult to use.

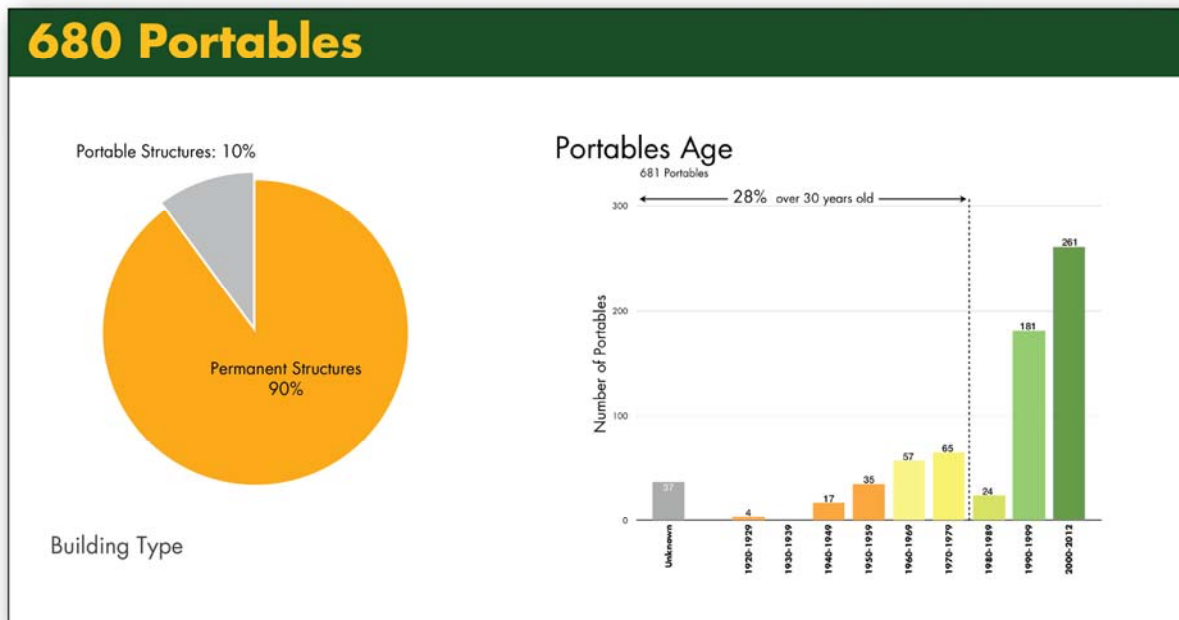


20% of OUSD’s property is occupied by buildings. The District owns nearly 6 million square feet of buildings, the vast majority of which are schools. In total, these structures contain 2,766 general purpose classrooms of 600 square feet or more. Attachment A is a list of all the properties OUSD owns.



Of OUSD’s 6 million square feet of buildings, 90% of the square footage is in permanent buildings and 10% consists of 680 portables. While most portables are less than 30 years old, a significant number of portables pre-date the 1980s. In some cases, the older portables have been

converted into semi-permanent buildings – this has happened at both school sites and administrative sites.



OUSD's properties may be categorized into 3 types:

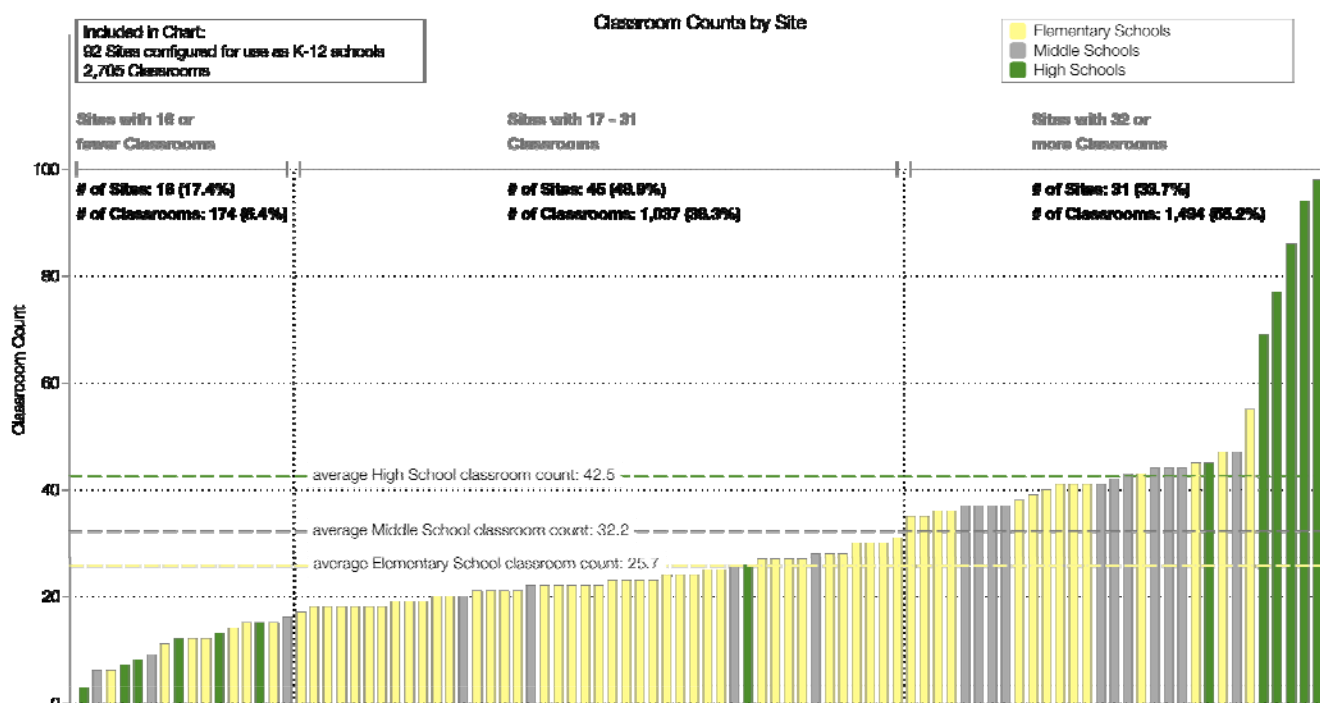
- sites which are configured to be used as K-12 schools;
- sites which are configured to be used as administrative sites; and
- sites which are configured to be used as sites for non-K-12 schools, such as early childhood education centers or Adult Education programs.

(A small number of sites, such as Cole Middle School and 2111 International Boulevard, have been converted from school functions to administrative functions or vice-versa.)

Several sites configured for use as schools that host more than one school program. There are:

- 4 sites that host multiple in-district programs;
- 11 sites that co-locate one or more in-district programs and at least one charter program;
- One site that hosts multiple charter programs and no in-district programs.

There are 16 sites configured as K-12 schools that have 16 classrooms or fewer – capacity for approximately 350 students, assuming some rooms are used for enrichment programs and ~25 students/classroom. (With different room uses and loading ratios, some of these sites may enroll more students.)



Data from 2012 Facilities Master Plan. Includes 92 sites configured for use as schools. Excludes administrative facilities and Early Childhood Education Facilities.

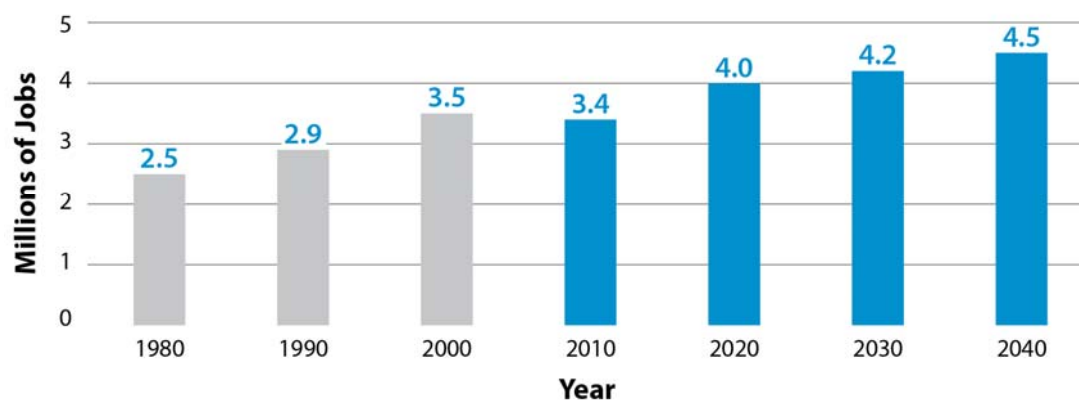
Data from the California Department of Education indicates that Oakland's schools are, on average, sized for smaller enrollment than most schools being built as of 2007 in California.¹

Grade Level	Number Students
Elementary (K-5)	800
Middle (6-8)	1,198
High (9-12)	2,367

C. Economic Trends

Economists project that Oakland and the Bay Area as a whole will undergo significant job growth over the next 30 years. The Association of Bay Area Governments, in its draft Bay Area Plan, released in March 2013, predicts that Oakland will see 85,000 new jobs by 2040, an increase of 40%. Panelists consulted by the Committee agreed that jobs would increase, although they did not all agree the percentage would quite as high.

¹ California Department of Education, *Report on Complete Schools*, May 23, 2007, <http://www.cde.ca.gov/ls/fa/sf/completesch.asp>.

Bay Area Total Regional Employment, 1980–2040

Sources: US Census (1960-1980), California Department of Finance (1990-2000), ABAG (2010-2040)

SF Bay Area Total Job Growth 2010-2040, Top 15 Cities

Rank	Jurisdiction	Total Jobs		2010-2040 Job Growth	
		2010	2040	Total Growth	Percentage Growth
1	San Francisco	568,720	759,470	190,740	34%
2	San Jose	375,360	522,050	146,680	39%
3	Oakland	190,250	275,490	85,240	45%
4	Santa Clara	112,460	145,560	33,100	29%
5	Fremont	89,900	119,870	29,970	33%
6	Palo Alto	89,370	119,030	29,650	33%
7	Santa Rosa	75,460	103,930	28,470	38%
8	Berkeley	77,020	99,220	22,210	29%
9	Concord	47,520	69,310	21,790	46%
10	Hayward	69,100	89,900	20,800	30%
11	Sunnyvale	74,610	95,320	20,710	28%
12	San Mateo	52,930	73,460	20,530	39%
13	Redwood City	58,340	77,830	19,490	33%
14	Walnut Creek	41,650	57,300	15,650	38%
15	Mountain View	47,800	63,380	15,570	33%

Source: Jobs-Housing Connection Strategy, ABAG, 2012

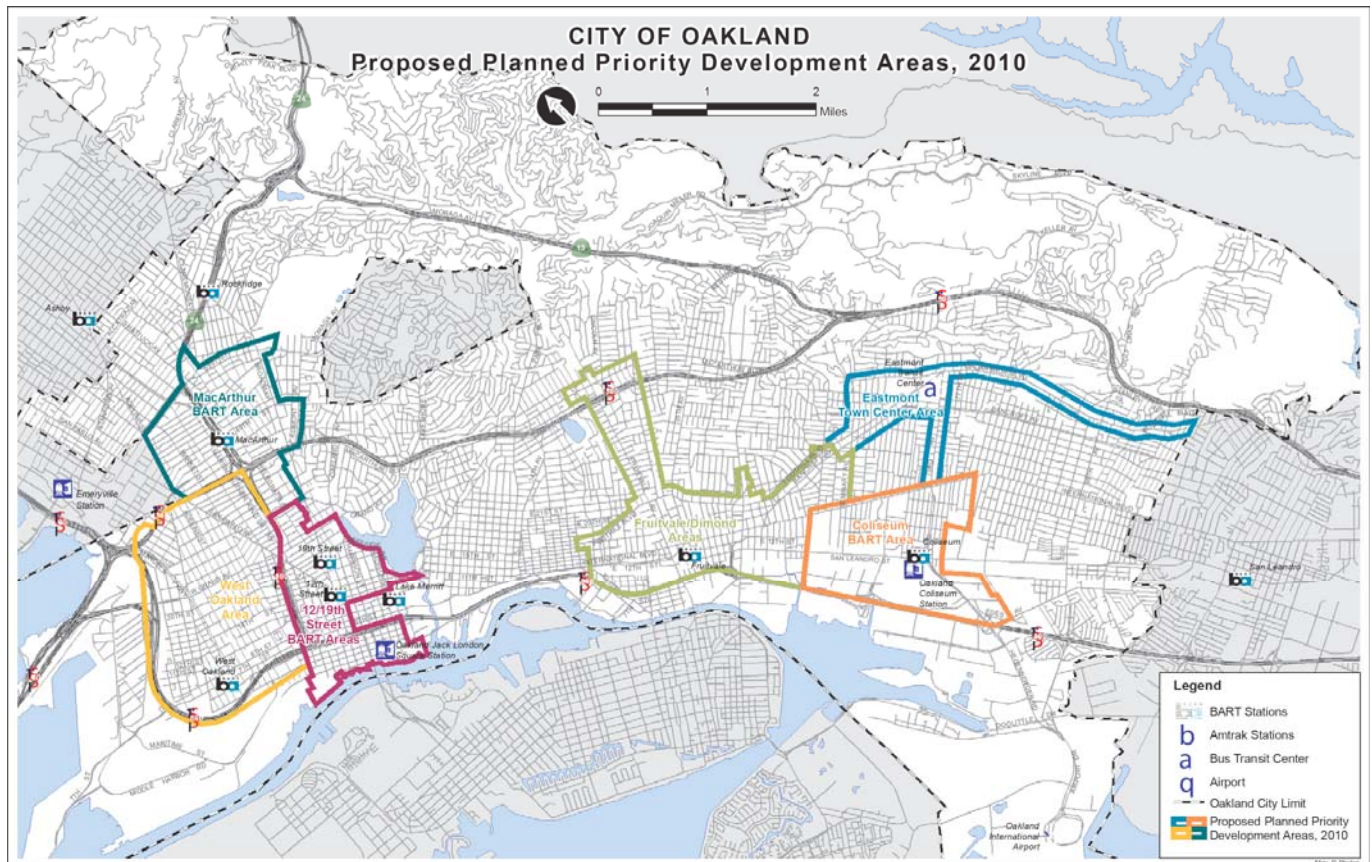
In the short term, this increase in economic activity is expected to trigger an increase of occupancy of existing housing stock in Oakland. Within 3-5 years, increased economic activity should encourage the resumption of new housing construction. Demographic trends suggest that the new residents of these housing units, however, will have fewer individuals per household, and fewer school age residents per household. One panelist suggested that the City's development policies play a role in the type of housing stock being developed in Oakland, and suggested that the school district may wish to advocate in the City's policy discussions for development policies that better attract and accommodate children.

SF Bay Area Total Housing Unit Growth 2010-2040, Top 15 Cities

Rank	Jurisdiction	Total Housing Units		2010-2040 Housing Unit Growth	
		2010	2040	Total Growth	Percentage Growth
1	San Jose	314,040	443,210	129,170	41%
2	San Francisco	376,940	469,350	92,410	25%
3	Oakland	169,710	221,200	51,490	30%
4	Sunnyvale	55,790	74,780	18,990	34%
5	Concord	47,130	65,170	18,040	38%
6	Fremont	73,990	91,610	17,620	24%
7	Santa Rosa	67,400	83,420	16,020	24%
8	Santa Clara	45,150	58,920	13,770	30%
9	Milpitas	19,810	32,430	12,620	64%
10	Hayward	48,300	60,580	12,290	25%
11	Fairfield	37,180	48,280	11,100	30%
12	San Mateo	40,010	50,180	10,160	25%
13	Richmond	39,330	49,020	9,690	25%
14	Livermore	30,340	40,020	9,670	32%
15	Mountain View	33,880	43,270	9,390	28%

Source: Jobs-Housing Connection Strategy, ABAG, 2012

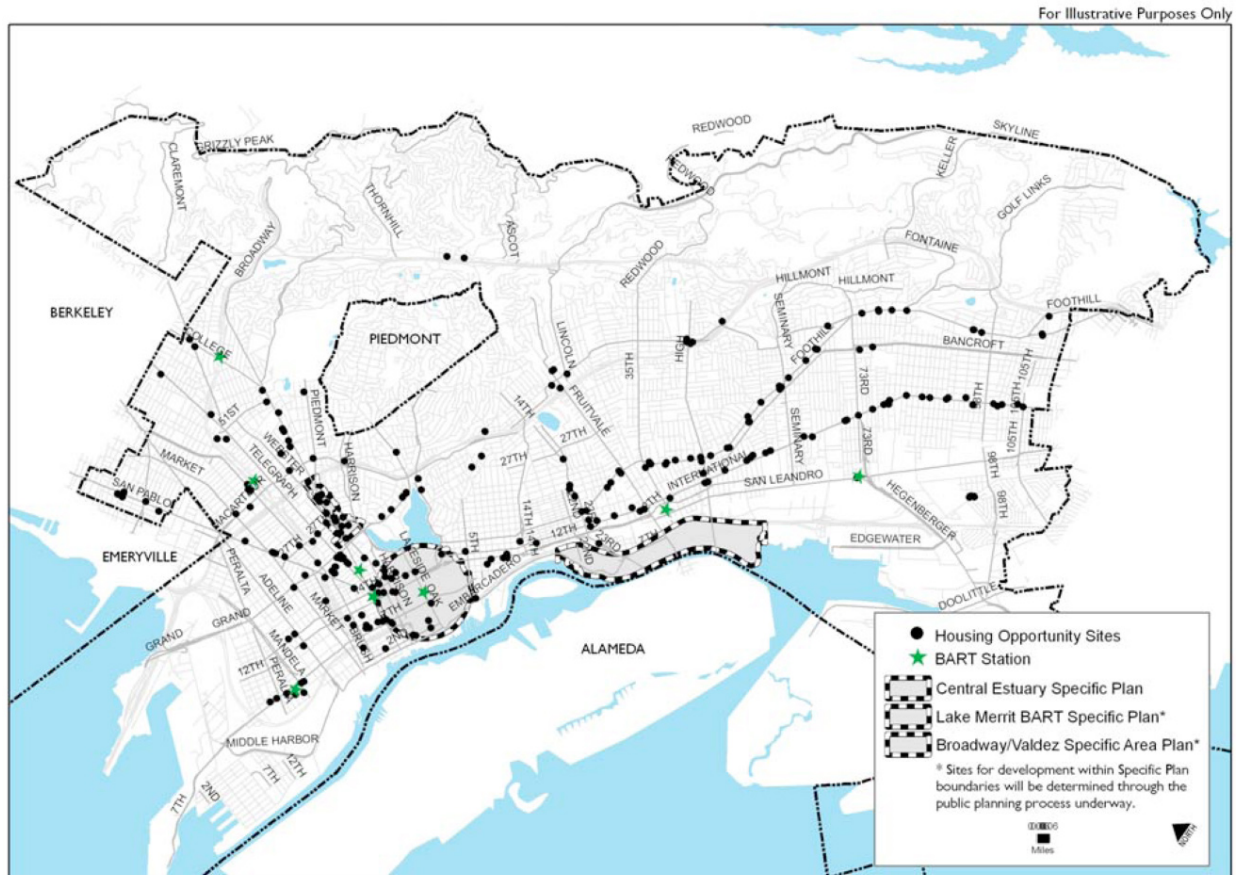
The City of Oakland's planning initiatives include four specific plans focused on development in different areas: Lake Merritt, West Oakland, Coliseum City, and Broadway-Valdez. In these four development areas, the City is conducting a programmatic Environmental Impact Report ("EIR"). This means the City can put in place approvals that can expedite development and lower costs. The District owns property in nearly all of the specific plan zones. The Administration Building at 1025 Second Avenue is in the Lake Merritt specific plan area.



Consolidated Plan for Housing and Community Development July 1, 2010 – June 30 2015, City of Oakland
 Community and Economic Development Agency (May, 15 2010)

The City also is considering where it will emphasize residential development, as is seen in the figure below.

Opportunity Sites for Residential Development



CITY OF OAKLAND HOUSING ELEMENT 2007-2014

City of Oakland Housing Element 2007-2014 Revised Public Review Draft, City of Oakland Planning Commission (June 3, 2009)

D. Laws and Regulations Governing Surplus Property

The Committee’s research included an examination of the laws that govern school districts and surplus property. That research is summarized below.

Topic	Ed Code Section	Summary
Surplus Property	17385-17512 and 17458-17496	<ul style="list-style-type: none"> ➤ School district property may be used as an asset to create a one-time or ongoing source of capital funding. ➤ The FY 2012-13 State Budget included a provision stipulating that districts must first offer surplus property for sale or lease to charter schools. The price of a sale or lease is subject to certain caps and can be significantly below market value. The Governor has proposed extending that provision for another five years as part of the FY 2013-14 Budget. ➤ Districts can use sale proceeds for one-time general operating expenses if the district has no major deferred maintenance requirements and agrees to forfeit eligibility for School Facility Program (“SFP”) new construction and modernization for at least five years. ➤ In 2009, legislation was chaptered to allow districts to use sale proceeds for property purchased entirely with <i>local funds</i> for one-time general operating expenses without forfeiting SFP eligibility. This provision expires on January 1, 2014, and as part of the FY 2013-14 Budget the Governor proposed to permanently extend this exception.
Joint Use	17077.40-17077.45	<ul style="list-style-type: none"> ➤ Provides a SFP State grant for construction or reconfiguration to provide a multipurpose room, gymnasium, library, child care facility, or teacher education facility. ➤ Requires a local match, including a contribution from the joint-use partner, who must be a public or non-profit entity. ➤ All bond authority for this program is currently exhausted.
Joint Use	175727, <i>et seq.</i>	<ul style="list-style-type: none"> ➤ Outside of the SFP, districts may enter into joint-use agreements with public, non-profit, or private entities for the rent or lease of vacant classroom space. ➤ Duration of agreements shall not exceed five years, however a new lease may be negotiated between the parties upon termination of the original lease. ➤ Unless the partner is a public entity, facilities may not be rented or leased below fair market value.

Topic	Ed Code Section	Summary
Joint Occupancy	17515-17526	<ul style="list-style-type: none"> ➤ School districts may enter into joint occupancy agreements for the use of district property, providing for lease revenue for a maximum duration of 66 years. ➤ Private entities and corporations are eligible partners, and building conversion or new construction is permitted under the agreement. ➤ Benefits of joint occupancy are lease revenue to the district and/or facilities to be built, modernized, or reconfigured, and a portion of the property is added to the tax rolls.
Oakland Unified School District Special Exemption	AB 677	Authorizes Oakland, from January 1, 2012, to June 30, 2016, to sell property owned by the District and to use the proceeds from the sale to reduce or retire that emergency loan. The sale of property under this bill is not subject to Section 17388, 17459, or 17464 of the Education Code (7-11 Committee provisions).

III. What the Committee Heard

Over the course of four hearings, the Committee heard a range of opinions and advice for the District. This section summarizes that testimony without attribution to any specific individual or organization, and without making any value judgments.

A. *Equity*

- 300-400 is a sustainable number in terms of efficiencies of scale in student enrollment.
- Need to define upfront how to resolve issues that arise over asset management.
- Look at whether there are OUSD schools in every neighborhood. Example of San Pablo corridor in North Oakland.
- Property value should not determine the use of a property.
- Additional investments required:
 - Technology
 - Staff to use the technology
 - Asset management software
 - Real estate or property manager on OUSD staff
- District needs to do study session - multiple stakeholders and discuss demographics. We need to use data on Oakland projections about affordable housing.
- Not explored when talking about Oakland in the next ten years plus: ethnic, racial or socio-economic status/makeup of city and impact
- Not well attended by public: recommendation that a one-two page document be produced to describe purpose, comments, and observations.
- The City of Oakland was invited to participate; that participation could have been more robust.

B. Partnerships & Wrap Around Services

- Provide tutoring after school, instead of during the school day, when students are pulled out of class and miss classroom time.
- Potential for sites to be used during intersession, summer, Saturday school
- Provide administrative space for community-based organizations that provide direct services to OUSD students. Many of these organizations are leasing on commercial market – this is revenue that could be accruing to OUSD. Don't necessarily need a lot of office space, however do need space for events, and should be easily accessible, near public transit, and ideally part of a community
- The Assets Management Policy should consider conditions for partnership. Should be fair, in service of OUSD's goals and objectives, supportive of children.
- Community groups would like long-term lease or purchase opportunities for specific sites, particularly Edward Shands site (Acts Full Gospel wants to establish skills training center), former Rudsdale site on 70th Avenue (Bethel Missionary Baptist wants to use to expand private school).
- Bishop Bob Jackson, from Acts Full Acts Gospel, shared history of Edward Shands, an educator and leader in Oakland. Facilities have been abandoned by District. How do we restore facilities? How do we restore dedication of buildings? Can community partnership and ownership restore sites to their historic significance?
- After-school providers suggested agreements for joint use created on the front end to address AFSCME concerns about conditions of facilities use.
- AFSCME helped ground the conversation on how we are actualizing Full Service Community Schools. Suggested we need direct conversations on implementation of Full Service Community Schools.
- Exploration of joint use with City of Oakland, Peralta Community Colleges .
- "Minority" developers participated: panels and informing process.

C. Revenue Generation + Cost Avoidance

- Think about how deploying technology wisely can reduce operating costs.
- How many sites does OUSD want to operate? We have currently a large number of small sites. 23 out of 92 have capacity below 330.
- Consider benefits of a long-term lease that has ongoing opportunities to generate revenue vs. a one-time lease or sale.
- More interested "private," "minority" investors in partnering, co-development.
- District hasn't taken advantage of Oakland Specific Plan development. How are we influencing development in West Oakland, specifically?

D. Administration Building

- Developer interest in 1025 Second Avenue property.
- Understanding by developers of OUSD interest in long-term lease vs. outright sale.
- Opportunities for collaboration with the City, Peralta Community College District would need more research.
- Do we want a central facility for core administrative services?
- What do we consider to be core administrative services?
- The Lake Merritt development at our back door invites questions about engagement.

- Interest from the City in joint venture with High Street properties for warehouse, distribution facilities.
- District lacks loading standards for classrooms.
- Charter schools have some resources they can bring for facility development, through SB 740 facilities reimbursement process and outside funds.
- Proposed opportunities to deal with Second Avenue.
- Create a Real Estate Manager position on staff.
- Historic significance of the Second Avenue property:
 - Dr. Marcus Foster was assassinated outside of the Second Avenue property. The building we refer to as Second Avenue is dedicated to Paul Robeson.
 - Need to honor these African American men who are icons and significant to Oakland history.

E. *Special Education*

- OUSD lacks adequate facilities for special education, so we are paying to send students to private facilities. Consider developing a facility that would specialize in mental health services. Currently we spend \$920,000/year for these services to be provided outside OUSD to 20-30 students.
- Look at continuum of services for special education students, both District-wide and by region. Predict where the students who need these students live now, and where they will live in the future.
- Consider needs of special education students ages 18-22. They need vocational training opportunities and facilities for delivering that training.
- Reduce placement of students outside the District.
- Issues related to current placements and modernization efforts, in that loading of classrooms based on Special Ed needs that might require more space. (i.e., wheelchair space or play rooms.) Where we place programs and school sites needs to be adjusted immediately – OUSD should be explicit about accommodating these students.

F. *Charter Schools*

- Charter schools are very interested in leasing from OUSD. Some would like to grow within OUSD facilities they currently inhabit, others would like to lease on long-term basis.
- Concern from OUSD principals about sharing a school site.
- Aspire Schools would like to work with OUSD on long-term facility leases.
- We have not taken advantage of funding available to charters to support capital improvements.
- Charter schools desire partnership long-term leases.
- Possible exploration of charters having priority to long term leases, purchase, etc.
- Language should be more explicit about serving all Oakland students whether they are in charters or traditional public schools.
- Does the language at first reading favor charters or could it be stronger?
- Charters should be given priority over community based organizations in usage.
- Fees and appropriate rates need to be established with charter input.

G. Responsible Stewardship

1. Custodial & Maintenance Concerns

- Need to invest in maintaining our buildings. Note most sites are in use after school, and many are used by the community in the evenings, on weekends, and in the summer.
- Major concern from custodians concerning after-school programs and use of facilities, particularly food in classrooms, additional time needed for adequate cleaning of all spaces, and daily site closure.
- Consider a fee for common area maintenance.
- In order to operationalize Full Service Community schools, the District may need additional personnel instead of overtime/time and a half pay for current custodial staff.
- Desire to require tenants to take custodial and food services from the District to take advantage as a possible funding stream, however questions from tenants about quality of services must be addressed before demanding.

2. Portables

- Get rid of old portables.

3. Nutrition Services

- The Nutrition Services Department was not represented on the panel for Facility Users, although the union that represents many in that department did participate. The Nutrition Services Department communicated through staff its interest in ensuring that except where other arrangements that are consistent with the law, and the District's Health and Wellness Policy, are made and approved in advance by the District, the District's Nutrition Services department is the food provider in facilities owned by the District.

4. Civic Center

- Civic Center process needs refinement. This is the process by which groups use OUSD facilities after hours.

H. Next Steps and Follow Up

- Can we track how many viewed the meetings online?
- How will we track the implementation?
- Board study session/ Closed to consider recommendations and risk factors to be considered.

ATTACHMENT A: Properties Owned by OUSD

Campus Name	Site ID	Address
Pleasant Valley AEC	86	920 53rd Street, Oakland, CA 94605
Allendale Elementary School	101	3670 Penniman Avenue, Oakland, CA 94619
Bella Vista Elementary School	102	1025 East 28th Street, Oakland, CA 94610
Brookfield Elementary School	103	401 Jones Avenue, Oakland, CA 94603
Burbank Elementary School	104	3550 64th Avenue, Oakland, CA 94605
Burckhalter Elementary School	105	3994 Burckhalter Avenue, Oakland, CA 94605
Anthony Chabot Elementary School	106	6686 Chabot Road, Oakland, CA 94618
Cleveland Elementary School	108	745 Cleveland Street, Oakland, CA 94606
Cole Middle School	109	1011 Union Street, Oakland, CA 94607
E. Morris Cox Elementary School	110	9860 Sunnyside Street, Oakland, CA 94603
Crocker Highlands Elementary School	111	525 Midcrest Road, Oakland, CA 94610
Emerson Elementary School	115	4803 Lawton Avenue, Oakland, CA 94609
Franklin Elementary School	116	915 Foothill Boulevard, Oakland, CA 94606
Fruitvale Elementary School	117	3200 Boston Avenue, Oakland, CA 94602
Garfield Elementary School	118	1640 22nd Avenue, Oakland, CA 94606
Glenview Elementary School	119	4215 La Cresta Avenue, Oakland, CA 94602
Golden Gate Elementary School	120	6200 San Pablo Avenue, Oakland, CA 94608
La Escuelita Elementary School (Downtown Education Complex)	121	1050 2nd Avenue, Oakland, CA 94606
Grass Valley Elementary School	122	4720 Dunkirk Avenue, Oakland, CA 94605
Hawthorne Elementary School	124	1700 28th Avenue, Oakland, CA 94601
Highland Elementary School	126	8521 A Street, Oakland, CA 94621
Hillcrest Elementary School	127	30 Marguerite Drive, Oakland, CA 94618
Jefferson Elementary School	128	2035 40th Avenue, Oakland, CA 94601
Lafayette Elementary School	129	1700 Market Street, Oakland, CA 94607
Lakeview Elementary School	130	746 Grand Avenue, Oakland, CA 94610
Laurel Elementary School	131	3750 Brown Avenue, Oakland, CA 94619
Lazear Elementary School	132	824 29th Avenue, Oakland, CA 94601
Lincoln Elementary School	133	225 11th Street, Oakland, CA 94607
Lockwood Elementary School	134	6701 International Boulevard, Oakland, CA 94621
Longfellow Elementary School	135	3877 Lusk Street, Oakland, CA 94608
Horace Mann Elementary School	136	5222 Ygnacio Avenue, Oakland, CA 94601
Manzanita Elementary School	137	2409 East 27th Street, Oakland, CA 94601
Markham Elementary School	138	7220 Krause Avenue, Oakland, CA 94605
Maxwell Park Elementary School	139	4730 Fleming Avenue, Oakland, CA 94619
Melrose Elementary School	141	1325 53rd Avenue, Oakland, CA 94601
Joaquin Miller Elementary School	142	5525 Ascot Drive, Oakland, CA 94611
Montclair Elementary School	143	1757 Mountain Boulevard, Oakland, CA 94611
Parker Elementary School	144	7929 Ney Avenue, Oakland, CA 94605
Peralta Elementary School	145	460 63rd Street, Oakland, CA 94609
Piedmont Avenue Elementary School	146	4314 Piedmont Avenue, Oakland, CA 94611
Prescott Elementary School	147	920 Campbell Street, Oakland, CA 94607
Redwood Heights Elementary School	148	4401 39th Avenue, Oakland, CA 94607
Santa Fe Elementary School	150	915 54th Street, Oakland, CA 94608
Sequoia Elementary School	151	3730 Lincoln Avenue, Oakland, CA 94602
Sherman Elementary School	153	5328 Brann Street, Oakland, CA 94619

Campus Name	Site ID	Address
Sobranter Park Elementary School	154	470 El Paseo Drive, Oakland, CA 94603
Stonehurst Elementary School	155	10315 E Street, Oakland, CA 94603
John Swett Elementary School	156	4551 Steele Street, Oakland, CA 94619
Thornhill Elementary School	157	5880 Thornhill Drive, Oakland, CA 94611
Toler Heights Elementary School	159	9736 Lawlor Street, Oakland, CA 94605
Washington Elementary School	161	581 61st Street, Oakland, CA 94609
Webster Academy Elementary School	162	8000 Birch Street, Oakland, CA 94621
Whittier Elementary School	163	6328 East 17th Street, Oakland, CA 94621
Woodland Elementary School	165	1025 81st Avenue, Oakland, CA 94621
Howard Elementary School	166	8755 Fontaine Street, Oakland, CA 94605
Carl B. Munck Elementary School	168	11900 Campus Drive, Oakland, CA 94619
Hoover Elementary School	170	890 Brockhurst Street, Oakland, CA 94608
Henry J. Kaiser, Jr. Elementary School	171	25 South Hill Court, Oakland, CA 94618
Thurgood Marshall Elementary School	174	3400 Malcolm Avenue, Oakland, CA 94605
Tilden Elementary School	177	4551 Steele Street, Oakland, CA 94619
Martin Luther King, Jr. Elem. School	182	960 10th Street, Oakland, CA 94607
Foster Elementary School	184	2850 West Street, Oakland, CA 94608
Ascend Elementary School	185	3709 East 12th Street, Oakland, CA 94601
Cesar Chavez Elementary School	186	2825 International Boulevard, Oakland, CA 94606
Claremont Middle School	201	5750 College Avenue, Oakland, CA 94618
Elmhurst Middle School	202	1800 98th Street, Oakland, CA 94603
Frick Middle School	203	2845 64th Avenue, Oakland, CA 94605
Lowell Middle School	204	991 14th Street, Oakland, CA 94607
Simmons Middle School	205	2101 35th Avenue, Oakland, CA 94601
Bret Harte Middle School	206	3700 Coolidge Avenue, Oakland, CA 94602
Havenscourt Middle School	207	1390 66th Avenue, Oakland, CA 94621
Edna Brewer Middle School	210	3748 13th Avenue, Oakland, CA 94610
Montera Middle School	211	5555 Ascot Drive, Oakland, CA 94611
Roosevelt Middle School	212	1926 19th Avenue, Oakland, CA 94606
Westlake Middle School	213	2629 Harrison Street, Oakland, CA 94612
Verdese Carter Middle School	214	4521 Webster Street, Oakland, CA 94609
Madison Middle School	215	400 Capistrano Drive, Oakland, CA 94603
King Estates Middle School	216	8251 Fontaine Street, Oakland CA 94605
Rudsdale Academy	222	1180 70th Avenue, Oakland, CA 94621
Ralph Bunche Middle School Academy	223	1240 18th Street, Oakland, CA 94607
Urban Promise	236	2920 E. 18th Street, Oakland, CA
Neighborhood Centers	288	720 International Boulevard, Oakland, CA 94605
School of Social Justice	300	2369 84th Avenue, Oakland, CA 94605
Castlemont High School	301	8601 MacArthur Boulevard, Oakland, CA 94605
Fremont Federation School	302	4610 Foothill Boulevard, Oakland, CA 94601
McClymonds High School	303	2607 Myrtle Street, Oakland, CA 94607
Oakland High School	304	1023 MacArthur Boulevard, Oakland, CA 94610
Oakland Technical High School	305	4351 Broadway, Oakland, CA 94611
Skyline High School	306	12250 Skyline Boulevard, Oakland, CA 94619
Dewey High School	310	1111 Second Avenue, Oakland, CA 94606
Street Academy	313	417 29th Street, Oakland, CA 94609
Far West High School	314	5263 Broadway Terrace, Oakland, CA 94618
2111 International Blvd.	335	2111 International Boulevard, Oakland, CA 94606
Met West High School	338	314 East 10th Street, Oakland, CA 94606

Campus Name	Site ID	Address
Edward Shands Adult Ed. Center	404	2455 Church Street, Oakland, CA 94605
Bond St. Annex	405	1710 45th Avenue, Oakland, CA 94601
Arroyo Viejo CDC	804	1895 78th Avenue, Oakland, CA 94621
Bella Vista CDC	805	2410 10th Avenue, Oakland, CA 94606
Golden Gate CDC	814	6232 Herzog Street, Oakland, CA 94608
Jefferson CDC	817	1975 40th Avenue, Oakland, CA 94601
Yuk Yau CDC	824	291 10th Street, Oakland, CA
Harriet Tubman CDC	825	800 33rd Street, Oakland, CA 94609
Centro Infantil CDC	893	2660 East 16th Street, Oakland, CA
Alice Street CDC	898	250 17th Street, Oakland, CA 94621
900 High St.	900	900 High Street, Oakland, CA 94601
Administration Building	901	1025 2nd Avenue, Oakland, CA 94606
Community Day	906	4917 Mountain Boulevard, Oakland, CA 94619
955 High St.	988	955 High Street, Oakland, CA 94601

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

Instruction

BP 6006

Quality School Development: Community of Schools

The Board of Education (Board) is deeply committed to the vision of Oakland being home to high quality public education options for all students and families, no matter their race, ethnicity, zip code or income. To realize this vision, the Board directs the Superintendent to develop a citywide plan that promotes the long-term sustainability of publicly-funded schools across Oakland that represent quality and equitable educational options.

The Board recognizes that it has oversight over all Oakland public schools, both those run by the Oakland Unified School District (OUSD) and those run by various charter school operators and also acknowledges that it has a fiduciary responsibility to maintain the fiscal health and well-being of OUSD and its schools in order to provide a high-quality education to its students. The Board also recognizes that this is a competitive landscape with limited resources, and the OUSD Board and each charter school board is working to ensure that each student has what they need to succeed. Still, it is the Board's categorical expectation that all education providers operating or desiring to operate school programs in Oakland - district or charter – as well as families, staff, community members and labor unions, will accept shared responsibility for the sustainability of our school system and embrace the idea that we: (i) do not operate in silos, (ii) are interdependent in our efforts to serve all students and families; and (iii) need to act with consideration of the larger community of schools. We also recognize the challenging work ahead of building and rebuilding trust among the diverse members of our community in realizing this vision.

The Board is acutely aware of the legal constraints that limit its formal authority. Current state law does not currently allow the Board comprehensive authority on the location, authorization, oversight, and management of charter schools in Oakland. However, the Board is committed to establishing more high quality school programs and understands that this vision will not come without fiscal, legislative, and political challenges. The Board is prepared for the journey ahead and is committed to advocating for legislative changes that will result in greater and more effective control of the regulatory environment in which the school district operates.

To this end, the Board authorizes the Superintendent to increase access to high quality public school options for the students and families of Oakland using **quality, equity, utility, sustainability, and community benefit*** as guiding principles and factors during the redesign and reconfiguration of the OUSD that builds upon the current work of the Blueprint for Quality Schools process. This redesign should consider all OUSD-run schools and charter schools authorized by OUSD and Alameda County.

The Superintendent shall:

1. Use, and work with the Board to modify where needed, the Asset Management, Charter Authorization, Enrollment, Equity, Results Based Budgeting, School Governance, and Quality School Development policies as the guiding policies to create a **city-wide plan** by which all schools - both OUSD-run schools and charter schools authorized by OUSD and Alameda County - will be engaged, assessed, and leveraged to deliver more high quality school options in Oakland;
2. Address specific issues in such city-wide plan that include, but are not limited to:
 - a. Facilities- how OUSD can best leverage vacant, underutilized, and surplus properties and utilize facility use agreements to strategically engage all Oakland public schools-district or charter- so that (i) high-quality publicly funded schools across Oakland are able to serve all of its students, (ii) a fiscally sound number of schools exist given OUSD's student population and (iii) schools are located where more high quality options are needed.
 - b. Enrollment and Transportation - how OUSD can work with all Oakland public schools-district or charter - to better articulate feeder patterns across Oakland to ensure more **predictability** for families. This body of work should also include how charter schools will serve the same diverse populations of students, including students with special needs, Newcomers, unsheltered, low-income, foster, and English Language Learner students, as OUSD schools so that the highest needs students are not concentrated only in OUSD schools. Additionally, the superintendent shall work to articulate a process by which charter schools may rejoin the OUSD SELPA to facilitate the city-wide plan to provide an excellent, equitable education to all Oakland students.
 - c. Authorization- how OUSD can strengthen its role in oversight and accountability to ensure that all charter schools operating in Oakland are providing a high quality education and working to address inequities at their schools.
 - d. Sharing best practices – how best practices can be shared across all Oakland public schools, e.g., professional development, recruitment and retention of educators and other collaborative opportunities that improve equitable educational access for all Oakland students.
 - e. Defined Autonomies- how OUSD can best support continued innovation within OUSD schools and accelerate the number of high-quality school options within OUSD (i.e., by providing district schools similar autonomies to charter schools).

Deliver an update on the city-wide plan to the Board by November 14, 2018, which will be ultimately voted on by the Board in February 2019, after sufficient community engagement and input.

6/27/18; 11/14/18A

*All Oakland public school students shall receive a high quality equitable education based on what they need using Board-approved indicators and metrics to measure improvement and success.