

**APPLICATION FOR PUBLIC BENEFIT ALLOWANCE ACQUISITION OF SURPLUS
FEDERAL REAL PROPERTY FOR EDUCATIONAL PURPOSES**

Public Law 81-152

28 April 2015
(Date of Application)

1) **Identification of applicant**

A. Legal name, address, telephone and facsimile numbers, and email address of the applicant organization.

Alameda City Unified School District (AUSD)
2060 Challenger Drive
Alameda, CA 94501
(510) 337-7000 phone
(510) 521-0529 fax
smcphetridge@alameda.k12.ca.us

B. Authorized representative – Name and title of the individual who has been authorized by resolution of your governing authority in the exhibit attached to this application to negotiate and accept acquisition of the requested Federal real property at public benefit allowance discount.

Sean McPhetridge, Ed.D, Superintendent

C. The applicant must be fully authorized under state statute or its operating charter to acquire and hold title to real property. Please cite and attach appropriate references confirming the specific authority of the applicant organization to acquire and hold title to real property.

Private, non-profit organizations must additionally provide copies of the Internal Revenue Service's tax-exempt status determination letter.

California Education Code Section 35162, attached as Exhibit A, authorizes a public school district to hold title to real property.

D. Provide the applicant's Dun and Bradstreet Data Universal Numbering System (DUNS) number. This information is required to be disclosed because this is a form of federal financial assistance that is subject to the Federal Funding Accountability and Transparency Act of 2006 (Pub. L. 109-282). If the applicant does not have a DUNS number, Dun and Bradstreet maintains a Web site with information on how to obtain a number at <http://fedgov.dnb.com/webform/displayHomePage.do?jsessionid=735D9C974C65C66AEE38AD278154DBDA>.

The applicant's DUNS number is 076527324.

2) **Description of property requested**

A. Describe the property that is the subject of this application including details as to the approximate acreage, identity of buildings or improvements located thereon, and any easements that may also be necessary. Specific Federal building numbers and/or names should be used when available to identify improvements. A surveyor's description of the boundaries of the requested property is NOT necessary at this time but may be required later. Plot maps may be furnished as exhibits to your application.

The Property for acquisition is Parcel 3 of the former Alameda Naval Air Station in Alameda, California. The Parcel is approximately 6 acres of land with two sets of buildings: east side and west side. The west side buildings, which AUSD refers to as 240 Singleton Avenue, sit on approximately 1.15 acres and was used for the Woodstock Child Development Center, a preschool. The site was occupied by AUSD from 2005-2010. The east side buildings, referred to as 250 Singleton Avenue, encompasses the remaining approximately 4.8 acres, and housed an AUSD K-5 school used from 1975 to 2006. The school closed in 2006 when a new elementary school opened in a nearby new development. From 2008-2011, that site was used for the District's Continuation High School program. Plot maps of the property are attached as Exhibit B.

B. The application must certify that the proposed program of usage will comply with all state and local planning and zoning regulations and building codes after acquisition of title since the property will pass out of Federal ownership during the acquisition process.

District staff certify the facilities will be used for educational programs and will comply with all state and local regulations applicable for usage as a public school site in California.

C. If related personal property is requested in conjunction with the real property, a detailed list of the requested personalty by item and number should be attached as an exhibit to your application together with a statement under this section confirming your desire to acquire the related personal property and agreement to utilize such property only upon the requested real property.

There is no desire to acquire personal property beyond the real property.

3) **Applicant's current facilities**

Please describe or summarize your present landholdings including the total acreage, location of different sites and number of buildings currently owned by your organization. Please identify any facilities that are leased to other organizations or not entirely used by your own organization.

Property	Location	Acreage	Buildings/Square Footage	Leased
Alameda High School	2201 Encinal Ave	12.9	221,255 (usable) 76,788 (non-	

			Field Act compliant space)	
Encinal High School	210 Central Ave	21.9	134,440	
Alameda Science and Technology Institute	555 Atlantic Ave (on the College of Alameda School campus)	NA	5760	
Woodstock Child Development Center/Island High School	500 Pacific Ave (the former Longfellow Elementary School campus)	2.79	33,480	
Lincoln Middle School	1250 Fernside Blvd	10.22	55,320	
Wood Middle School	420 Grand St	9.6	50,430	
Bay Farm Elementary School	200 Aughinbaugh Way	8.0	30,800	
Earhart Elementary School	400 Packet Landing Rd	8.0	36,270	
Edison Elementary School	2700 Buena Vista Ave	3.32	25,550	
Franklin Elementary School	1433 San Antonio Ave	1.22	18,150	
Haight Elementary School	2025 Santa Clara Ave	3.26	53,570	
Lum Elementary School	1801 Sandcreek Way	4.2	36,150	
Maya Lin Elementary School	825 Taylor Ave	2.64	52,210	
Otis Elementary School	3010 Fillmore St	2.7	35,545	
Paden Elementary School	444 Central Ave	4.3	41,714	
Ruby Bridges Elementary School	351 Jack London Ave	7.0	50,690	
Chipman Middle School	401 Pacific Ave	4.0	44,230	The District's Adult School Program uses

				10 rooms of the campus inventory. A room is leased to the Multi-Cultural Center, but this agreement will end with the 2014-2015 school year. The remaining rooms are leased to the Academy of Alameda Charter School (grades 6-8 for 2014-2015 and will expand to include a K-5 program beginning in 2015-2016).
Woodstock Education Center	1900 Third St	5.2	33,690	The campus is leased to three charter schools: 1) Nea K-5; 2) Nea 6-12; and, 3) Alameda Community Learning Center 6-8 program.
Thompson Field and Food Services Warehouse	2146 Clement Ave	3.8	3920	
Maintenance Yard	2615 Eagle Ave	0.86	30,800	
Alameda Point	Lots 13, 15, 17, 18, and 19 in Block F	20	Unknown	
Bay Farm, Earhart, Edison, Franklin, Lum, Otis	Addresses above	Acreage above	17,998	Leased to Girls, Inc. of the Island City for childcare services to school

				communities
Alameda High School	Address above	Acreage above	942	Leased to the Alameda Education Foundation for office space

4) **Proposed program and plan of use**

A. Describe in narrative form your proposed program and plan for utilization of the requested property after acquisition of title. Your description should contain a clear, unambiguous commitment to utilize the requested property for specific educational purposes.

(Please note: Since the application will be referenced in your deed, your proposed program and plan will comprise a contractually-binding obligation to utilize the requested property solely and continuously for the purposes described under this section. Care should be taken to assure that all components of the proposed program and plan of use are feasible and will actually be delivered or your organization may be subject to compliance penalties later; including but not limited to reversion of title to the Federal government.)

The proposed program would restore the prior use of Parcel 3. The 240 Singleton Avenue section would return to its use as the Woodstock Child Development Center (WCDC), housing early childhood programs of both typical students and students with special needs. The 250 Singleton Avenue section would return to its use as Island High School, a 9-12 grade continuation high school. With the amount of acreage available at the 250 Singleton Section, the District is considering the installation of State-approved portable buildings at the far end of the property to create a centralized location for District Special Education staff. The installation of the separate facilities provide the opportunity for those staff members to be located in a single location, rather than the multiple locations around the District. This centralization of staff would allow for collaboration and shared services.

Alternatively, both WCDC and Island High School relocate to Parcel 3 (240 Singleton Avenue and 250 Singleton Avenue respectively), the vacated Longfellow Elementary School campus where both programs are currently housed could also become the central location for the Special Education itinerant staffing needs. The idea is not yet confirmed, as the west side of Alameda is a growth area with numerous planned housing developments in progress. If the planned developments come to fruition and the anticipated growth occurs, the former Longfellow Elementary School may need to be opened as a K-5 elementary school to address the growth in enrollment. In that case, the District would consider utilizing part of the 250 Singleton Ave Island High School section of Parcel 3 to house the Special Education itinerant staffing centralized location, as suggested above.

B. Estimate the approximate number of staff and students who will actually participate in programs upon the requested property on a regular basis.

As Parcel 3 would be separated into two Sections (WCDC at 240 Singleton Ave and Island High School at 250 Singleton Ave), the number of staff and students will vary.

At the current WCDC location, there are 37 staff with 165 students. The relocation of WCDC to a larger facility might provide for an increase in both staff and students.

The current Island High School has 20 staff with 161 students. The program staffing and student counts vary due to the nature of the program. Students transition in and out of the continuation high school as they achieve the academic credits needed to return to the traditional comprehensive high school or graduate from the District. The size of the new facility would have more than adequate space to meet the needs of the program.

C. Explain how frequently the property will be utilized in the proposed program and plan of use.

The property will be used continuously. The WCDC program is a year-round preschool program, serving both general education and special education students. The Island High School follows the academic calendar and would be closed for summer break, as are all other K-12 schools in AUSD.

D. Indicate the time that will be required to bring the property into full educational utilization. (Please note: Federal regulations require that the property be placed into utilization in the proposed program and plan within twelve (12) months from the date of acquisition of title unless approval has been granted in the application for major construction or renovation. If major construction or renovation has been approved, Federal regulations provide the applicant thirty-six (36) months in which to place the property into utilization in the proposed program and plan.)

It is the intent of the District to begin the process of modernization and renovation immediately upon receipt of title. There is a known issue with the sewer system that travels along Singleton Avenue. AUSD will need to obtain an architect and conduct the appropriate testing and research to put forth architectural plans to the Division of the State Architect for approval to open the buildings for educational purposes. Also, the District would need to coordinate with the City of Alameda for any access permits. The District anticipates limited modernization of the interior of the buildings, as the buildings currently housed on Parcel 3 would be returning to their former uses in recent years. District staff anticipates that State approval and modernization for both WCDC and Island High School could be completed and ready for students within twenty-four months of receipt of title.

E. Describe any buildings proposed for demolition.

At this time, the District does not anticipate the demolition of existing buildings.

F. List the buildings and structures that will be required to implement your proposed program and plan and furnish the information indicated below in the manner illustrated in the following example:

<u>Bldg. #</u>	<u>Name/Description</u>	<u>Proposed Use</u>	<u>Date Use to Begin</u>	<u>Approximate Cost</u>
T-200	Admin Bldg.	Classrooms	Within 12 mos.	\$75,000
New	Gymnasium	Physical Ed.	Within 36 mos.	\$2.5 million

(Also describe major capital improvement projects proposed in the foreseeable future if they are to be considered in approval of your application.)

<u>Bldg. #</u>	<u>Name/Description</u>	<u>Proposed Use</u>	<u>Date Use to Begin</u>	<u>Approximate Cost</u>
240 Singleton Ave (west buildings)	Woodstock Child Development Center (WCDC)	Classrooms	Within 24 months	\$3.4 million (full modernization of all buildings)
250 Singleton Ave (east buildings)	Island High School (9-12 continuation)	Classrooms	Within 24 months	\$5.4 million (full modernization of all buildings)

The one major capital improvement project that will require a resolution is the current sewer system connected to the City of Alameda. It is the understanding of the District that the buildings on Parcel 3 (240 and 250 Singleton Avenue) have difficulty draining sewage, due to the current City of Alameda infrastructure along Singleton Avenue. The District would work with the City of Alameda to find a solution to benefit both public entities. The current problem would require a resolution prior to occupancy and would be addressed in the architect's plans for renovations/modernization of the current buildings. The estimated cost to address the sewer system is approximately \$210,000.

G. Fully describe the proposed utilization of all land requested. If any land will be utilized for research or experimentation purposes, your response to this section must include description of the proposed research projects, the number of staff and students who will actually visit the property in the performance of such studies, and the frequency of visitations to the site.

Parcel 3 would be separated for AUSD purposes only into 240 Singleton Ave and 250 Singleton Ave. The Woodstock Child Development Center (WCDC) would house the buildings on the west side of Parcel 3 and would be used for the District's preschool program of both typical students and students with special needs. The eastern buildings, 250 Singleton Ave, would house Island High School, the District's 9-12 continuation high school. As stated above, if enrollment continues to increase in AUSD as projected, and the District decides that the Longfellow Elementary School site, the current location of both WCDC and Island High School, should become a K-5 school for the neighborhood, then the District would consider using part of the currently vacant land on east side of Parcel 3 (250

Singleton Avenue) to create a centralized special education itinerant staff facility to afford the opportunity for collaboration and shared services. The current thinking is an estimated 4-6 portables would suffice.

H. Sketches, floor plans, or plot maps may be attached as exhibits to clearly demonstrate how the requested property will be utilized or developed in your proposed program and plan.

Maps and floor plans of the previous use are attached as Exhibit C. The intention is to utilize the spaces in the same manner they were used when formerly owned by the District.

I. Public benefit allowance regulations contain a formula which is utilized to rank competing applications and calculate the amount of discount to which your proposed program and plan is entitled. The following information must be provided to determine the discount applicable to your proposal:

(1) Is your organization accredited by any Federal, state or other oversight authority? If so, please identify the accrediting authority.

Alameda Unified School District is a public school district in California.

(2) Does your organization receive Federal financial assistance as the result of certain Federal activities upon the community (such as impact aid under Public Law 81-874)? Describe the sources of that assistance and the causes of the Federal impact.

The District does not receive any Federal impact aid. The District does receive Federal entitlement programs (Title I, Title II, Title III, Title V, and Title X) to address the students qualifying for the National School Lunch Program, the number of English Learner students, and the Foster Youth/Homeless students.

(3) Will the property be utilized for public service training for ROTC or other personnel training contracts for Federal or state governments?

No.

(4) Does the need for this property arise from a significant hardship such as fire, flood, disaster, condemnation or serious economic factors such as isolation or remote location?

No.

(5) Will the property be utilized to introduce new instructional programs, which cannot be provided with existing facilities; such as vocational education, physical education, libraries, or other programs?

The opening of Island High School would allow the current program to expand. At its current location, Island High School is condensed into the facilities available and

is utilizing all rooms and breakout rooms for the program. The transfer to Parcel 3 would allow for expansion, including the addition of Career Technical Education (CTE) for its students. Island's current location lacks room for a school library and has substandard yard space for physical education. The buildings on Parcel 3 would allow the Island High School staff to add a school library and provide a balanced, comprehensive physical education program using both the blacktop and a large grass field.

(6) Will the property be utilized to improve the health and welfare of students through such programs as cafeterias, clinics, infirmaries, bus loading shelters for students, or other activities which provide for the elimination of health or safety hazards?

In the current facilities of WCDC, students must leave the classroom to use the student toilets. Each of the classrooms at 240 Singleton Avenue has its own toilet room. Accessible and readily available toilets are valuable to all students, and possibly more so to those students with special needs. In addition, the current WCDC location has been modified to meet the needs of the program, leaving small, awkwardly-shaped yards. The toddler yard is very small and located along a busy road separated by a tall fence. The Parcel 3 facilities has play yards for preschool students located in the interior of the campus and behind the campus away from the road.

*(7) Will the property **predominantly** be used for research purposes?*

No.

*(8) Is the property **primarily** being requested to develop, establish or improve facilities or programs for special education purposes or for the physically or mentally handicapped?*

The relocation of WCDC to the west side buildings of Parcel 3 would allow the District to expand the current preschool program for students with special needs. The current facility has ten rooms, with six typical preschool rooms and four special needs rooms. As the space is limited, some of the classrooms are used for breakout rooms and spaces to provide specialized services, such as occupational therapy, speech and language services, and meeting rooms. The move to Parcel 3 would allow the program to expand by 2-3 rooms. The buildings on Parcel 3 consist of ten classrooms and many smaller rooms. The District could utilize the smaller rooms for breakout services and use the ten classroom spaces for ten classes of students.

5) **Proof of need**

A. Under this section, your application should fully explain why additional property is needed. Your response should address both the need for additional property as well as the need to add to your existing programs.

The current enrollment in AUSD is approximately 9500, with the K-5 enrollment at approximately 4680. A demographic study conducted in April 2014 projected that within the next three years, the K-5 enrollment will increase to approximately 4895, with continued growth to approximately 5000 K-5 students by the year 2021-2022. The current housing development projects in the City of Alameda are focused on the west side of the island, with the Alameda Point Development project and Alameda Landing Development Project combined to produce approximately 600 new students to AUSD. With the primary anticipated enrollment growth expected on the west side of Alameda, the District is preparing for the growth in elementary students to fill a new K-5 elementary school. With the receipt of Parcel 3 (240 Singleton Ave and 250 Singleton Ave) and the subsequent relocation of WCDC and Island High School from their current location at a former elementary school, the District would have a former elementary school ready for occupancy when the anticipated growth occurs on the District's west side region.

The relocation of the Special Education itinerant staff, who are currently housed at various school sites in district classrooms, would make available classrooms for new students anticipated at the center of Alameda Island as well. The demographer's study projects Alameda Unified School District will add approximately 1000 new students over the next ten years.

B. Describe any inadequacies in your existing facilities that may limit your ability to provide necessary services or comply with minimum standards for funding, accreditation, licensing or Federal, state and local laws.

The District's current inadequacy is the lack of space required for current and future growth. In November 2014, the Alameda community approved Measure I, a \$179.5M bond program. Included in the bond project schedule are funds for growth in AUSD. The broader community in Alameda is aware that many of our schools are at capacity. This situation can only get worse. With the recent approval of new housing developments and the City's approval of the development of Alameda Point with approximately 1450 housing units, the District risks running out of space for students.

C. Specific data should be provided to demonstrate the inadequacy of existing facilities including such information as the maximum enrollment which can be accommodated in present facilities under state standards without double or night sessions, or the number of students who cannot be accepted because of inadequate facilities. Please provide such data for the past three years.

Each year, we have to divert a number of elementary school students away from their neighborhood schools to other elementary schools. This year, 2014-2015 saw 93 students transferred from their home schools to other schools in the District. Many of the elementary schools are overenrolled and require limiting the growth of the school. In 2014-2015, the District has 246 student classrooms at the ten elementary schools. Every classroom is used by either a class of students or for support programs, such as special education, Title I education, and various science, art, and music rooms. To accommodate the growth at certain schools, we have had to take back some specialty rooms and place educational services and programs in smaller rooms. One school has gone so far to relocate a

classroom computer lab into a former student toilet room to accommodate the growth of enrollment.

In addition, the District denies interdistrict transfer requests for the schools. In 2014-2015, the District denied 58 requests; 2013-2014, another 35 requests; and in 2012-2013, the District denied 68 applications for transfer. As the District's enrollment continues to increase and with limited classroom space, AUSD rejects new interdistrict requests based on space constraints.

The District is opening both a preschool special education class and a K-2 Autism-Specific class at two of our schools for 2015-2016 due to anticipated growth in both groups of students. The additional two classes are removing two classrooms for the use of both as an English Learner classroom and a specialty room at two of our elementary schools. The impact will result in two elementary schools compacting their existing programs even further and force the two schools to utilize smaller spaces.

Currently, WCDC and Island High School cohabitate on the site of the former Longfellow Elementary School. The acquisition of Parcel 3 would allow the District to relocate the two existing programs (WCDC and Island High School) from that former school. That relocation would open the former Longfellow Elementary School site and allow the transfer of other programs from other elementary schools in operation, and in turn, it would open classroom space at many existing elementary schools. The transfer of programs from existing elementary schools to the former Longfellow Elementary School site would provide for the growth of students at their neighborhood schools. The Longfellow site has 22 classrooms. It would be a remarkable amount of space added to the District's inventory for students and/or programs.

The opening of the two Singleton Avenue programs would also allow the expansion of WCDC at the new location. WCDC serves both typical preschool students and students with special needs in an inclusive environment. The expansion would allow the program to enroll additional students into its program, be they typical students or students with special needs.

D. Federal regulations require that your application only request so much property as is immediately needed and can be placed into utilization within the time limits described under section 4.D. Full justification should be provided to demonstrate your need for all land requested.

The District currently has both the Woodstock Child Development Center (WCDC) and the Island High School programs in place. The WCDC preschool program is currently sharing a former elementary school campus with Island High School, the continuation high school. The programs would both be better served if they were separated and more self-contained on individual campuses. The intent is to occupy Parcel 3, as AUSD has done in the past, to allow both programs the space and autonomy required. The current sizes of both programs will fill the current facilities on Parcel 3.

E. Explain why the requested property is deemed to be particularly suitable for your proposed program and plan. Indicate whether other property is owned by your organization, which could meet the same needs described above.

Parcel 3 (240 Singleton Ave and 250 Singleton Ave) was occupied by both programs until recently. The two separate campuses that occupy Parcel 3 were ideal for the two programs. 240 Singleton Ave, the west buildings, housed WCDC. The buildings themselves were constructed as an early child development center, and as such, all classrooms and toilet facilities were constructed to preschool standard size and scale. The east buildings, 250 Singleton Ave, operated as an elementary school from 1975 to 2006. In 2008, the District moved Island High School to the site and successfully utilized the site as a 9-12 continuation high school until the site was vacated in 2011. For the years both WCDC and Island High School occupied Parcel 3, both programs were successful, and returning to the sites would require minimal effort.

6) **Financial information demonstrating the ability to implement the proposed program**

A. Estimate the total cost required to initially renovate or prepare the property for your proposed program and plan and the amount required thereafter to operate and maintain the property on an annual basis.

AUSD vacated the sites in 2010 and 2011 due to the estimated hundreds of thousands of dollars required for upgrades to the sewer and water lines, which were no longer maintained by the U.S. Navy. The District could not afford the cost of the updates. In November 2014, the Alameda community approved Measure I, a \$179.5M bond program, and included in the bond program are funds for growth in AUSD.

The District conducted a Facilities Master Plan in spring 2014. The estimated cost to fully renovate and modernize 240 Singleton Avenue (WCDC) was \$3.4 million. The estimated cost to fully renovate and modernize 250 Singleton Avenue (Island High School) is \$5.4 million. In 2010, the sewer and water upgrades were estimated at approximately \$210,000. The District has not committed to a full modernization of the buildings at this time, but is planning on committing the funds necessary to open both campuses and provide safe and updated facilities.

B. Before applications for surplus Federal property can be approved, Federal regulations require that applicants demonstrate that they have the necessary funding to carry out their proposed program and plan or have the ability to obtain such funds. Explain where the funding will be obtained to implement your approved program and plan. Copies of your most recent balance sheets and income statements should be attached as exhibits to the application.

The most recent balance sheet and income statements are attached as Exhibit D. As stated above, the District community approved Measure I, a \$179.5M bond measure in November 2014. Funds would be used from the first tranche to open the property. In addition, supplemental funds could be used from the District's Fund 01 General Fund Unrestricted,

Fund 25 Developer Fees for New Students, and Fund 40 Capital Improvements, if the District decides not to use the bond measure to fully fund the project.

C. If funding is to be obtained in part through bonds or loans, a letter of commitment should be provided from the prospective financing sources confirming that they are prepared to lend the sums needed.

(Please note: Mortgage financing or the granting of rights in the requested property to secure repayment of bonds or loans must be separately authorized after acquisition of title by special agreement.)

Currently, the District plans to utilize bond funds to renovate and modernize the buildings on Parcel 3. In attachment Exhibit E, the District's bond financial advisor, Backstrom McCarley & Berry, has provided a letter confirming the District's ability to issue bonds.

D. Please identify any income or revenues, which may be received or generated as a result of your proposed program and plan.

WCDC operates a fee-paid preschool and accepts Federal and State funds for those students who qualify for financial support. The funds generated by the fee-paid families and the Federal and State funds are used to cover the cost of staffing and supplies. The District pays for the operational costs of the building, including facilities improvements.

7) **Period of use**

The applicant must certify that the requested property is needed at the time of the application for the educational purposes described in its proposed program and plan and will be utilized for such purposes for a period of thirty (30) years. (The applicant may not modify its proposed program and plan during the thirty-year period without the prior written consent of the United States Department of Education.)

The District certifies the property will be used for the proposed program for the period of thirty (30) years. If in the future the overall educational needs of the district change, the District will obtain written permission in advance of any proposed changes.

8) **Assurance of compliance with nondiscrimination requirements**

The applicant must state and agree that it will not discriminate because of race, color, religion, sex, disability, age or national origin in the use of the property, in keeping with Section 606 of the Federal Property and Administrative Services Act of 1949, Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318), and section 844 of the Education Amendments of 1974 (P.L. 93-380) (in relation to education), and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), Title II of the Americans with Disabilities Act of 1990, and the Department's Regulations issued pursuant to such Acts (34 CFR Parts 12, 80, 84, 86, 100, 104, and 106).

The Alameda Unified School District states and agrees that it will not discriminate because of race, color, religion, sex, disability, age or national origin in the use of the property, in keeping with Section 606 of the Federal Property and Administrative Services Act of 1949, Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318), and section 844 of the Education Amendments of 1974 (P.L. 93-380) (in relation to education), and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), Title II of the Americans with Disabilities Act of 1990, and the Department's Regulations issued pursuant to such Acts (34 CFR Parts 12, 80, 84, 86, 100, 104, and 106).

9) **Insurance provision**

If there are any buildings, structures, or improvements located upon the requested property which will be utilized in the proposed program and plan, the applicant shall protect the residual financial interest of the United States of America by insurance and must state the following:

"The applicant agrees, for itself, its successors and assigns, that if any conveyed improvements are insured against loss, damage, or destruction and if such loss, damage or destruction should occur during the period the grantee holds title to the requested property while under the period of restricted usage specified in the deed of transfer, said insurance and all moneys received therefrom by the Grantee, its successors or assigns shall be held in trust by the Grantee, its successor or assigns, and shall be promptly utilized by the Grantee for the purpose of repairing such improvements and restoring the same to their former condition and use, or for the purpose of replacing said improvements with equivalent or more suitable facilities; or, if not so used, shall be paid over to the Treasurer of the United States in an amount equal to the unamortized public benefit allowance of the buildings, structures, or improvements lost, damaged or destroyed."

The Alameda Unified School District states and agrees, for itself, its successors and assigns, that if any conveyed improvements are insured against loss, damage, or destruction and if such loss, damage or destruction should occur during the period the grantee holds title to the requested property while under the period of restricted usage specified in the deed of transfer, said insurance and all moneys received therefrom by the Grantee, its successors or assigns shall be held in trust by the Grantee, its successor or assigns, and shall be promptly utilized by the Grantee for the purpose of repairing such improvements and restoring the same to their former condition and use, or for the purpose of replacing said improvements with equivalent or more suitable facilities; or, if not so used, shall be paid over to the Treasurer of the United States in an amount equal to the unamortized public benefit allowance of the buildings, structures, or improvements lost, damaged or destroyed.

10) **Environmental analysis**

Public benefit allowance transfers of Federal real property are subject to the requirements of the National Environmental Policy Act of 1969 (P.L. 91-190) and related environmental

acts. Please analyze the environmental impact of your proposed program and plan by answering the questions in the enclosed Environmental Questionnaire. Identify the Environmental Questionnaire and your responses as an exhibit to your application and provide the exhibit number here.

The Environmental Questionnaire is attached to this application as Exhibit F. The Environmental Questionnaire Supplemental Questions for Major Projects is not applicable to this entity's application.

11) Protection and maintenance of the property

The applicant must state and agree for itself, its successors and assigns, that in the event Grantor exercises its option to revert all right, title and interest in the requested property to the Grantor, or the Grantee voluntarily returns title to the requested property in lieu of reverter, then the Grantee shall provide protection to and maintenance of the requested property at all times until such as the title is actually reverted and returned to and accepted by the Grantor. Such protection and maintenance shall, at a minimum, conform to the standards prescribed by the General Services Administration in Appendix A of the "GSA Customer Guide to Real Property Disposal" as referenced at 41 CFR 102-75.965, a copy of which is summarized and attached to the application and labeled as an exhibit to said application.

The Alameda Unified School District states and agrees for itself, its successors and assigns, that in the event Grantor exercises its option to revert all right, title and interest in the requested property to the Grantor, or the Grantee voluntarily returns title to the requested property in lieu of reverter, then the Grantee shall provide protection to and maintenance of the requested property at all times until such as the title is actually reverted and returned to and accepted by the Grantor. Such protection and maintenance shall, at a minimum, conform to the standards prescribed by the General Services Administration in Appendix A of the "GSA Customer Guide to Real Property Disposal" as referenced at 41 CFR 102-75.965, a copy of which is summarized and attached to the application and labeled as Exhibit G to said application.

12) Exhibits

The applicant must list and identify all exhibits under this section and state that the exhibits are a part of this application. Please attach this application as one of the exhibits to your application to fully explain the questions that are being answered under each section.

A list of all exhibits are listed below and are part of this application.

- Exhibit A: School District authority
- Exhibit B: Plot maps, aerials of Parcel 3
- Exhibit C: Site maps with classrooms
- Exhibit D: Balance sheet and income statement
- Exhibit E: Financial adviser confirmation of District's ability to issue bonds
- Exhibit F: Environmental Questionnaire

13) **Certification of signing official**

The following statement should be inserted under this section and signed by the authorized representative of the applicant's organization:

I/We certify by signature hereto, that I/we am/are duly authorized by the Governing body of this organization or institution to act on behalf of the governing body to do any and all things necessary to acquire the Federal surplus real property identified and requested herein, including the preparation of this application and payment of such sums as may be necessary toward the purchase price of the requested property, and that all information given herein, and in exhibits hereto, are true and correct to the best of my/our knowledge

By: _____

Title: Superintendent

Date: 28 April 2015

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (*Title 2 enacted by Stats. 1976, Ch. 1010.*)

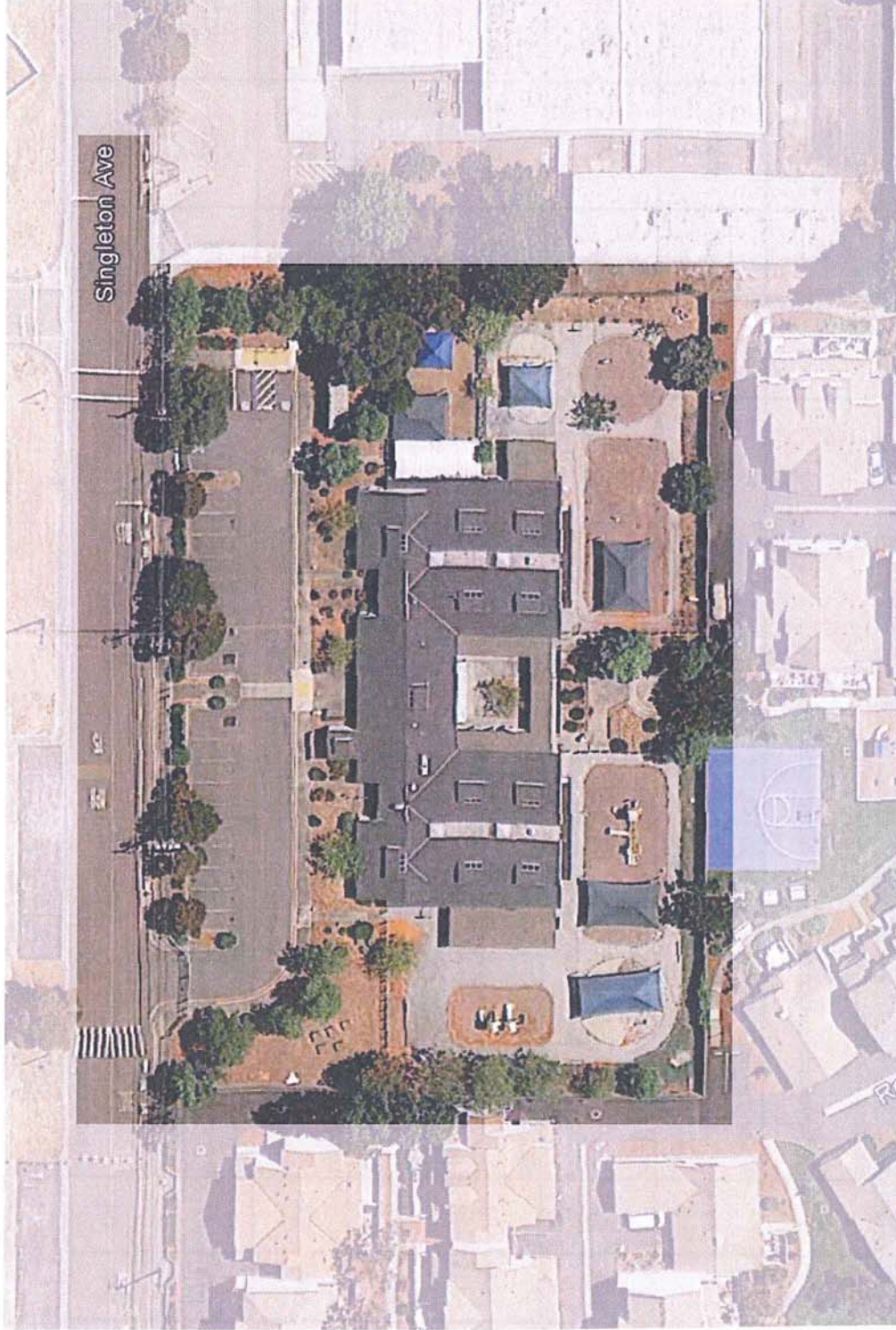
DIVISION 3. LOCAL ADMINISTRATION [35000 - 45460] (*Division 3 enacted by Stats. 1976, Ch. 1010.*)

PART 21. LOCAL EDUCATIONAL AGENCIES (35000 - 35787) (*Part 21 enacted by Stats. 1976, Ch. 1010.*)

CHAPTER 2. Governing Boards (35100 - 35401) (*Chapter 2 enacted by Stats. 1976, Ch. 1010.*)

ARTICLE 4. Powers and Duties [35160 - 35178.4] (*Article 4 enacted by Stats. 1976, Ch. 1010.*)

35162 In the name by which the district is designated the governing board may sue and be sued, and hold
and convey property for the use and benefit of the school district.
(*Enacted by Stats. 1976, Ch. 1010.*)



240 SINGLETON AVENUE

Alameda Unified School District Facilities Master Plan

240S-4



250 SINGLETON AVENUE

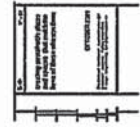
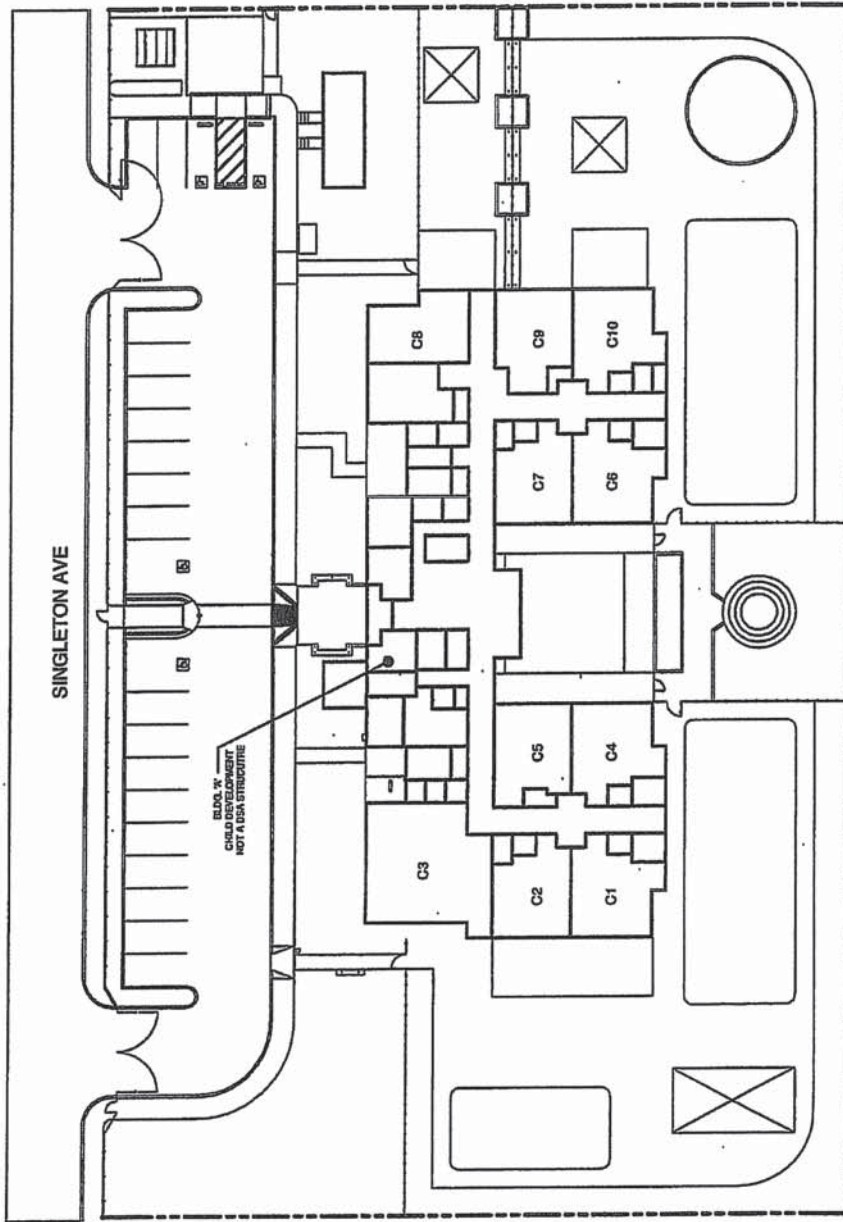
LEGEND
CLASSROOM

CLASSROOM	SQUARE FOOTAGE
C1	471 SF
C2	1050 SF
C3	428 SF
C4	428 SF
C5	428 SF
C6	428 SF
C7	428 SF
C8	500 SF
C9	500 SF
C10	500 SF

--- PROPERTY LINE

ORIGINAL FACILITY BUILT: 1980 est.
BUILDING AREA - 12,100 SF

NOTE:
1. CANOPIES AND COVERED AREAS ARE NOT INCLUDED IN TOTAL SQUARE FOOTAGE.
2. CLASSROOM SQUARE FOOTAGE ABOVE IS USABLE FOOTAGE.



WOODSTOCK CHILD DEVELOPMENT CENTER

ALAMEDA UNIFIED SCHOOL DISTRICT
248 SINGLETON AVE, ALAMEDA, CALIFORNIA 94601

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F 510 775-0201
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ARCHITECTS
PLANNERS
ENGINEERS
LANDSCAPE ARCHITECTS

LEGEND

C	CLASSROOM
MC	MEDIA CENTER
MP	MULTI-PURPOSE

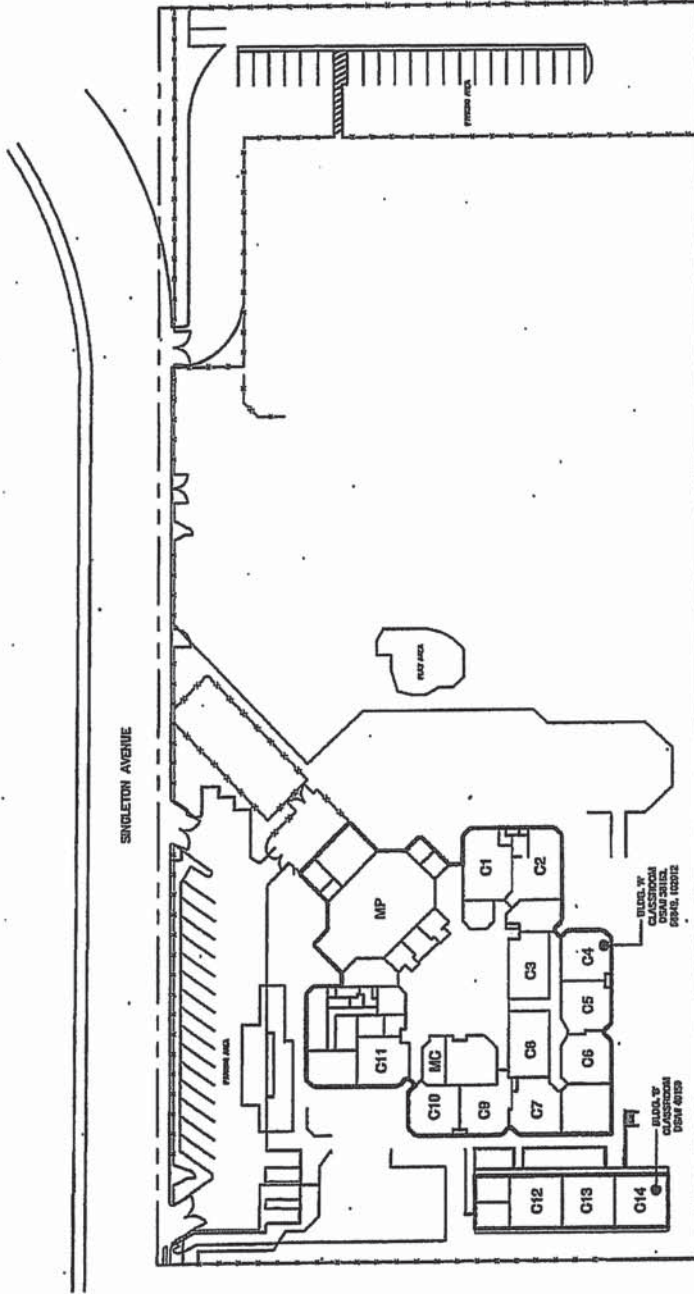
SQUARE FOOTAGE

C1	638 SF
C2	744 SF
C3	717 SF
C4	728 SF
C5	739 SF
C6	808 SF
C7	819 SF
C8	777 SF
C9	833 SF
C10	843 SF
C11	314 SF
C12	2762 SF
C13	
C14	
MC	
MP	

--- PROPERTY LINE

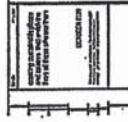
ORIGINAL FACILITY BUILT: 1975
BUILDING AREA: 27,410 SF

NOTE:
1. CANOPIES AND COVERED AREAS ARE NOT INCLUDED IN TOTAL SQUARE FOOTAGE.
2. CLASSROOM SQUARE FOOTAGE ABOVE IS USABLE FOOTAGE.



(ISLAND HIGH) MILLER ELEMENTARY SCHOOL

ALAMEDA UNIFIED SCHOOL DISTRICT
250 SINGLETON AVENUE, ALAMEDA, CALIFORNIA 94601



DATE: 08/14/13
DRAWN BY: J. BROWN
CHECKED BY: J. BROWN
SCALE: AS SHOWN
PROJECT NO.: 13-0001
SHEET NO.: 1 OF 1

DATE: 08/14/13
DRAWN BY: J. BROWN
CHECKED BY: J. BROWN
SCALE: AS SHOWN
PROJECT NO.: 13-0001
SHEET NO.: 1 OF 1

LPA
ARCHITECTS
1000 UNIVERSITY AVENUE
SUITE 100
OAKLAND, CA 94612
TEL: 415.778.2200
WWW.LPA-ARCHITECTS.COM



Alameda Unified School District

Balance Sheet Report

Cycle: FY 2014-2015; Fund Class: <All>; Fund Columns: 01; Account Code Expression:
 ([Object] Between '9000' AND '9999'); Balance Date: 1/31/2015; Detail: No

Description	Total
9110 - Cash in County Treasury	\$ 14,471,163.50
9120 - Cash in Bank(s)	\$ 26,936.76
9130 - Revolving Cash Account	\$ 50,000.00
9211 - Acct Receivable-Current Year	\$ 11,037.05
9290 - Due from Grantor Governments	\$ 937,753.70
9310 - Due from Other Funds	\$ 1,000.00
Subtotal of Account Group: Assets	\$ 15,497,891.01
9500 - Accounts Payable (Current Liabilities)	\$ (11.75)
9501 - Accounts Payable (Locally Defined)	\$ (1,331.98)
9502 - Medicare Liability	\$ (530.26)
9503 - STRS Liability	\$ 3,218.24
9504 - PERS Liability	\$ 11,048.91
9506 - FICA Liability	\$ (6,841.01)
9507 - Health & Welfare Liability	\$ 659,737.17
9508 - SUI Liability	\$ 38,298.99
9509 - Workers Comp Liability	\$ 229,568.22
9510 - Accounts Payable/Prior Year	\$ 63,965.68
9511 - Payroll Suspense	\$ -
9513 - OPEB Liability (Obj 3701 & 3702)	\$ 538,919.63
9514 - Electronic Fund Trf Liability	\$ (464.43)
9516 - Federal Payroll Tax Liability	\$ 23,651.53
9517 - State Payroll Tax Liability	\$ (78.69)
9519 - Other Payroll Deds Liability	\$ (34,120.22)
9568 - Compensated Absences Payable - Current Year (Vacation Liability)	\$ 150,000.00
9590 - Due to Grantor Governments	\$ 10,978.67
Subtotal of Account Type: Liability	\$ 1,686,008.70
9720 - Reserve for Encumbrances	\$ -
9791 - Beginning Fund Balance	\$ 12,493,633.36
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 12,493,633.36
Subtotal of Account Group: Liabilities/Fund Balance	\$ 14,179,642.06

Statement of Revenues Expenditures and Change in Fund Balance
 Cycle: FY 2014-2016; Fund Class: -A

Description	General Fund/County School	Total
01 - General Fund/County School Service Fund	\$ 48,346,202.70	\$ 48,346,202.70
Total Revenue	\$ 48,346,202.70	\$ 48,346,202.70
1100 - Teachers' Salaries	\$ 16,799,759.06	\$ 16,799,759.06
1101 - Tchr Sal-Stipend	\$ 773,707.55	\$ 773,707.55
1102 - Teachers Salaries-Hourly	\$ 311,573.72	\$ 311,573.72
1103 - Teachers Salaries-Substitutes	\$ 321,607.65	\$ 321,607.65
1280 - Librarians Salaries	\$ 403,715.31	\$ 403,715.31
1281 - Librarians-Stipend	\$ 13,097.51	\$ 13,097.51
1275 - Counselors	\$ 465,133.78	\$ 465,133.78
1276 - Counselors-Stipend	\$ 19,309.82	\$ 19,309.82
1280 - Psychologists	\$ 638,724.56	\$ 638,724.56
1281 - Psychologists-Stipend	\$ 21,132.72	\$ 21,132.72
1282 - Psychologists-Hourly	\$ 1,656.44	\$ 1,656.44
1285 - Psychology Intern	\$ 39,000.00	\$ 39,000.00
1295 - Nurse/Health Salary	\$ 182,580.70	\$ 182,580.70
1296 - Nurse/Health-Stipend	\$ 8,094.90	\$ 8,094.90
1303 - School Administrator Substitute	\$ 36,700.00	\$ 36,700.00
1380 - School Administrators	\$ 1,341,613.89	\$ 1,341,613.89
1381 - School Administrators-Stipend	\$ 42,523.92	\$ 42,523.92
1382 - School Administrators-Hourly	\$ 3,000.00	\$ 3,000.00
1383 - School Administrators-Substitu	\$ 60,906.87	\$ 60,906.87
1370 - Supervisors/Directors Salaries	\$ 829,025.16	\$ 829,025.16
1371 - Supervisors/Directors-Stipend	\$ 21,117.03	\$ 21,117.03
1372 - SupervisorsDirectors-Hourly	\$ 35,706.33	\$ 35,706.33
1380 - Superintendents Salaries	\$ 126,405.99	\$ 126,405.99
1381 - Superintendents-Stipend	\$ 3,400.38	\$ 3,400.38
1390 - Other Administrators Cert.	\$ 68,482.40	\$ 68,482.40
1900 - Other Certificated Salaries	\$ 176,911.28	\$ 176,911.28
1901 - Other Certificated Sal-Stipend	\$ 9,413.02	\$ 9,413.02
2100 - Instructional Aides' Salaries	\$ 1,712,283.03	\$ 1,712,283.03
2101 - Instructional Aides-Stipend	\$ 165,475.58	\$ 165,475.58
2102 - Instructional Aides-Hourly	\$ 128,171.38	\$ 128,171.38
2103 - Instructional Aides-Substitute	\$ 77,995.51	\$ 77,995.51
2260 - Maintenance/Operatins Salaries	\$ 1,779,368.77	\$ 1,779,368.77
2261 - Maint/Operations-Stipend	\$ 45,155.37	\$ 45,155.37
2262 - Maint/Operations-Hourly	\$ 48,476.55	\$ 48,476.55
2263 - Maint/Operations-Substitutes	\$ 195,842.58	\$ 195,842.58
2290 - Health Aides	\$ 120,057.55	\$ 120,057.55
2291 - Health Aides-Stipend	\$ 13,450.32	\$ 13,450.32
2295 - Library Aides	\$ 61,235.51	\$ 61,235.51
2298 - Library Aides-Stipend	\$ 871.45	\$ 871.45
2300 - Classified Supervisors' and Administrators' Salari	\$ 979,514.05	\$ 979,514.05
2301 - Admin Salaries Class-Stipend	\$ 26,757.35	\$ 26,757.35
2302 - Admin Salaries Class-Hourly	\$ 1,323.00	\$ 1,323.00
2400 - Clerical, Technical, and Office Staff Salaries	\$ 2,241,703.94	\$ 2,241,703.94
2401 - Clerical/Office Sal-Stipend	\$ 87,783.32	\$ 87,783.32
2402 - Clerical/Office Sal-Hourly	\$ 73,883.81	\$ 73,883.81
2403 - Clerical/office Sal-Substitute	\$ 44,879.68	\$ 44,879.68
2900 - Other Classified Salaries	\$ 37,234.38	\$ 37,234.38
2901 - Other Class Salaries-Stipend	\$ 3,234.90	\$ 3,234.90
2902 - Other Class Sal-Hourly	\$ 14,265.55	\$ 14,265.55
2903 - Other Classified Services - Substitute	\$ 860.64	\$ 860.64
2960 - Noon Supervisors	\$ 91,214.71	\$ 91,214.71
2961 - Noon Supervisors-Stipend	\$ 5,989.98	\$ 5,989.98
2962 - Noon Supervisors-Hourly	\$ 31,217.21	\$ 31,217.21
2963 - Noon Supervisor Substitute	\$ 1,440.00	\$ 1,440.00
3101 - State Teachers' Retirement System, certificated r	\$ 1,965,491.01	\$ 1,965,491.01
3102 - State Teachers' Retirement System, classified po	\$ 8,829.36	\$ 8,829.36
3201 - Public Employees' Retirement System, certificate	\$ 144,636.90	\$ 144,636.90
3202 - Public Employees' Retirement System, classified	\$ 906,662.48	\$ 906,662.48
3311 - Social Security Certificated	\$ 94,230.06	\$ 94,230.06
3321 - Medicare Certificated	\$ 290,921.91	\$ 290,921.91
3312 - Social Security Classified	\$ 457,360.64	\$ 457,360.64
3322 - Medicare Classified	\$ 109,513.80	\$ 109,513.80
3401 - Health & Welfare Benefits, certificated positions	\$ 1,094,644.42	\$ 1,094,644.42
3402 - Health & Welfare Benefits, classified positions	\$ 562,904.51	\$ 562,904.51
3501 - State Unemployment Insurance, certificated posit	\$ 24,813.33	\$ 24,813.33
3502 - State Unemployment Insurance, classified positio	\$ 9,055.81	\$ 9,055.81
3601 - Workers' Compensation Insurance, certificated pr	\$ 534,805.27	\$ 534,805.27
3602 - Workers' Compensation Insurance, classified pos	\$ 195,365.45	\$ 195,365.45
3701 - OPEB, Allocated, certificated positions	\$ 332,503.96	\$ 332,503.96

Statement of Revenues Expenditures and Change in Fund Balance
 Cycle: FY 2014-2015; Fund Class: <A

Description	General Fund/County School	Special
3702 - OPEB, Allocated, classified positions	\$ 196,350.74	\$ 196,350.74
3901 - Other Benefits, certificated positions	\$ 409,834.34	\$ 409,834.34
4100 - Approved Textbooks and Core Curricula Materials	\$ 149,618.09	\$ 149,618.09
4200 - Books and Other Reference Materials	\$ 373,805.59	\$ 373,805.59
4310 - Supplies	\$ 942,426.03	\$ 942,426.03
4320 - Copier/Duplication Supplies	\$ 20,165.47	\$ 20,165.47
4375 - Testing Materials	\$ 24,399.03	\$ 24,399.03
4387 - Bus Tickets	\$ 18,321.00	\$ 18,321.00
4400 - Non-Capitalized Equipment	\$ 133,531.76	\$ 133,531.76
5100 - Subagreements for Services	\$ 1,199,407.23	\$ 1,199,407.23
5200 - Travel and Conferences	\$ 76,429.86	\$ 76,429.86
5210 - Mileage/Personal Exp Reimb	\$ 1,204.42	\$ 1,204.42
5300 - Dues and Memberships	\$ 27,577.00	\$ 27,577.00
5450 - Other Insurance	\$ 651,531.00	\$ 651,531.00
5515 - Disposal Services	\$ 132,494.76	\$ 132,494.76
5516 - Pest Control	\$ 11,331.50	\$ 11,331.50
5517 - Disposal Services-Operations - HazMat	\$ 4,381.18	\$ 4,381.18
5519 - Alarm Services	\$ 100,932.70	\$ 100,932.70
5520 - Gas-Heating-Electricity	\$ 107,606.11	\$ 107,606.11
5522 - Electricity	\$ 458,413.59	\$ 458,413.59
5556 - Sewage	\$ 88,813.73	\$ 88,813.73
5558 - Water	\$ 210,256.59	\$ 210,256.59
5600 - Rentals, Leases, and Repairs	\$ 140,299.67	\$ 140,299.67
5610 - Equip Maintenance Agreement	\$ 3,590.00	\$ 3,590.00
5615 - Lease Payment-Duplication Machines	\$ 207,103.19	\$ 207,103.19
5624 - Rentals - Facility	\$ 6,606.00	\$ 6,606.00
5671 - Repairs Cont - Buildings	\$ 53,893.00	\$ 53,893.00
5676 - Repairs Cont - Grounds	\$ 51,548.20	\$ 51,548.20
5679 - Repairs Cont - Vehicle	\$ 40,726.72	\$ 40,726.72
5756 - Interfund - Duplication Service	\$ (4,895.52)	\$ (4,895.52)
5758 - Interfund - Food Services	\$ 12,332.50	\$ 12,332.50
5764 - Interfund - Postage	\$ (1,935.27)	\$ (1,935.27)
5800 - Professional/Consulting Services and Operating	\$ 1,697,306.41	\$ 1,697,306.41
5810 - Advertising - Legal	\$ 300.00	\$ 300.00
5812 - Advertising - Non-Legal	\$ 1,199.48	\$ 1,199.48
5822 - Bank Fees	\$ 1,360.69	\$ 1,360.69
5825 - Consultants	\$ 96,592.45	\$ 96,592.45
5830 - Contracted Services	\$ 36,292.69	\$ 36,292.69
5836 - Fingerprinting	\$ 13,132.00	\$ 13,132.00
5845 - Legal Expense	\$ 7,015.34	\$ 7,015.34
5846 - Licensing Agreements	\$ 35,446.26	\$ 35,446.26
5847 - SPED Judgements/Settlements	\$ 186,060.00	\$ 186,060.00
5848 - Judgements/Settlements (Non SPEDOnly)	\$ 1,317,898.00	\$ 1,317,898.00
5885 - Pymts to Parents in Lieu of	\$ 879.55	\$ 879.55
5879 - Field Trips	\$ 26,237.55	\$ 26,237.55
5881 - Payroll Admin Fees (FOR PAYROLL USE ONL	\$ 14,458.94	\$ 14,458.94
5910 - Postage	\$ 3,765.80	\$ 3,765.80
5930 - Telephone	\$ 68,955.91	\$ 68,955.91
5935 - Internet Access	\$ 295,785.78	\$ 295,785.78
5936 - Erate Credit (ONLY FOR FISCAL USE)	\$ (140,393.98)	\$ (140,393.98)
6170 - Land Improvements	\$ 91,481.81	\$ 91,481.81
6200 - Buildings and Improvement of Buildings	\$ 291,582.70	\$ 291,582.70
6215 - Architects/Engineers	\$ 199,109.87	\$ 199,109.87
6222 - DSA Plan Check Fees	\$ 20,103.13	\$ 20,103.13
6230 - Improv of Bldgs (remodelling)	\$ 23,600.00	\$ 23,600.00
6245 - Preliminary Tests	\$ 7,200.00	\$ 7,200.00
6271 - Main Building Contractor	\$ 220,112.74	\$ 220,112.74
6272 - Construction Management Fees	\$ 11,079.74	\$ 11,079.74
6281 - Miscellaneous Expense	\$ 2,231.25	\$ 2,231.25
6282 - Other Construction	\$ 14,768.00	\$ 14,768.00
6400 - Equipment	\$ 83,148.67	\$ 83,148.67
7281 - All Other Transfers to Districts	\$ 107,400.08	\$ 107,400.08
7299 - All Other Transfers Out to All Others	\$ 6,729.66	\$ 6,729.66
7350 - Indirect Costs for Interfund Charges	\$ (47,137.00)	\$ (47,137.00)
Total Expenditure	\$ 48,017,328.75	\$ 48,017,328.75
01 - General Fund/County School Service Fund	\$ (327,010.00)	\$ (327,010.00)
01 - General Fund/County School Service Fund	\$ 1,316,385.00	\$ 1,316,385.00
Total Other Financing Sources (Uses)	\$ 989,375.00	\$ 989,375.00
Excess (deficiency) of revenues and other financing		

Alameda Unified School District

Statement of Revenues Expenditures and Change in Fund Balance
Cycle: FY 2014-2015; Fund Class: -A

	01 - General Fund/County Subpo	02 - Other
sources over expenditures and other financing uses	\$ 1,318,248.95	\$ 1,318,248.95
Fund Balance, Beginning of year	\$ 12,493,633.36	\$ 12,493,633.36
Fund Balance, End of year	\$ 13,811,882.31	\$ 13,811,882.31



Backstrom McCarley Berry & Co., LLC

115 Sansome Street
Mezzanine A
San Francisco, CA 94104

March 17, 2015

Robert Clark, Ed.D., Chief Business Officer
Alameda Unified School District
2060 Challenger Drive
Alameda, CA 94501

RE: Former Alameda Naval Air Station – Bonding Capacity

Dear Dr. Clark:

It is our understanding that Alameda Unified School District (“AUSD” or “District”) is in the application process for acquisition of Parcel 3 of the Former Alameda Naval Air Station. Backstrom McCarley Berry & Co., LLC (“BMCB”) in our role as financial advisor to AUSD is able to indicate based upon it’s financial condition and recent bond election history, the District has the capacity to issue bonds for the purpose of financing such property improvements.

If you should have any questions or require additional information, please contact Vincent McCarley at (415) 857-6101 or vmccarley@bmcaco.com.

Sincerely,

Vincent McCarley
Chief Executive Officer

ENVIRONMENTAL QUESTIONNAIRE

Purpose of Applicant's Data and Analysis

The federal assistance, which you have requested, is of a nature that requires submission of data and analysis of the probable environmental effects of the proposed project. The environmental analysis of the proposed federal action/assistance is required by the National Environmental Policy Act (NEPA) of 1969 (P.L. 91-190). This analysis should conform in format with the outline described below in the applicable circumstances of your proposed project for educational use of the surplus federal real property. The analysis will be a separate exhibit and will accompany the Applicant's formal request for assistance. Since required federal NEPA assessment of the environmental impact of any particular project cannot be initiated without prior submission of this data by the Applicant, the processing of your application will be deferred by the Department of Education pending receipt of the Applicant's environmental information.

In the event that the Department determines that preparation of an Environmental Assessment (EA) or Environmental Impact Statement (EIS) will be necessary, the Applicant may be requested to furnish additional materials to facilitate the development of those studies.

Applicants are further cautioned that conformance with federal NEPA procedures shall not preclude the need for Applicant compliance with applicable state and local environmental use and review requirements.

If you have any questions regarding the preparation of your analysis, contact your federal program specialist.

Suggested Outline for Applicant's Analysis

A. Objective of the Proposed Action

Please describe the objective(s) of the proposed action as to what needs will the action attempt to meet, and the nature of the project (i.e., briefly identify the project as being an alteration or expansion to an existing facility, a new or additional facility by itself, or an initial or planned component part of a complex or facilities) and what will be the estimated duration of the planned facility.

A 2014 demographic study projects that the Alameda Unified School District will add approximately 1000 students over the next 10 years. Currently, two separate programs share a former elementary school site. The objective of the proposed action is to acquire Parcel 3 of the former Alameda Naval Air Station in Alameda, California. The acquisition would allow the District to relocate both programs from the former elementary school site to Parcel 3 buildings, freeing up the currently used facilities so that they can be utilized as an elementary school when the anticipated growth arrives.

B. Description of the Environment to be Affected

The environment should be considered as being that area which the proposed project would both impact and serve. The greatest detail should concern the probable environmental impact of the project on the particular site of construction and its surrounding community, both in the short and long term. This section should broadly and briefly discuss the geography of the area, wildlife, water and air quality, area population and potential users of the service to be provided, the economy of the area, and any current environmental concerns.

The property for acquisition, Parcel 3, is in a residential area, and it was previously operated as Woodstock Child Development Center (WCDC), an early childhood education center, and Island High School, a continuation high school. Both sets of buildings on Parcel 3 were vacated in 2010 and 2011. At this time, the District anticipates a limited amount of construction to ready both sets of buildings for student use once again. As a benefit to the surrounding community, the buildings and playgrounds could be used by the neighborhood residents after school hours as meeting spaces, including park space. As both the Woodstock Child Development Center and Island High School, the two programs previously in operation on the site, would be returning to the previously used sites, the impact on the water and air quality should not be different than it was when the sites operated as similar programs.

C. Probable Environmental Effects of the Proposed Action

Please provide a narrative explanation of the probable environmental effects occurring in each of the following 27 areas of importance:

- 1. Describe the property that will be directly affected by the proposed educational use and any planned construction. Is it in a rural, urban or suburban area? Is it directly associated with current facilities operated by the Applicant? Please describe the specific piece of land upon which any construction will occur in terms of its current use by man. If the land is in a natural state, please provide a brief description with respect to plant and animal life.*

The District's intent is to acquire the property once again and utilize it for the same purpose as in the past. The suburban area of Parcel 3 currently stands separate from any other AUSD operations. The west side buildings, referred to by AUSD as 240 Singleton Ave, would be occupied by the Woodstock Child Development Center (WCDC), as they were from 2005-2010. The east side buildings, referred to by AUSD as 250 Singleton Ave, would once again operate as a school. The east side buildings were used as an elementary school from 1975-2006. They were used as a 9-12 continuation high school from 2008-2011. The District anticipates some modernization/renovation to the existing buildings but believes it should be limited, as the two sets of buildings would be returning to their previous uses.

- 2. Describe the surrounding area. Is it primarily residential, industrial, agricultural, etc.? Has the area been formally zoned for specific uses? Please provide a map of the immediate area covering approximately one square mile. (Street maps or line drawings for urban projects are sufficient.)*

As seen in Exhibit A, the surrounding area is primarily residential. The area located south of the parcel is residential and is occupied. Several buildings of former Naval

housing are located across Singleton Avenue and are currently vacant. The City of Alameda has approved a full-scale development plan for the Alameda Point area, and it is anticipated the currently vacant residential buildings will be used to house expected population growth.

3. *Is the proposed program of use consistent with existing zoning, surrounding land use and/or the official land use plan for the specific site and/or the surrounding area?*

Yes, the District's proposed use of Parcel 3 will return the exact same two programs that operated on the site in prior years.

4. *Will the proposed use be inconsistent with any federal, state or local guidelines or authorities such as solid waste management, noise standards, Clean Air Act, floodplain protection or coastal zone management?*

No, the District does not foresee any inconsistencies, as the property would be operated again as it was in the past.

5. *If any renovation or construction is planned, will it disrupt any of the following services to a human population for more than 24 hours - water, electrical power, natural gas, or sewage?*

As we do not yet have a specific plan for renovation/construction, we cannot define the potential scope of disruption. We do know, however, that mitigation measures would be part of any renovation project to reduce the impact to the surrounding neighbors. It is the District's understanding there is a large sewer/water project that would need to be completed. We believe mitigation measures and proper planning should limit the impact of that work.

6. *Will the operation of the facility require an increase in water, electrical power, natural gas, solid waste or sewage? If so, what is the approximate monthly percentage increase?*

As the facilities become occupied, the usage of water, electricity, natural gas, solid waste and/or sewage will increase. The District has compared the anticipated population of the facilities to another campus in operation in the District. The acquired facility is anticipated to increase approximately \$4600.00 per month.

7. *Will additional vehicles be introduced into the area on a daily basis as a result of the operation of the facility? What is the approximate percentage increase in daily traffic in the area? Will there be access constraints or impact to congested intersections?*

Yes, additional vehicles will be introduced into the area, as currently Parcel 3 (240 Singleton Ave and 250 Singleton Ave) are not being used. However, the two proposed programs, WCDC and Island High School, have differing schedules that would reduce the impact of traffic. As a preschool, WCDC has students arriving later and leaving earlier than the Island High School students. As the map provided in Item 2 above

illustrates, there is ample street parking and parking lots for both the WCDC west campus and the Island High School east campus. Both of the campuses also have drop-off lanes incorporated into their respective parking lots.

8. *Please briefly identify those existing streets, freeways, etc., in the immediate area that will receive the increased traffic as a result of the operation of the facility and describe their ability to handle the increase.*

Parcel 3 of the former Alameda Naval Air Station has one main road to the site – Singleton Avenue. As both programs have operated in the past, with the west buildings as a childhood development center and the east buildings as the 9-12 continuation high school, it will take coordination between the sites and the community. As the east, west and south sides of Parcel 3 have occupied residential areas, students could walk or ride a bike to access the two campuses through access points around the Parcel perimeter. Also, at the end of Singleton Avenue, the Annapolis Circle could be utilized as a turnaround for both campuses. The buildings surrounding Annapolis Circle are currently vacant. As the vacant housing in the area transitions to occupied, the two programs will be required to monitor the impact of traffic in the area and adjust the traffic flow as necessary.

9. *Will any other transportation system (e.g., subways, bus lines) be directly affected by the operation of the facility (new service lines, equipment, etc.)? Is there an identifiable percentage increase in the volume of traffic? If so, please describe its geographic relationship to the project.*

At this time, it would be difficult to assess the impact of traffic, as both campuses have been vacant for as many as four years. Also, many of the surrounding housing units are vacant. The intent of the City of Alameda is to fill the Alameda Point area with high-density housing and pedestrian-friendly developments. As the area grows in population, there are many side streets that could be utilized by students via a “walking school bus” program or bike riding.

10. *Will the transportation or infrastructure requirements of the proposed activity be regarded as burdensome by local or regional officials?*

It is not anticipated the change would be regarded as burdensome by local officials, as the District would be reopening the same two programs that were at that location in prior years. The relationship with the District and City is very positive and collaborative. If after the opening of both campuses there are issues, the District is confident any issues can be resolved.

11. *Will the construction or operation of the facility violate or require a variance from any federal, state or local laws pertaining to the visual environment, odors, noise? If so, please identify.*

The District does not anticipate any modernization or renovation project that would violate any federal, state, or local laws. All plans for improvement projects must first be approved by the Division of the State Architect in California before proceeding.

12. *Will contaminants be stored at the facility? If so, please describe physical safeguards that will be used to guard against their introduction to the natural environment should they be accidentally released (fuel oil, large amounts of chemicals, etc.).*

No, contaminants will not be stored at the facility.

13. *What is the planned disposition (e.g., demolition, renovation for other public use, etc.) of any structures being vacated as a result of the proposed project?*

There are no plans to demolish any buildings. The District does anticipate renovating and/or modernizing the current buildings for future use, as it is expected that each building will be used.

14. *Will the construction occur in a floodplain, wetland area, desert, tundra, or some other type of unique geological/meteorological interest? If so, what measures will be taken to avoid adverse impacts?*

No, Parcel 3 exists in a suburban area surrounded by both single-family and multi-family structures.

15. *Will the project affect any natural ecosystems, water tables or water supplies of humans, animals or plants? If so, what measures will be taken to avoid adverse impacts?*

It is not anticipated the use of the facility will have a negative impact on the natural ecosystem or water supplies.

16. *Will the proposed use cause the displacement or relocation of business, residences or farm operations? If so, please describe the facilities and the people that will be affected.*

No, there will not be any displacement of any existing operations in the area.

17. *Will any of the following existing services be altered (increased or decreased) through the construction or operation of the facility: individuals with disabilities, educational or day care? If so, please describe.*

No, there will not be any alteration to existing services, as the buildings on Parcel 3 are currently unused, and services to students with special needs are already provided by WDCD.

18. *Is there a site in the area which is listed or proposed for listing on the national Register of Historic Places, the National Landmarks Registry or any state or local variation thereof? If so, please describe its geographic relationship to the project.*

The former Alameda Point Naval Air Station, National Register of Historic Places #12001191, and the USS Hornet, National Register of Historic Places # 91002065, are

both located in the general area, but not so close as to be impacted by the two programs relocating to Parcel 3. Exhibit B shows a map of the Alameda Point area indicating the former Alameda Naval Air Station, the USS Hornet, and Parcel 3.

19. *Did any historic activity of significance occur on the site or will a facility that is more than 45 years old be altered or destroyed? If so, please describe.*

To the District's knowledge, nothing of historic significance occurred on the site. The two sets of buildings: 1) West (240 Singleton Ave) and 2) East (250 Singleton Ave) will both be renovated to house students, but there are no plans to destroy any of the current buildings on the site.

20. *Will the activity destroy or decrease access to any known or potential archaeological sites? If so, please describe.*

The District does not have any knowledge of known or potential archaeological sites now, nor did it when both sites were in operation in prior years.

21. *Will the proposed educational activity likely adversely affect or be inconsistent with a significant aspect of the sociocultural environment (e.g., federal, state or local parks or forests, wildlife refuges, Indian tribal lands or traditional cultural items, historic, cultural or archeological resources)?*

There is no anticipated adverse effect on any aspect of the sociocultural environment, as the once-utilized facilities for an early childhood development center and continuation high school would be returning to the same facilities.

22. *If the project will use agricultural land, parks, woods, forests, prairies, etc., list the types of animals that currently inhabit the area. Generally describe the site in terms of flora which will be destroyed or altered.*

The site is a suburban site lacking agricultural land, parks, woods, forests, or prairies.

23. *Will the proposed educational activity affect a species identified or under consideration for listing as endangered or threatened, or its critical habitat? If so, please identify.*

Parcel 3 is in a well-developed suburban area with a long history, and to the District's knowledge there is not a species identified or under consideration for listing as endangered or threatened.

24. *Will construction of the facility disrupt the cultural harmony of the community or neighborhood (e.g., impact the lives, work, play, social, cultural or religious values and interaction of the members of the surrounding community)? Include any pertinent information as to the opinions of residents regarding the project impact on their life styles.*

As the current anticipated renovation to the existing facilities is not extensive and the area across Singleton Avenue is vacant, there isn't an expected disruption to the

community or neighborhood. During construction, working with the contractor, architect and District staff, mitigation measures will be taken to address concerns that surface. Also, the reopening of the facilities will provide a playground for the neighborhood to use after school hours.

25. Is the proposed action likely to generate a high level of controversy or uncertainty on environmental grounds, or be considered especially risky to the human environment?

As the facilities would be returning to the same use as they have been in the past, neither controversy nor uncertainty is expected. WCDC closed in 2010, and Island High School closed in 2011. Since then, the site has remain vacant. Indeed, the neighborhood might see the reopening of the two campuses, with WCDC and Island High School, as a benefit and improvement to the neighborhood.

26. Is there any ongoing pattern of development in the area that this project would increase to the level of significant impact on the human environment (e.g., urban renewal, gentrification)?

The areas across the street along Singleton Avenue are currently vacant and have been for a while. The reopening of WCDC and Island High School have specific populations. It is not anticipated that the reopening of a child development center or a 9-12 continuation high school would draw residents to populate the currently vacant area.

27. Are there any potential adverse effects on public health and safety or on any other environmental resources that are not specifically identified above?

The District does not foresee any other potential adverse effects on public health and safety or on any other environmental resources that were not identified above.

Guidelines for Protection and Maintenance

(Pursuant to 41 CFR §102-75.965: GSA Customer Guide to Real Property Disposal)

Outline for Protection and Maintenance of Excess and Surplus Real Property.

A. General. In protecting and maintaining excess and surplus properties, the adoption of the principle of “calculated risk” is considered to be essential. In taking what is termed a “calculated risk,” the expected losses and deteriorations in terms of realizable values are anticipated to be less in the overall than expenditures to minimize the risks. In determining the amount of protection to be supplied under this procedure, a number of factors should be considered; such as, the availability of, and the distance to, local, public, or private protection facilities; the size and value of the facility; general characteristics of structures; physical protection involving fencing, number of gates, etc.; the location and availability of communication facilities; and the amount and type of activity at the facility. Conditions at the various excess and surplus properties are so diverse that it is impracticable to establish a definite or fixed formula for determining the extent of protection and maintenance that should be applied. The standards or criteria set forth in B and C, below, are furnished as a guide in making such determinations.

B. Protection Standards. The following standards are furnished as a guide in determining the amount and limits of protection.

1. Properties not Requiring Protection Personnel. Fire protection or security personnel are not needed at:

- (a) Facilities where there are no structures or related personal property;
- (b) Facilities where the realizable or recoverable value of the improvements and related personal property subject to loss is less than the estimated cost of protection for a one-year period;
- (c) Facilities of little value located within public fire and police department limits, which can be locked or boarded up;
- (d) Facilities where the major buildings are equipped with automatic sprinklers, supervised by American District Telegraph Company or other central station service, which do not contain large quantities of readily removable personal property, and which are in an area patrolled regularly by local police; and
- (e) Facilities where agreements can be made with a lessee of a portion of the property to protect the remaining portions at nominal, or without additional cost.

2. Properties Requiring a Resident Custodian. A resident custodian or guard only is required at facilities of the following classes:

- (a) Facilities containing little removable personal property but having a considerable number of buildings to be sold for off-site use when (a) the buildings are of low realizable value and so spaced that loss of more than a few buildings in a single fire is improbable, or (b) the buildings are so located that water for firefighting purposes is available and municipal or other fire department services will respond promptly;
- (b) Small, inactive industrial and commercial facilities which must be kept open for inspection and which are so located that public fire and police protection can be secured by telephone;
- (c) Facilities where the highest and best use has been determined to be salvage; and
- (d) Facilities of little, or salvage, value but potentially dangerous and attractive to children and curiosity seekers where the posting of signs is not sufficient to protect the public.

3. Properties Requiring Continuous Guard Service. One guard on duty at all times (a total of 5 guards required) is required at facilities of high market value which are fenced; require only one open gate which can be locked during patrols; all buildings of which can be locked; and where local police and fire protection can be secured by telephone.

4. Properties Requiring High Degree of Protection. More than one firefighter-guard will be required to be on duty at all times at facilities of the classes listed below. The number, and the assignment, of firefighter-guards in such cases should be determined by taking into consideration all pertinent factors.

- (a) Facilities of high market value, which are distant from public assistance and require an on-the-site firefighting force adequate to hold fires in check until outside assistance can be obtained.
- (b) Facilities of high market value, which can obtain no outside assistance and require an on-the-site firefighting force adequate to extinguish fires.
- (c) Facilities of high market value at which the patrolling of large areas is necessary.
- (d) Facilities of high market value not fenced and containing large quantities of personal property of a nature inviting pilferage.
- (e) Facilities of high market value at which several gates must be kept open for operating purposes.

5. Standards for All Protected Properties.

(a) All facilities within the range of municipal or other public protection, but outside the geographic limits of such public body, should be covered by advance arrangements with appropriate authorities for police and fire protection service, at a monthly or other service fee if necessary.

(b) Patrolling of all facilities with large areas to be protected should be accomplished by use of automotive vehicles.

(c) At fenced facilities, a minimum number of gates should be kept open.

6. Firefighter-Guards. Firefighters and guards are the normal means for carrying out the fire protection and security programs at excess and surplus real properties where both such programs are required. The duties of firefighters and guards should be combined to the maximum extent possible in the interest of both economy and efficiency. Such personnel would also be available in many cases for other miscellaneous services, such as, removing grass and weeds or other fire hazards, servicing fire extinguishers, and other activities related to general protection of property.

7. Operating Requirements of Protection Units. Firefighter-guards or guards, should be required to make periodic rounds of facilities requiring protection. The frequency of these rounds would be based upon a number of factors; such as, location and size of the facility, type of structures and physical barriers, and the amount and type of activity at the facility. There may be instances where some form of central station supervision, such as American District Telegraph Company, will effect reduction in costs by reducing the number of firefighter-guards, or guards, required to adequately protect the premises.

8. Watchman's Clock. To insure adequate coverage of the entire property by the guards, or firefighter-guards, an approved watchman's clock should be provided, with key stations strategically located so that, in passing from one to the other, the guards will cover all portions of the property.

9. Protection Alarm Equipment. Automatic fire detection devices and allied equipment and services may materially assist in minimizing protection costs. However, use of devices of this type, like guards, are purely secondary fire protection and are primarily a means of obtaining fire and police protection facilities at the property in an emergency. There are various types of devices, each of which can be considered separately or in combination as supplementing guard patrols, which may assist in reduction of costs and, in some instances, it may be possible to eliminate all guards.

10. Sentry Dogs. Frequently there are facilities of high market value, or which cover large areas, or are so isolated that they invite intrusion by curiosity seekers, hunters, vagrants, etc., which require extra or special protection measures. This has usually been taken care of by staffing with additional guards so that the "buddy system" of patrolling may be used. In such cases, the use of sentry dogs should be considered in arriving at the appropriate method of offsetting the need for additional guards, as well as possible reductions in personnel. If it is determined to be in the Government's interest to use this type of protection, advice should be obtained as to acquisition (lease, purchase, or donation), training, use, and care, from the nearest police department using sentry dogs. When sentry dogs are used, the property should be clearly posted "Warning—This Government Property Patrolled by Sentry Dogs."

C. Maintenance Standards. The following standards or criteria are furnished as a guide in connection with the upkeep of excess and surplus real properties:

1. Temporary Type Buildings and Structures. Temporary buildings housing personal property, which cannot be readily removed to permanent type storage, should be maintained only to the extent necessary to protect the personal property. Vacant temporary structures should not be maintained except in unusual circumstances.

2. Permanent Type Buildings and Structures.

(a) No interior painting should be done. Where exterior wood or metal surfaces require treatment to prevent serious deterioration, spot painting only should be done when practicable.

(b) Carpentry and glazing should be limited to: work necessary to close openings against weather and pilferage; making necessary repairs to floors, roofs, and sidewalls as a protection against further damage; shoring and bracing of structures to preclude structural failures; and similar operations.

(c) Any necessary roofing and sheet metal repairs should, as a rule, be on a patch basis.

(d) Masonry repairs, including brick, tile, and concrete construction, should be undertaken only to prevent leakage or disintegration, or to protect against imminent structural failure.

(e) No buildings should be heated for maintenance purposes except in unusual circumstances.

3. Mechanical and Electrical Installations. These include plumbing, heating, ventilating, air conditioning, sprinkler systems, fire alarm systems, electrical equipment, elevators, and similar items.

(a) At facilities in inactive status, maintenance of mechanical and electrical installations should be limited to that which is necessary to prevent or arrest serious deterioration. In most cases, personnel should not be employed for this work except on a temporary basis at periodic intervals when it is determined by inspections that the work is necessary. Wherever possible electrical systems should be deenergized, water drained from all fixtures, heat turned off, and buildings secured against unauthorized entry. Sprinkler systems should be drained during freezing weather and reactivated when danger of freezing has passed.

(b) At facilities in active status, such as multiple-tenancy operations, equipment should be kept in reasonable operating condition. Operation of equipment to furnish services to private tenants, as well as the procurement of utility services for distribution to tenants, should be carried on only to the extent necessary to comply with lease or permit conditions, or in cases where it is impracticable for tenants to obtain such services directly from utility companies or other sources.

(c) At facilities where elevators and/or high-pressure boilers and related equipment are in operation, arrangements should be made for periodic inspections by qualified and licensed inspectors to insure that injury to personnel, loss of life, or damage to property does not occur.

(d) Individual heaters should be used, when practicable, in lieu of operating heating plants.

4. *Grounds, Roads, Railroads, and Fencing.*

(a) Maintenance of grounds should be confined largely to removal of vegetation where necessary to avoid fire hazards and to control poisonous and noxious plant growth in accordance with local and State laws and regulations; plowing of fire lanes where needed; and removal of snow from roads and other areas only to the extent necessary to provide access for maintenance, fire protection, and similar activities. Wherever practicable, hay crops should be sold to the highest bidders with the purchaser performing all labor in connection with cutting and removal. Also, agricultural and/or grazing leases may be resorted to, if practicable, as other means of reducing the cost of grounds maintenance. Any such leases shall be subject to the provisions of §101-47.203-9 or §101-47.312.

(b) Only that portion of the road network necessary for fire truck and other minimum traffic should be maintained. The degree to which such roads are to be maintained should be only that necessary to permit safe passage at a reasonable speed.

(c) Railroads should not be maintained except as might be required for protection and maintenance operations, or as required under the provisions of a lease or permit.

(d) Ditches and other drainage facilities should be kept sufficiently clear to permit surface water to run off.

(e) Fencing, or other physical barrier, should be kept in repair sufficiently to afford protection against unauthorized entry.

5. *Utilities.*

(a) At inactive properties, water systems, sewage disposal systems, electrical distribution systems, etc., should be maintained only to the extent necessary to provide the minimum services required. Buildings or areas not requiring electrical service or water should be deenergized electrically and the water valved off. Utilities not in use, or which are serving dismantled or abandoned structures, should not be maintained.

(b) At active properties, water supply, electrical power, and sewage disposal facilities frequently must be operated at rates much below designed capacities. Engineering studies should determine the structural and operating changes necessary for maximum economy. Where leakage is found in water distribution lines, such lines may be valved off rather than repaired, unless necessary for fire protection or other purposes.

(c) Where utilities are purchased by contract, such contracts should be reviewed to determine if costs can be reduced by revision of the contracts.

6. *Properties to be Disposed of as Salvage.* No funds should be expended for maintenance on properties where the highest and best use has been determined to be salvage.

D. Repairs. Repairs should be limited to those additions or changes that are necessary for the preservation and maintenance of the property to deter or prevent excessive, rapid, or dangerous deterioration or obsolescence and to restore property damaged by storm, flood, fire, accident, or earthquake only where it has been determined that restoration is required.

E. Improvements. No costs should be incurred to increase the sales value of a property, and no costs should be incurred to make a property disposable without the prior approval of GSA.