

Joint and Shared Use: An Administrator's Guide

Across Los Angeles County, many local school districts recognize the importance of including parents and community members in decision making activities for the success of their students. In California, state-level school district funding is tied to engaging parents and community members in decision making for the Local Control and Accountability Plan (LCAP). The LCAP is the school district's 3-year plan to meet annual goals for all students with state funds. See how joint/shared use can help school administrators meet LCAP and other parent/community engagement goals.

WHAT IS JOINT/SHARED USE?

- **Joint/shared use happens when two or more private or public entities agree to expand access to an indoor or outdoor space for community use**, often for physical activity. Joint/shared use offers communities with limited access to parks and recreational places an easy and safe way to access to physical activity.

HOW WILL JOINT/SHARED USE BENEFIT MY SCHOOL?

- **Provides mechanism for LCAP compliance.** Joint/shared use can bring parents and community members to campus for structured programs and meetings, and has the potential to engage parents and community members with on-campus activities.
- **Improves student attendance and performance.** [Healthier students are better learners](#), and less absent¹. Students who are more active during and outside of school are more likely to stay in school and succeed academically. Joint/shared use can increase physical activity outside of school for students and their families.

IS THERE A COST FOR JOINT/SHARED USE AGREEMENTS?

- **In many cases Joint/shared use agreements have no direct costs to schools.** In fact, the purpose of a joint/shared use agreement is to reduce costs to schools for capital improvement and enrichment programs.
- **Any costs associated with Joint/Shared Use agreements should be negotiated by the parties.**
- **Schools and partners benefit.** Agreements fees offer the opportunity for school districts to recoup any costs associated with the joint/shared use agreement and even generate revenue, while reducing costs for the partner if they were to acquire space elsewhere if available, as typically recreational space may be scarce.

HOW MUCH STAFF TIME IS NEEDED?

- **Staff time is negotiated on a joint/shared use agreement.** The partners outline details about implementation, liability, maintenance, and operations, including salary and overtime pay. Staff time should be addressed in the negotiation process, especially if volunteers or non-school district staff might handle some tasks during joint use hours that unionized labor performs during school hours.

WHO WILL COVER MAINTENANCE AND LIABILITY?

- **Negotiated and covered by the agreement.** Establish upfront which party – the school and/or its joint use partner – will assume responsibility for maintenance and upkeep. Joint use agreements should include protocols for ensuring that school staff will find classrooms, gyms, and fields in the same condition they were left the previous day.



The City of Los Angeles Recreation and Parks manages summer learn-to-swim and open-swim programs at West Adams Preparatory High School in Los Angeles Unified School District.



Los Angeles County Joint Use Moving People to Play (LA JUMPP) is a collaborative of school, park, health, faith, for-profit, and non-profit institutions working to foster equitable access to safe physical activity spaces for all families in Los Angeles County. This fact sheet was adapted from resources on back, and developed by the Los Angeles County Department of Public Health and Ad Lucem Consulting. For more information, please contact JUMPP@ph.lacounty.gov.

HOW DO I GET STARTED?

Here are some key considerations for principals/school administrators interested in getting started on joint/shared use:

- **Assess community and school needs and policies around recreational activities.** Ask yourself: *What is the need I want to address? What would I like to see happen? Is there an existing School Board policy for joint/shared Use?*
- **Engage community stakeholders.** Identify partners in your community interested in supporting joint/shared use at your school.
- **Outline partner roles and responsibilities.** Consider the strengths that each partner brings and the roles they can play. Ask partners questions such as:
 - *What are the benefits of joint/shared use?*
 - *What is the best process for effective communication and decision-making among partners?*
- **Convene partners:** Once key partners are on board, work together to outline terms and conditions to include in a formal joint/shared use agreement. Consider factors such as:
 - *Governance:* Who do we need to obtain approval from to pursue joint/shared use? Who will represent each partner when developing the agreement?
 - *Day-to-Day Operations:* Who will oversee maintenance, operations, access, and scheduling?
 - *Liability:* Are there any legal issues to consider as advised by the district's risk management office or legal counsel?

POTENTIAL JOINT USE PARTNERS



WHERE TO LEARN MORE ABOUT JOINT/SHARED USE

- [Los Angeles County Department of Public Health](#)
- [California Department of Education](#)
- [School Facilities COST CALCULATOR](#)
- [The Shared Use Spectrum](#)
- [Addressing Childhood Obesity Through Shared Recreational Facilities](#)
- [JointUse.org](#)
- [Joint Use of Recreational Facilities FAQ](#)
- [Promoting Physical Activity Through Joint Use Agreements](#)
- [Shared-use agreements as a strategy for promoting physical activity opportunities in local communities](#)
- [Checklist for Developing a Joint Use Agreement](#)
- [Maximizing Opportunities for Physical Activity through Joint Use of Facilities](#)
- [Opening School Grounds to the Community After Hours](#)

REFERENCES

¹Geier, A. B., Foster, G. D., Womble, L. G., McLaughlin, J., Borradaile, K. E., Nachmani, J., Sherman, S., Kumanyika, S. and Shults, J. (2007), The Relationship Between Relative Weight and School Attendance Among Elementary Schoolchildren. *Obesity*, 15: 2157–2161. doi: 10.1038/oby.2007.256