# FACILITIES MASTER PLAN 2025-26

## Board Study Session
## December 2025

OUSD Facilities Planning & Management
in partnership with Perkins Eastman

OAKLAND UNIFIED SCHOOL DISTRICT
*Community Schools, Thriving Students*

# OUSD Vision and Mission

## VISION

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

## MISSION

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

# OUSD Facilities Mission Statement

## MISSION

We support whole student growth and success by planning, constructing, and maintaining facilities that are flexible, resilient, healthy, safe, and joyful.

These spaces maximize inclusion, collaboration, empower innovation, and inspire creativity, preparing our students to be college-, career-, and community-ready.

# Session Outcomes

- **Get Direct Feedback from Board Directors and Community** to inform the 1st Public Draft of the Facilities Master Plan in January.
- **Share the proposed data outputs** of the draft Facilities Master Plan.
- **Provide input** on recommendations, including project types and implementation tiers.
- Engage in a discussion of **trade-offs, equity considerations,** and **long-term facility choices**.
- **Provide guidance on the framework** for future facilities planning and bond development.

# Agenda

- Introduction - What is a Facilities Master Plan
- Context & process overview
- Data metrics
- Where must investment be directed
    - Investment allocation principles
- Regional planning context
- Next steps

# Introduction

# What is a Facilities Master Plan and What is it not?

## It is:

- A long-term **planning tool** to guide future facility investments and district initiatives
- A **dynamic framework** that guides decision making to:
  - Align physical space with educational programs (enrollment trends, pedagogy, school/community needs)
  - Modernize and improve aging facilities (ADA, seismic, HVAC, and overall indoor environmental quality).
  - Optimize operations (food systems, energy efficiency, transportation)
- Coordinates with City of Oakland's long term planning work to support school age children enter the public school system
- A foundation for **future bond planning** and eligibility for **State School Facility Program funding**

## It is not:

- Not a ranked list of capital projects
- Not a budget document
- Not a plan that determines program changes (consolidations, closures, and mergers)
- Not an Asset Management Plan

# Comprehensive Facilities Planning

**Guiding Principles**

**District Vision & Strategy**

*OUSD Vision & Mission*
*OUSD Strategic Plan*
*Facilities Mission*

**Planning Tools**

**Facilities Master Plan**
*Facilities Conditions, Assessments, and Foundational Data and Frameworks for Decision Making*

Academic Program Planning
Asset Management Planning
Deferred Maintenance Plan
Energy Management Plan
Education Specifications Changes
LCAP Development
Other Planning efforts

**Strategies & Operations**

**Priorities**

**Initiatives**

**Re-envision Footprint**

**Budget**
Bond Development, Operations, Grants, Federal & State, Partnerships & Programs, and Sustainable Community Schools

**Collaboration with City of Oakland**

**Outcome**

**Facilities Project List**

Comprehensive, prioritized list of facility projects that reflects community needs, district goals, facility conditions, and available funding

# Process and Findings Overview

# The Facilities Master Plan Process

**Step #1**

### OUTREACH
- Community visioning and feedback
- Student engagement
- Board feedback
- Town halls

### DATA COLLECTION & ANALYSIS
- Demographic shifts and enrollment
- Program offerings and grade spans
- Facilities capacity
- Facilities Conditions Assessment (FCA)
- Education Adequacy (EA)
- City of Oakland General Plan

### PROCEDURAL POLICY
- Board policy
- Previous Facilities Master Plan (FMP)
- Local Control and Accountability Plan (LCAP)
- District priorities and standards

### FUNDING OPTIONS
- State funding from Office of Public School Construction
- Grants and partnerships

**Step #2**

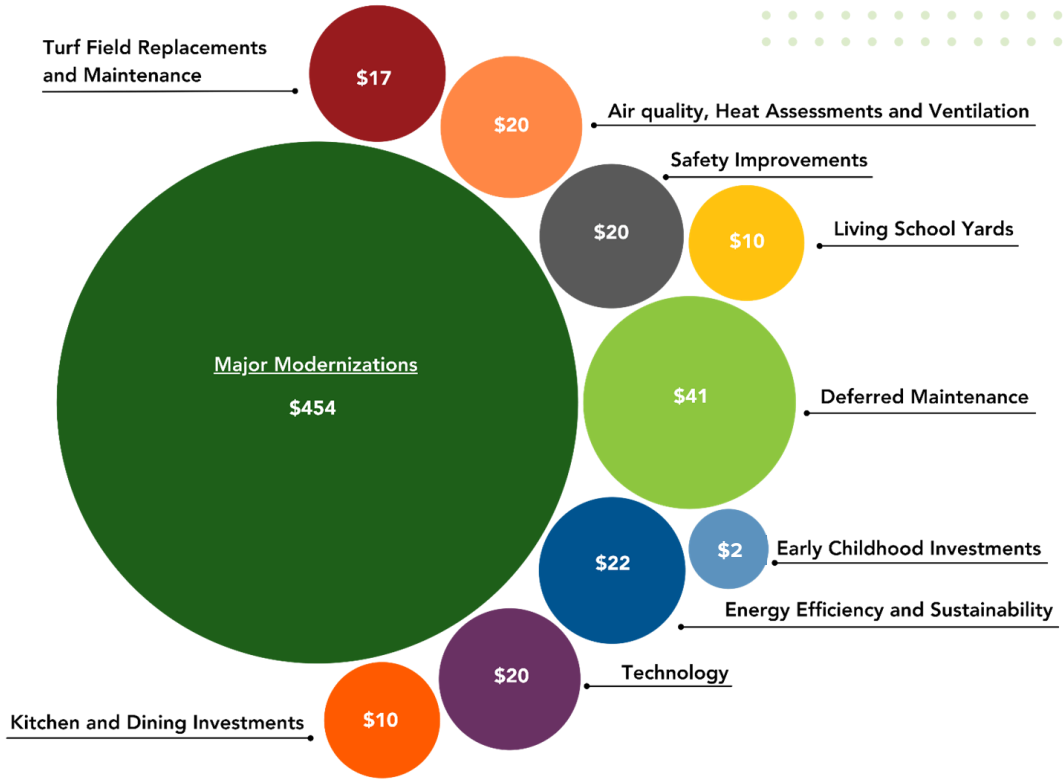
### FRAMEWORK
- Levels of investment
- Refined priorities
- Decision-making framework

**Step #3**

## THE PLAN

# Measure Y Spending Informed by 2020 Master Plan Priorities

- These priorities were identified through the 2020 Facilities Master Plan, Measure Y Development, and Implemented through the Spending Plan.
- Measure Y has a **$60M Contingency** that is holding to cover escalation costs in the Major Modernizations.
- Once we hit the 4th Draw and the major projects are further along, we will use the new prioritization to guide remaining contingency funds.




Notes:

1. Budget investments as of February 2025.
2. All values in Millions of Dollars, rounded down to the nearest whole number.
3. Early Childhood Investments is funded by Measure AA.

# Expanding Our Funding Portfolio to Support Healthy, Safe, and Joyful Schools

By building a diverse portfolio of funds, the Facilities Department can thoughtfully plan, design, and build learning environments that directly support and enhance student outcomes.

# Engaging OUSD with the Facilities Master Plan

To promote the Facilities Master Plan, educate and solicit input from the OUSD community, we developed a comprehensive outreach and engagement plan.

## Town Halls

Four hybrid town halls conducted to educate participants about the FMP and get direct feedback around the plan's components:

- 2 PK-5: Elementary Town Halls
- 1 Middle School Town Hall
- 1 High School Town Hall

## Workshops and Presentations

- All City Council (ACC)
- Student Leadership Classroom
- Parent and Student Advisory Committee (PSAC)
- Community Advisory Committee (CAC)
- Administrative Assistants
- School Based Events
- Facilities Committee & CBOC

## Website

Updated to include:

- Multilingual surveys
- Plan Overview
- Town Hall recordings

## Direct Email Messaging

- Network Superintendents
- OUSD Parent Square Listserv
- OUSD Newsletters
- Spanish-speaking families

# Prioritizing OUSD Facilities Needs

**Key Themes:**

- Invest in Long-Term Sustainability
- Modernize Facilities to Strengthen Enrollment
- Build Environments that Support Students and Retain Staff

## Top Priorities - All Engagement & Feedback Sessions

**1. Infrastructure Reliability**

- ❖ Classroom Heat and Climate Control (HVAC issues)
- ❖ Electrical Systems to meet modern needs.
- ❖ Restrooms and Water Quality

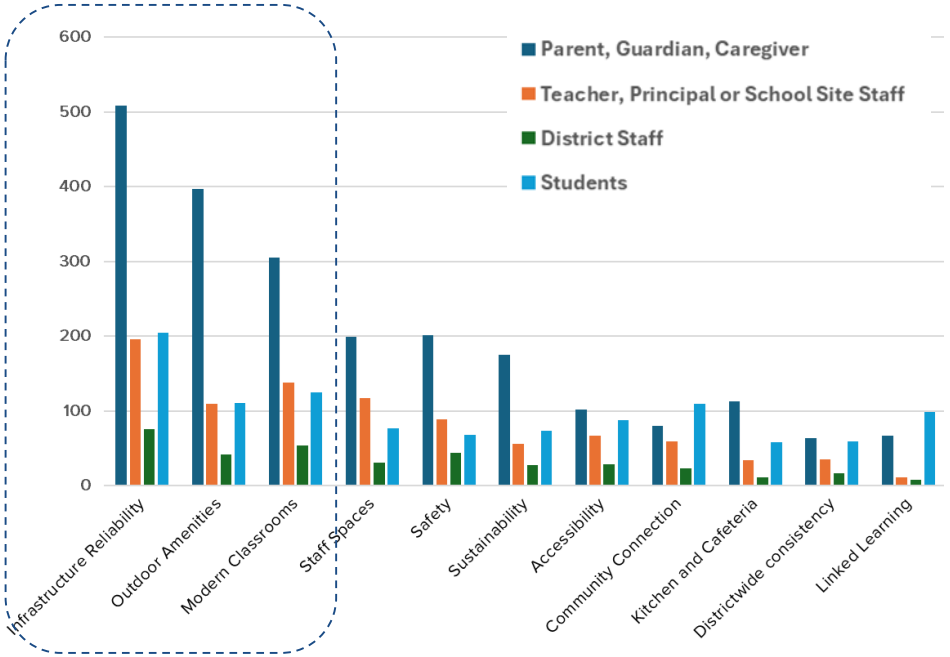
**2. Outdoor Amenities**

- ❖ Outdoor Learn/Play Spaces/Athletic Spaces
- ❖ Climate Control- Shade
- ❖ Safety Considerations-Secure Entry, Camera Systems, etc

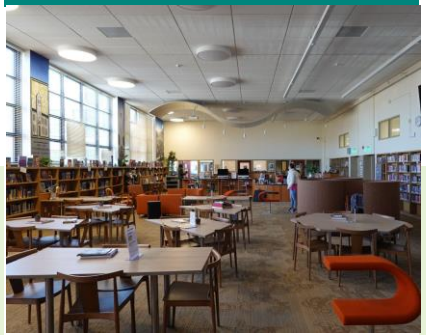
**3. Next Generation Learning**

- ❖ Modernized Classrooms
- ❖ Technology Integration
- ❖ CTE, STEM & Labs
- ❖ Visual, Performing Arts, and Music
- ❖ Special education supportive services
- ❖ Kitchen Spaces & Nutrition

## Survey Participation and Priorities (1,210 responses)



# Introduction to the Types of Investments in the Capital Program



## Focused Improvements *(Condition Based)*

Education Adequacy Improvements

Facility System Improvements

## Focused Improvements *(Program Based)*

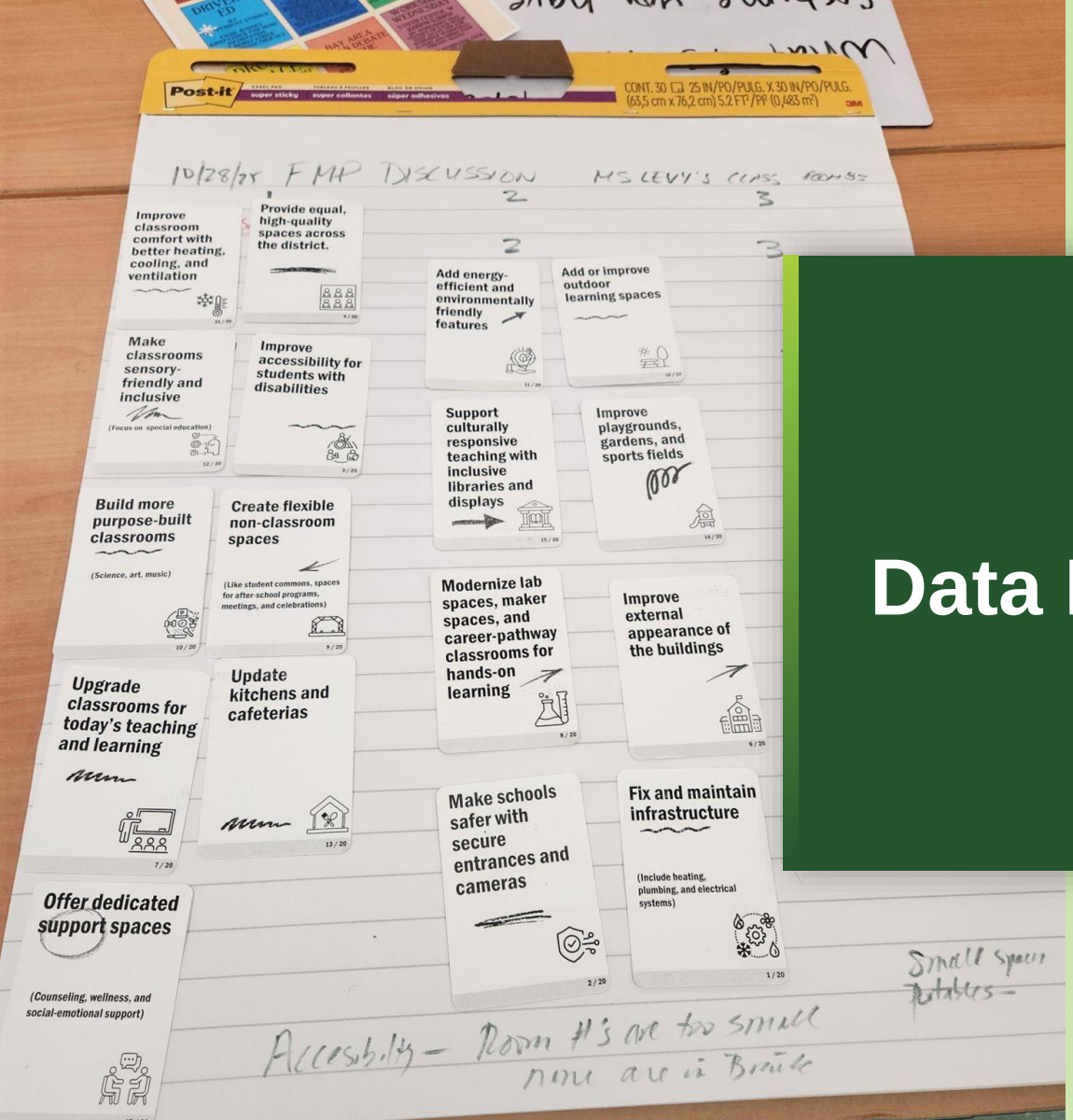
Space and Program Expansion
Safety
Early Childhood
Living School Yards

## Transformative Projects

Rebuild with **New Construction** providing modern classrooms, energy efficiency, infrastructure, reset the building age


## Modernization Projects

Major campus wide renovation or partial renovation of campus. Not all “core” infrastructure is addressed




# Data Metrics

# Living Document and Data Foundation

**Purpose:** Move from static reports to an adaptable planning tool that evolves with the District

**What's New**

- **Interactive dashboards** supported by a centralized facilities database
- **Education Adequacy Assessments** evaluating how well campuses support **next generation teaching and learning expectations**
- **Districtwide strategies to address water quality issues**, informed by assessments and regulatory requirements
- A data platform that serves as the **foundation for planning, tracking, and prioritizing facilities projects**

**How It Will Be Used**

- **Dynamic & living tool:** Updated annually as projects are completed, conditions change, and priorities shift
- **Data-informed decision-making:** Supports transparent, consistent evaluation of needs, costs, and impacts across sites
- **Cost forecasting:** Incorporates inflation and escalation assumptions to better anticipate future funding needs

*Appendix section in the presentation includes additional information and initial findings on data metrics*

# Facility Conditions Assessments

Evaluate current and projected condition of building systems and assets.

Determine the overall physical condition of each facility through a visual inspection to inform planning and investment decisions.

## Systems Reviewed

**Core Building Systems Assessed :**

- Exterior Enclosure (Walls, Doors, Windows)
- Electrical Systems
- Fire Protection & Life Safety
- Heat, Ventilation, and Air Conditioning (HVAC)
- Plumbing Systems (Water and Sewer)
- Roofing
- Structural Infrastructure
- Site Improvements (Systems Entering Site)

**Other Subsystems Assessed**

- Accessibility (ADA)
- Elevators & Chair Lifts
- Exterior Enclosures & Stairs

# Education Adequacy Assessments

Identify how well campuses are currently supporting 21st century learning expectations.

Education Adequacy is evaluated using over 260 metrics grouped into 8 categories, each with its own performance range from poor to excellent.

**Presence:** Evaluates how the building and grounds present themselves to the community and the quality of the arrival experience.

**Safety and Security:** Assesses safety measures, including sight lines, transparency, program locations, and both hard and soft security features.

**Community:** Reviews how the facility's design supports relationship-building and a sense of community within the school and neighborhood.

**Organization:** Evaluates how key spaces are arranged, including the main office, collaboration spaces, and areas for student activities.

**Classroom Space:** Assesses instructional spaces—classrooms, labs, and studios—based on size, layout, furniture quality, display and presentation areas, windows and views, connectivity, finishes, and overall learning ambiance.

**Environmental Quality:** Assesses environmental factors, including acoustics, daylighting, thermal comfort, and indoor air quality.

**Assembly:** Reviews the quality of gathering spaces, including auditoria and dining areas, considering size, layout, furniture, and elements that support a positive learning environment.

**Extended Learning:** Evaluates informal indoor and outdoor learning areas using similar criteria applied to instructional spaces.

# Capacity and Occupancy Rate

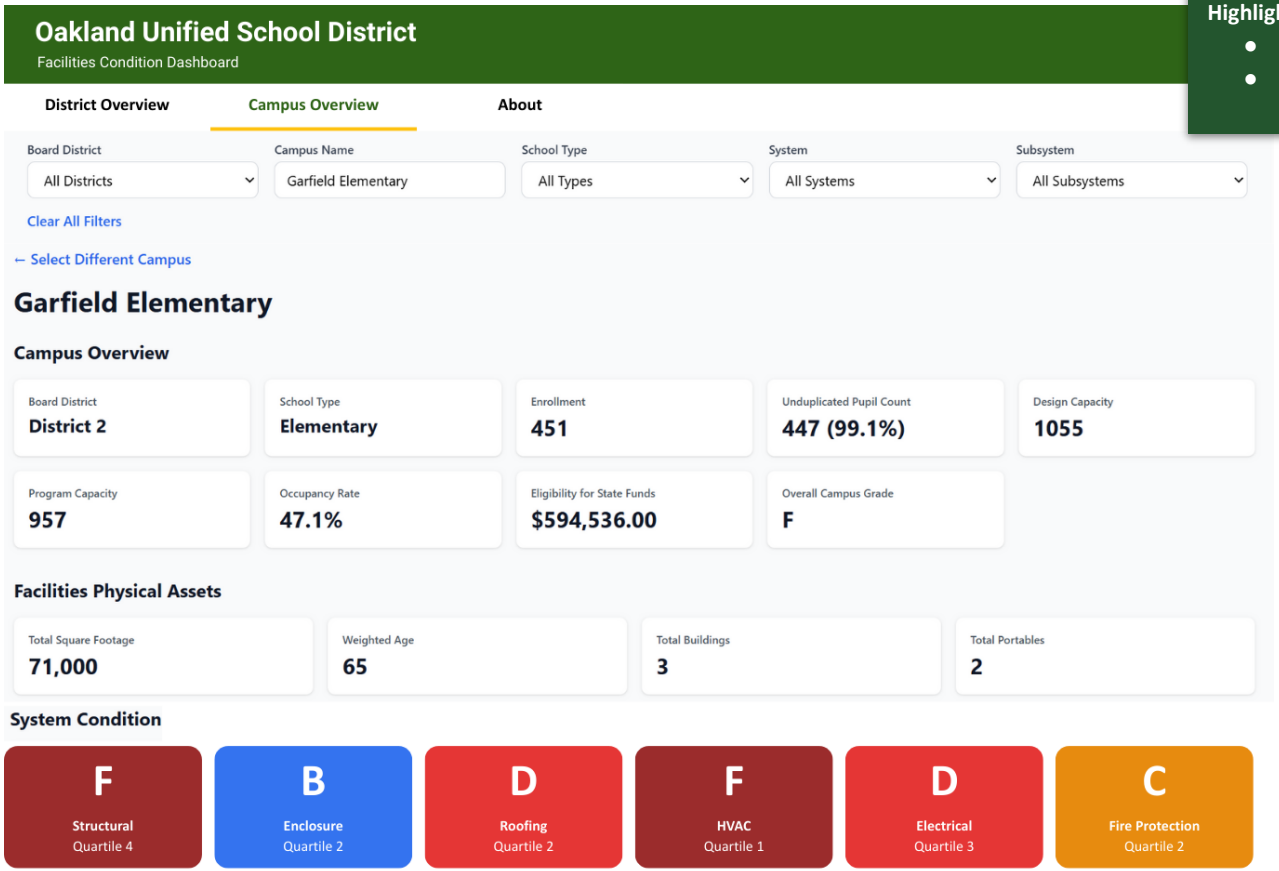
1. Building Design Capacity (Classroom x Class Size)
2. Portable Capacity (Portable x Class Size)
3. Total Facility Capacity (Building Design Capacity + Portable Capacity)
4. Programmatic Capacity - including but not limited to,
    a. General Education Cohort Design
    b. Special Education Programming
        i. Continuum of Services
    c. Pre-Kindergarten/Transitional Kindergarten Capacity
    d. Library
    e. Art, Music, and Specialized Programming
    f. Other Programming Considerations
        i. After School Programming;
        ii. Family Resource Centers;
        iii. Restorative Justice
    g. Etc.
5. Scheduled Use Capacity: Number of students that can be accommodated while factoring how the rooms are scheduled for use. Eg. Classroom spaces used for restorative justice do not contribute to the building capacity

# Draft of the Public Dashboard

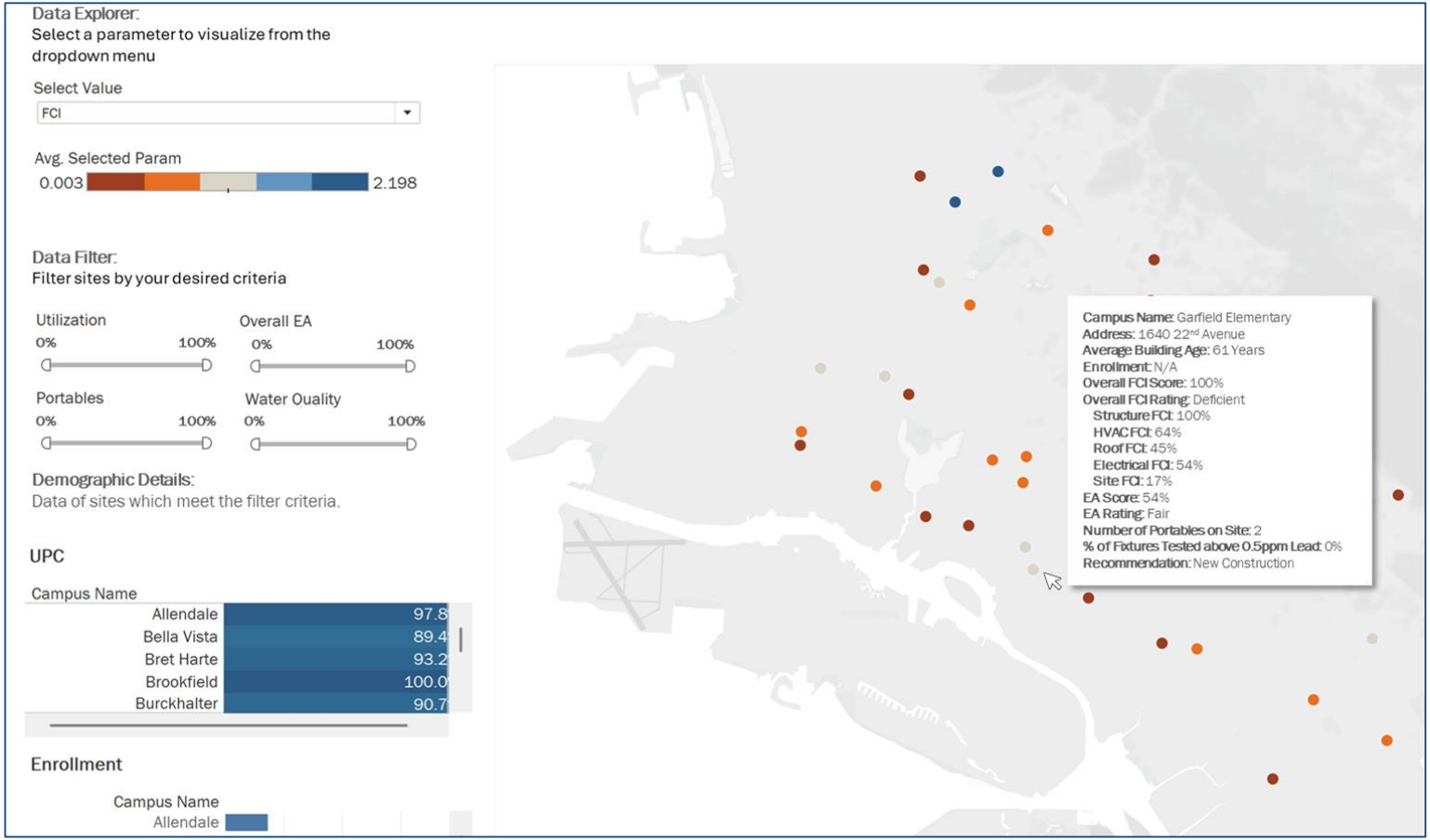
Screenshots are **proof of concept** showing how OUSD can evaluate facility conditions and investment needs for every school. The data will be finalized and released with the Draft Facilities Master Plan.

**Highlights:**

- Site-by-site scorecards
- A visual tool to support transparent, data-driven decision making



# Draft of the Public Dashboard

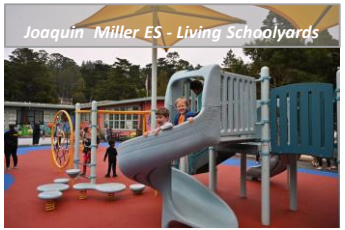



# Facilities Master Plan Focused Project Framework

# Discussion Break #1

Focused Investment in Strategic Areas Across District

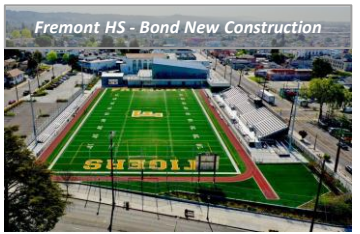



**Facilities Investment Framework**

Deep investment in major projects that address many if not all priorities

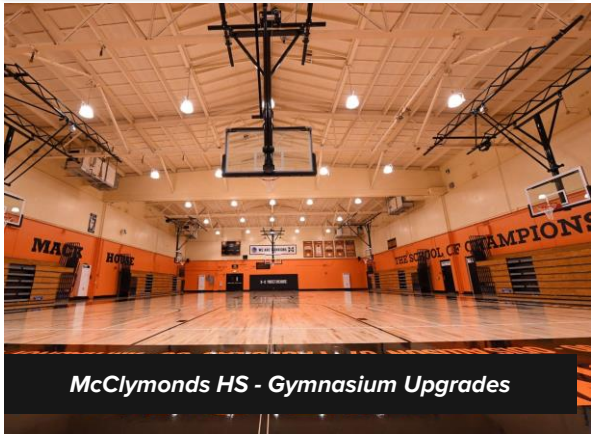


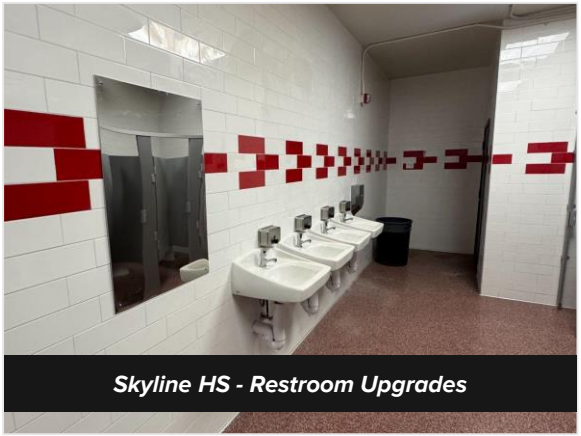
# Levels of Investment - Focused


*Oakland Tech HS - Repainting of the Gym*


*Oakland HS - Rendering of Turf Field Replacement*




*McClymonds HS - Gymnasium Upgrades*



*Skyline HS - Restroom Upgrades*

**Projects within Bond Measure Y**

- Turf Field Replacement & Maintenance
- Air Quality, Heat Assessment & Ventilation
- Safety Improvements
- Living School Yards
- Deferred Maintenance
- Early Childhood Investments
- Energy Efficiency & Sustainability
- Technology
- Kitchen & Dining

***Other Examples:***

- *Main entry Modifications*
- *Furniture Replacement*
- *Bathroom Refreshes*

# Potential Implementation Tiers for Focused Investments

## Tier 1 – High Investment Area

Prioritize Health, Safety, and Core Learning Environment

**Purpose:** Invest in infrastructure to keep schools functional, safe, and compliant.

***Examples:***

- HVAC modernization & air quality improvements
- Water quality, plumbing, electrical infrastructure
- Restroom modernization
- Fencing, lighting, seismic & safety upgrades
- Deferred Maintenance (Roofs, floors, etc)

## Tier 2 – Medium Investment

Build Whole-Child Experience, Educational Equity, Long Term Innovation

**Purpose:** Modernize learning environments to better serve students and support academic success.

***Examples:***

- TK/Early Childhood expansions
- Specialized Program STEM, arts, CTE, etc.
- Special education space upgrades
- Multipurpose rooms, dining hall and kitchen modernization
- Technology infrastructure for 21st-century classrooms

## Tier 3 – Sustain Investments

Maintain Partnership and Long-Term Sustainability

**Purpose:** Maintain inspiring, community-connected, and sustainable campuses.

***Examples:***

- Athletic field and gym modernizations
- Living schoolyards and shaded outdoor learning spaces
- Energy efficiency, solar, and EV infrastructure

# Discussion Break #1: These are your Strategic Investment Areas

**Breakout 1:**

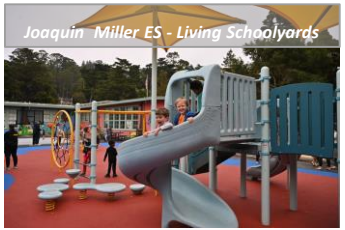
1. Do the implementation tiers framework that is built on the the community engagement and district priorities align with what you are hearing from your constituents about the schools in your District?
2. Do you have any thoughts, comments or recommendations as to how we can make this stronger?


# Facilities Master Plan Major Project Framework

# Discussion Break #2

Focused Investment in Strategic Areas Across District

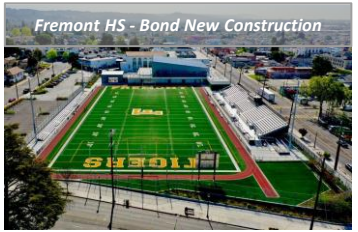



**Facilities Investment Framework**

Deep investment in major projects that address many if not all priorities



# Types of Deep Investment and Potential Tool for Restructuring


## Transformative Projects (Full Rebuilds)

**Advantages**

- Completely reimagines the educational environment to meet future instructional models and provides maximum flexibility to meet student needs
- Incorporates modern technology, sustainability, and infrastructure throughout campus
- Eliminates legacy systems and deferred maintenance costs for long term savings
- Creates flagship campuses that attract and retain families and staff
- Must adjust attendance boundaries to meet new size expectations as you adjust capacity of buildings to new established norms in California

**Disadvantages**

- Higher upfront cost and may not be possible on every campus to build schools at modern capacity standards based on size of the property
- Can requires temporary relocation or phased occupancy plans for construction


## Major Modernization (Upgrade Existing Buildings)

**Advantages**

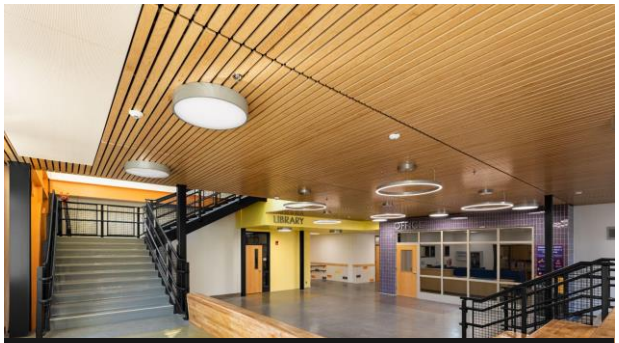
- Lower initial cost because built on existing infrastructure yet can be complex as you address structural issues and outdated infrastructure
- Targets essential systems and learning environments without full displacement.
- Extends life of existing assets and preserves historical or community-valued spaces like McClymonds
- More easily sequenced and scaled across multiple schools

**Disadvantages**

- Incremental improvements may not resolve fundamental facility limitations
- Can result in ongoing patchwork of legacy infrastructure remains
- Less transformational impact on enrollment and meeting staff needs
- May not fully support emerging instructional models, sustainable financial models, deferred maintenance load, and long-term climate goals of the district

# Levels of Investment - Transformative


*Glenview ES - Bond New Construction*




*Glenview ES - Bond New Construction*

*Fremont HS - Bond New Construction*


*Fremont HS - Bond New Construction*

**Projects within Bond Measure Y**
No projects currently identified as transformative

***Examples Include:***

- *Demolish and Replace*
- *Next Generation Learning*
- *High Cost/High Quality*

# Levels of Investment - Modernization


*McClymonds HS - Rendering Bond Modernization*

*McClymonds HS - Rendering Bond Modernization*


*CCPA - Rendering Bond Modernization*

*CCPA - Rendering Bond Modernization*

**Projects within Bond Measure Y**

- McClymonds HS
- Roosevelt MS
- Garfield ES
- Coliseum College Prep Academy
- Melrose Leadership Academy
- Fremont HS

***Examples Include:***

- *Interior Overhaul*
- *Selective Remodel*
- *Maintain the Historical Connection with the Building*

# Types of School Metrics for Decision Making

## Facilities Conditions & Planning Indicators

- Facility Condition Index
- Education Adequacy
- Enrollment
- Campus Utilization
- School Capacity
- Age of Buildings
- Age of Portables
- Water Quality Data
- Office of Public School Construction (OPSC) Funding Availability

## Programmatic & Strategic Needs

- Proximity to other schools with specialized programming
- Localized enrollment needs and enrollment factors
- Site constraints
- Program distribution across the city
- Merging school communities to maximize investments
- Equity framework (Unduplicated Pupil Percentage, % SPED, etc)
- Long term programmatic planning to support future family interest
- City's General Plan

## Priorities & Initiatives that Drive Outcomes

- Improve grade space capture rate
- Future residential developments in the areas
- Equity Considerations and Community Needs
- Shared resources with partners/city

# Discussion Break #2: Major Project Framework

Are there a small set of guiding principles or decision rules the Board would want to establish to help future Boards and staff consistently evaluate and advance major facilities investments to determine what is a transformative project or a modernization?


# Facilities Master Plan
# Regional Context

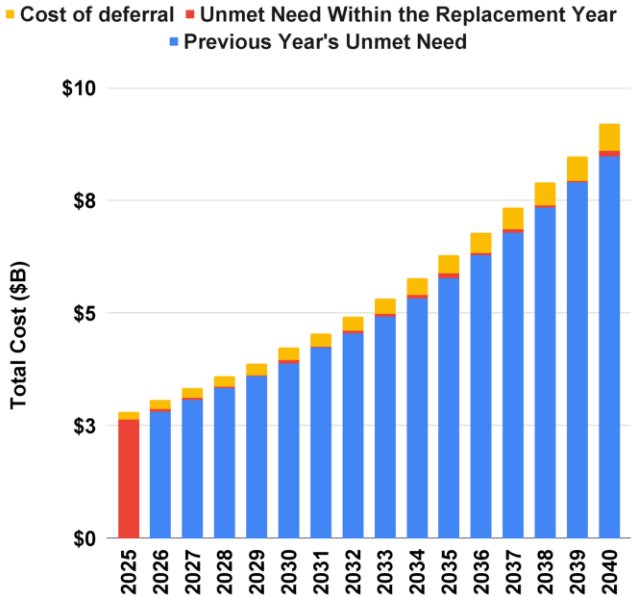
# Deferring maintenance NOW leads to higher compounding maintenance costs LATER

The Facilities Master Plan has identified over **$3 Billion in current deficiencies** that are projected to grow rapidly over the next 15 years.

The current levels of deferred maintenance funding at **$3 Million ($1 Million Proposed)**, do NOT support the minimal repairs needed to protect and maintain our schools.

**Over time repairs will become more costly while growing in complexity across the system.**

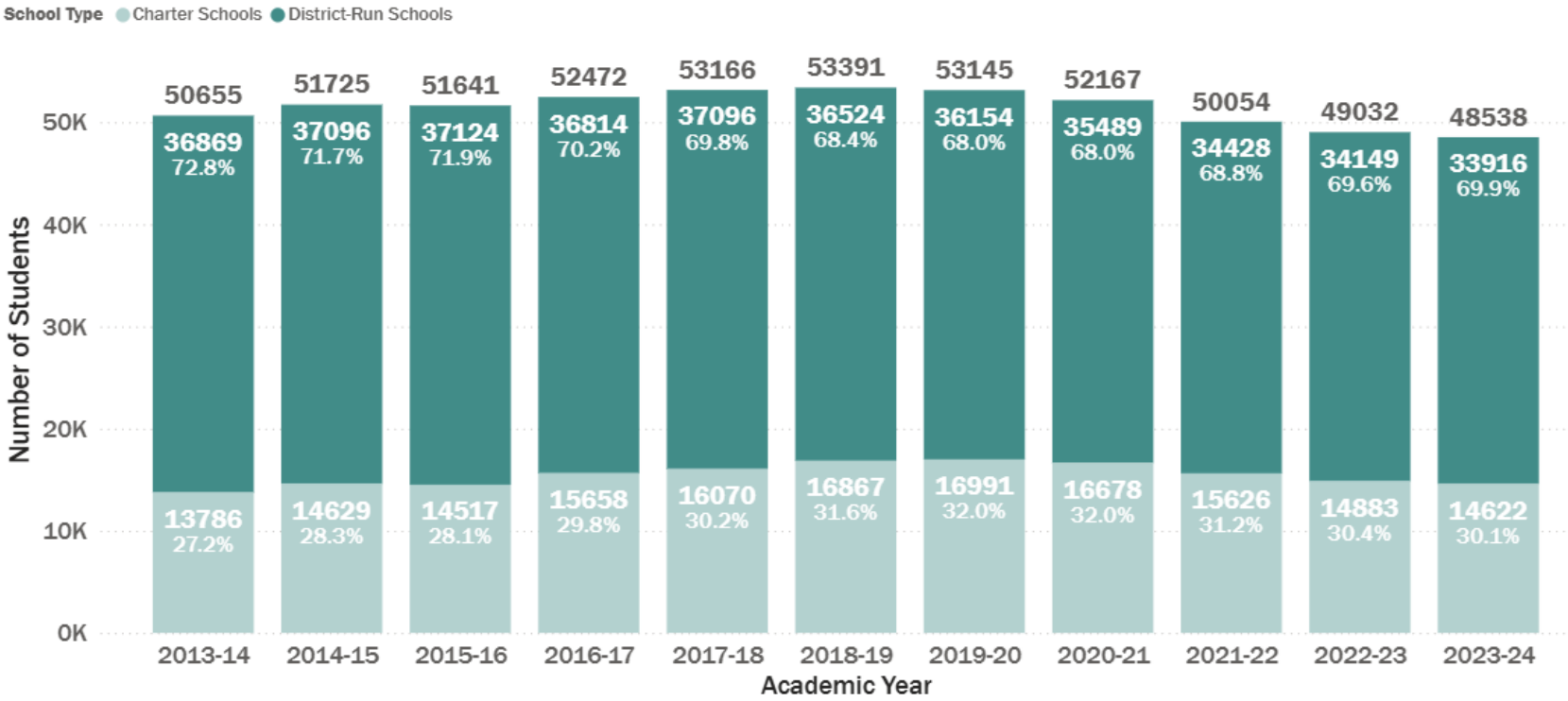
## Preliminary Facilities Deficiency Findings



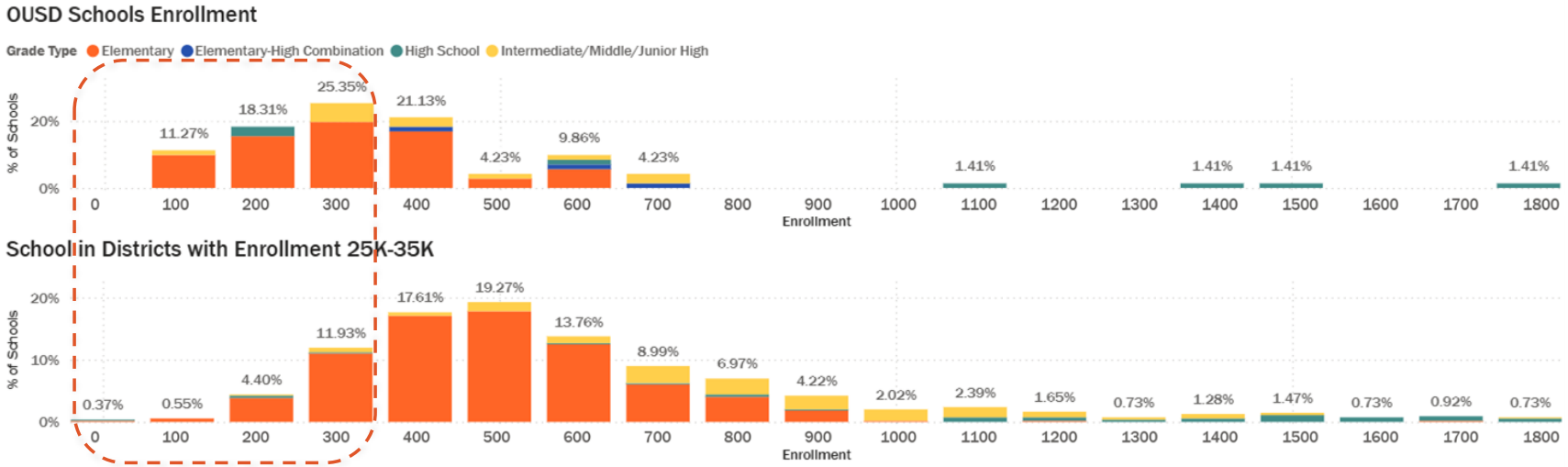

*Inflation in the last 5 years has ranged from 3% to 8%. This chart conservatively models a 7% increase in construction costs year over year due to the unpredictable effect of tariffs on materials costs. Based on Facilities Condition Assessment 2025*

# Enrollment

- While the enrollment increased in SY 2025-26, overall it has reduced by 8.5% since its peak in 2018-19
- Oakland has 4,853 less students since that peak, and that trend is expected to continue into the future.



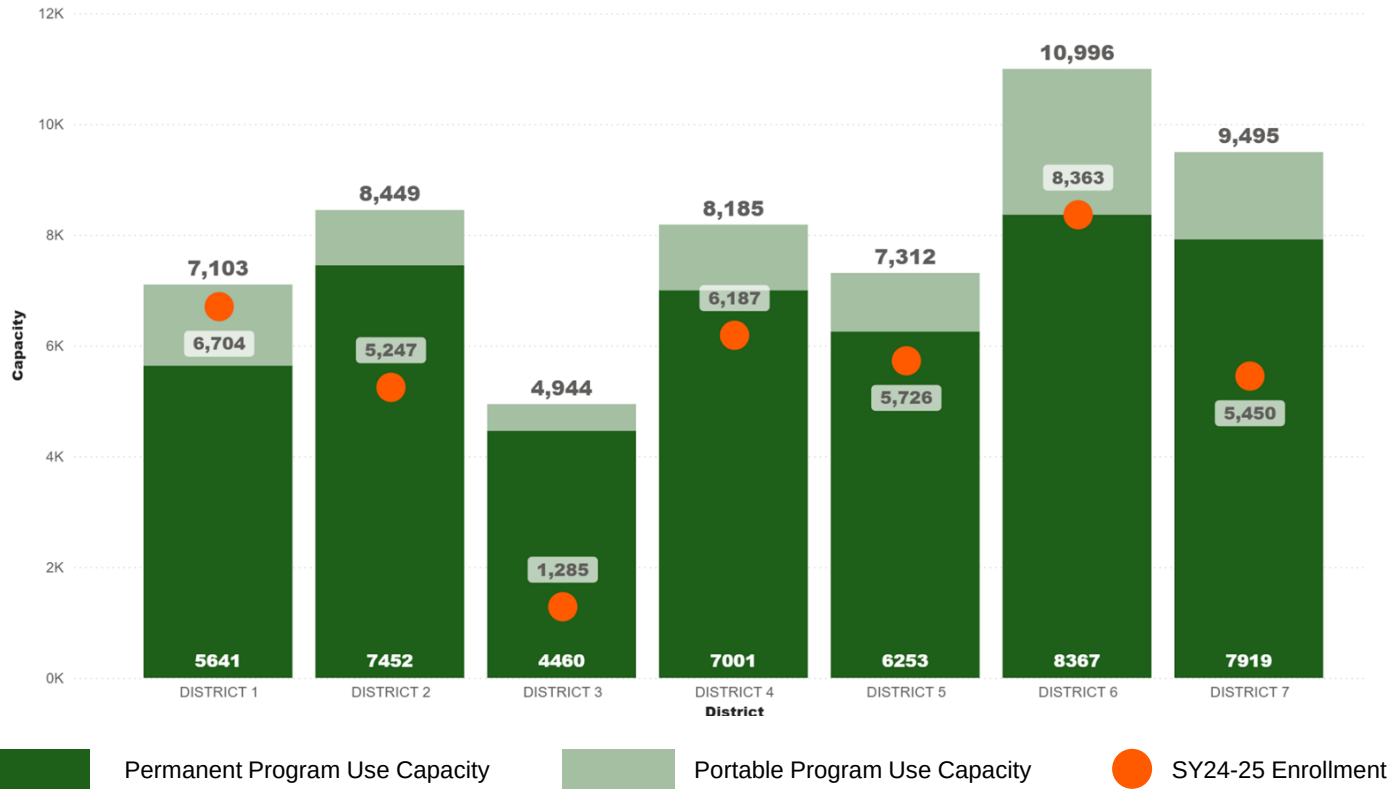
# Oakland School Size is Well Outside of the State and National Standard




**OUSD has a disproportionately high number of small schools**

- 55% enroll under 400 students
- Peer district average only 17%
- The State Average sits at 26%.

# Portables account for 21% of OUSD's program capacity



# Break out Session

**Final Discussion:**

1. What must the  Master Plan include pertaining to  deferred maintenance needs, enrollment trends, the size of schools and the use of portables to meaningfully guide future discussions and decisions about the District's school footprint?

1. Are there additional data points that you would like included in the overall Master Plan that have not been discussed that can support these ongoing conversations?


# Next Steps

## Masterplan Deliverables

- ❑ 2025 assessments and analysis - Facilities Conditions Index, Education Adequacy, capacity assessment, facilities deficiencies & rough order of magnitude cost
- ❑ Strategies for addressing water quality issues
- ❑ Funding eligibility and availability
- ❑ School Metrics scorecard
- ❑ Decision making framework
- ❑ Project recommendations based on framework
- ❑ Public dashboard

# Next Steps and Timeline

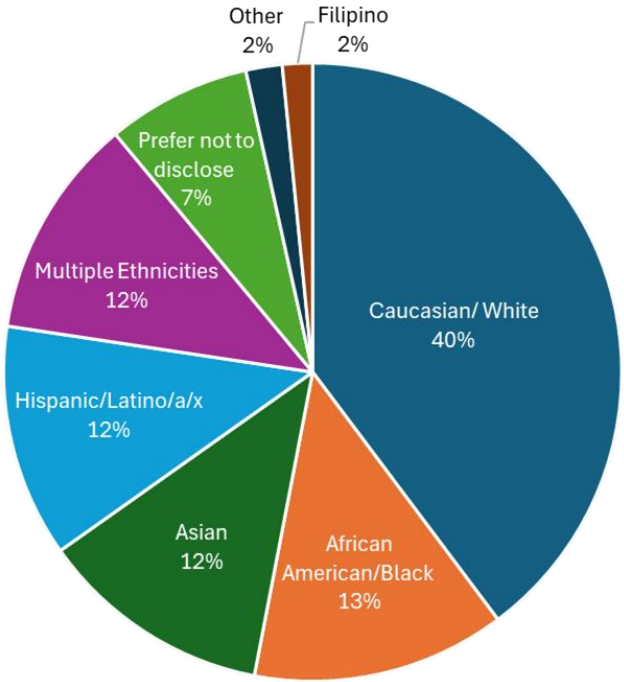
- **Early January 2025:**
  - First Draft of Facilities Master Plan
    - Available for review and public comments
  - Draft Data Dashboard
- **January 2026:** CBOC, Facilities Committee & Board — First Read of the Draft Plan
- **February 2026:** Facilities Committee & Board — Second Read of the Plan
- **February 2026:** Board approval

# Appendix

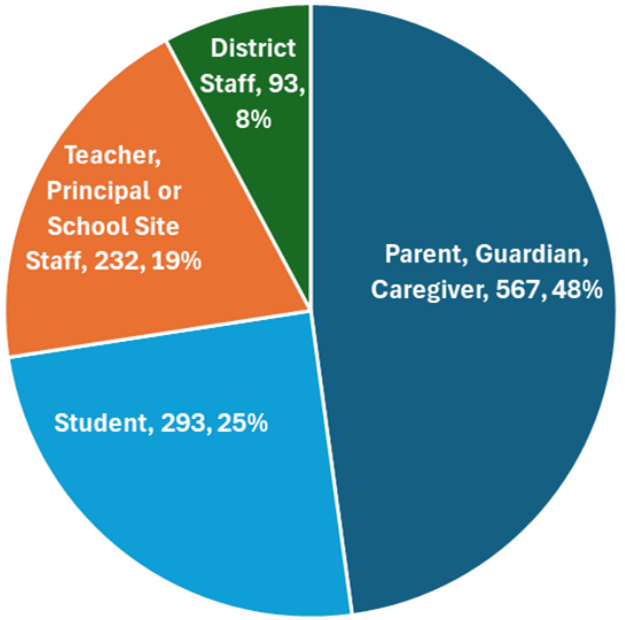
# Survey Respondents Profile Summary

**Survey Timeline:** The survey was active for a significant period, running **from April to October 2025**.
**Number of responses:** 1,210

Respondents by race



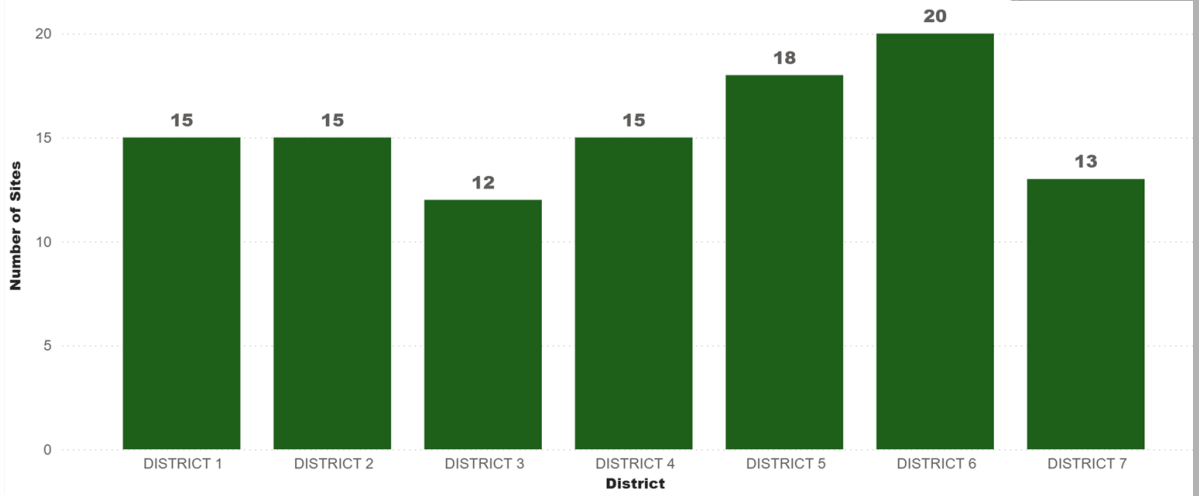

Respondents by their role in OUSD



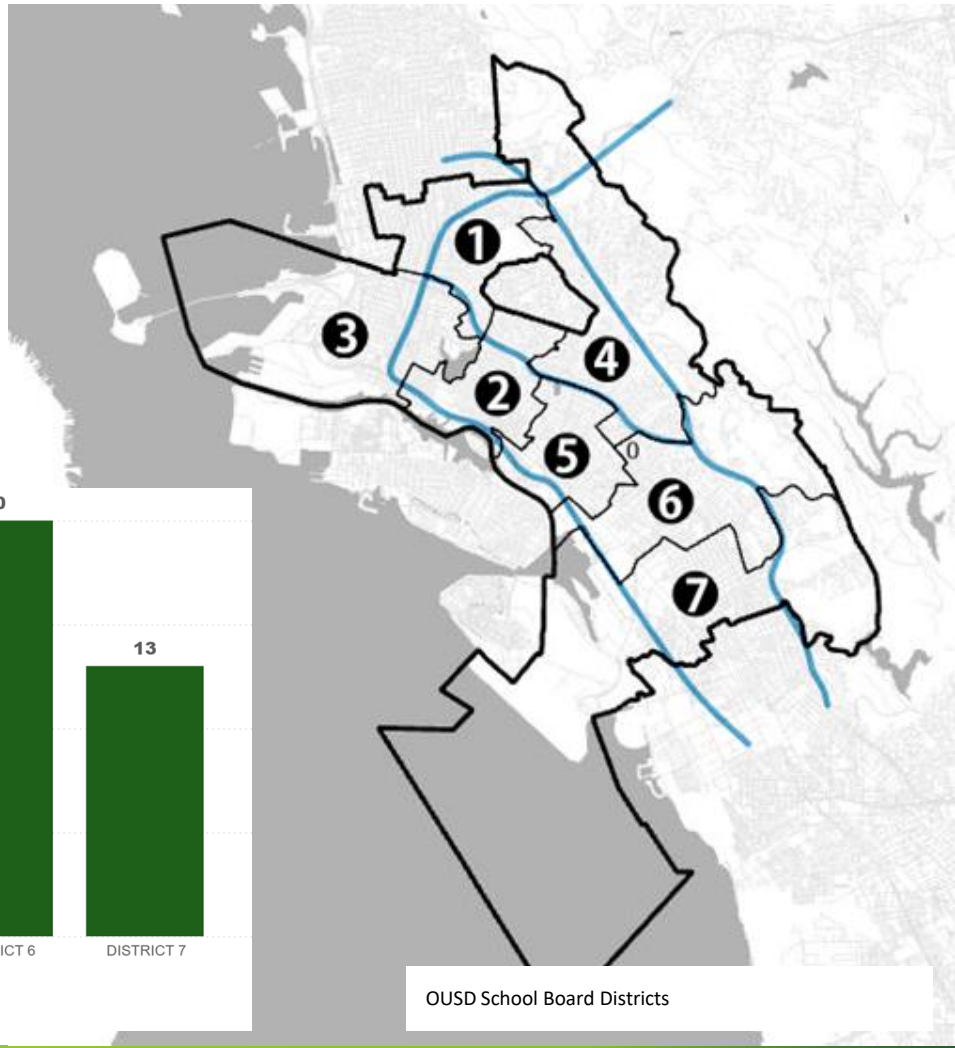
# OUSD Districts

School Board Districts are used to summarize the data to identify geographic differences.

A direct comparison of district scores is not recommended due to uneven distribution of campuses and variation in grade levels and programs across districts




Number of OUSD Owned Sites by School Board District



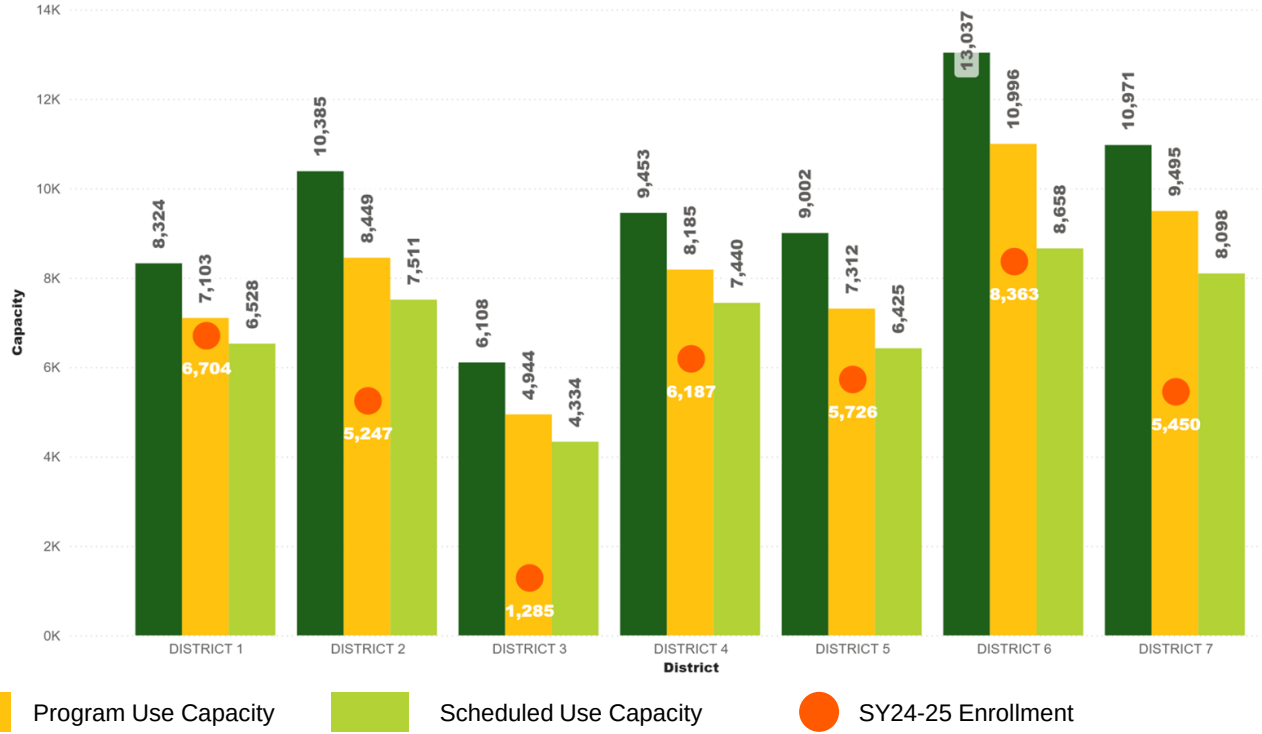

OUSD School Board Districts

# OUSD's occupancy rate (Program Use) is 69%, however this varies across the Districts

Program Use:
Considers Programmatic Use of Classrooms greater than 600SF

Examples

- General Ed
- Arts, Music, Science
- SIPPS
- Special Education
- Electives
- CTE
- Foreign Language
- Drama
- Adult Ed

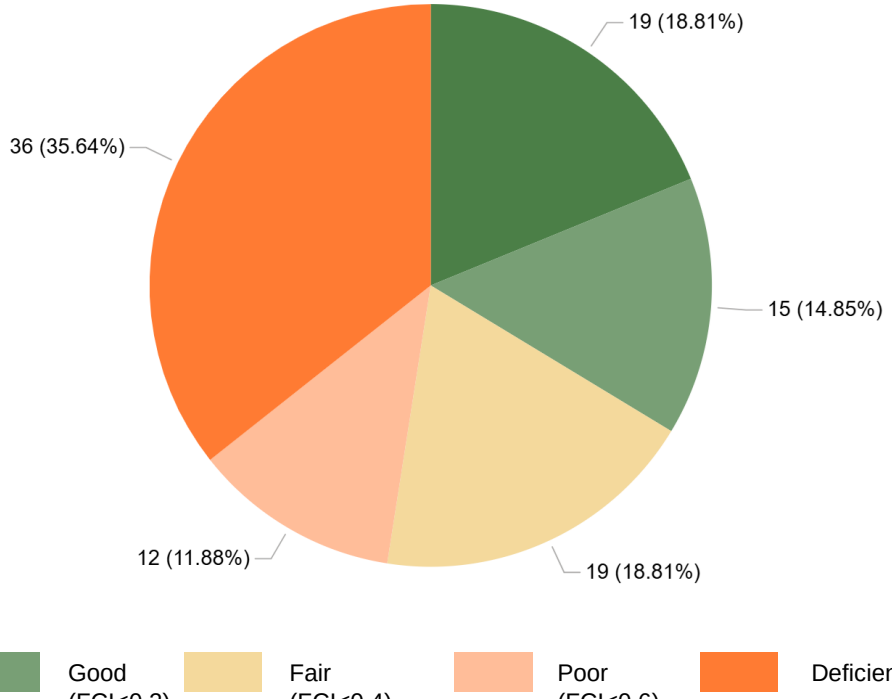


# Building Condition

- Allows data driven methodology for assessing and comparing building conditions
- Includes:
  - Core Systems
  - Subsystems
- Collected assessment data is being analyzed to:
  - Estimate costs for remedying identified deficiencies.
  - Perform life cycle analysis of building systems.
  - Develop defensible, objective FCIs for each campus.

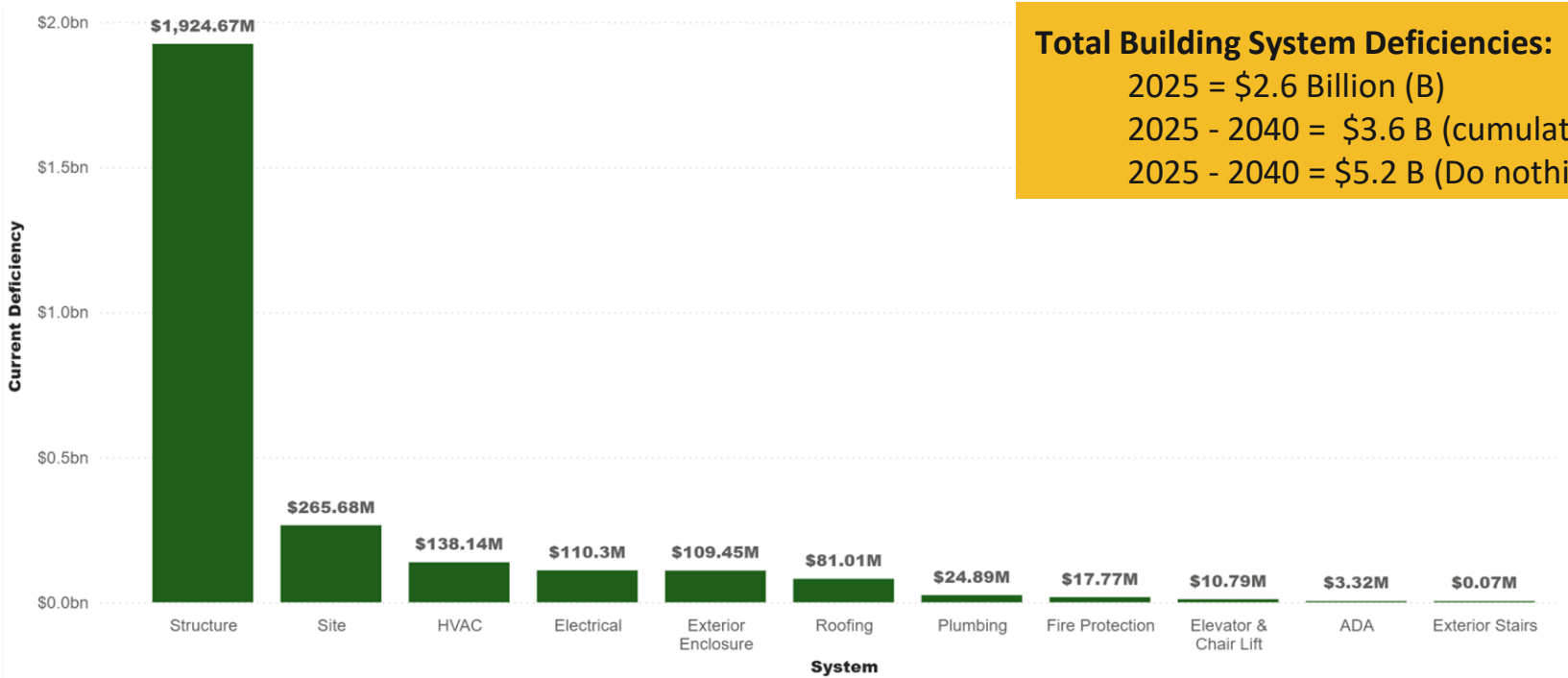
$$\text{Facilities Condition Index (FCI)} = \frac{\text{Cost to address deficiency}}{\text{Present Replacement Value of System}}$$

# 48% of OUSD facilities are poor or deficient, resulting in frequent and expensive repairs or operations disruptions




*Note: Pending verification of outstanding deficiencies*

# Building system deficiencies will increase by 38% in 2040




**Total Building System Deficiencies:**

2025 = $2.6 Billion (B)

2025 - 2040 = $3.6 B (cumulative)

2025 - 2040 = $5.2 B (Do nothing)

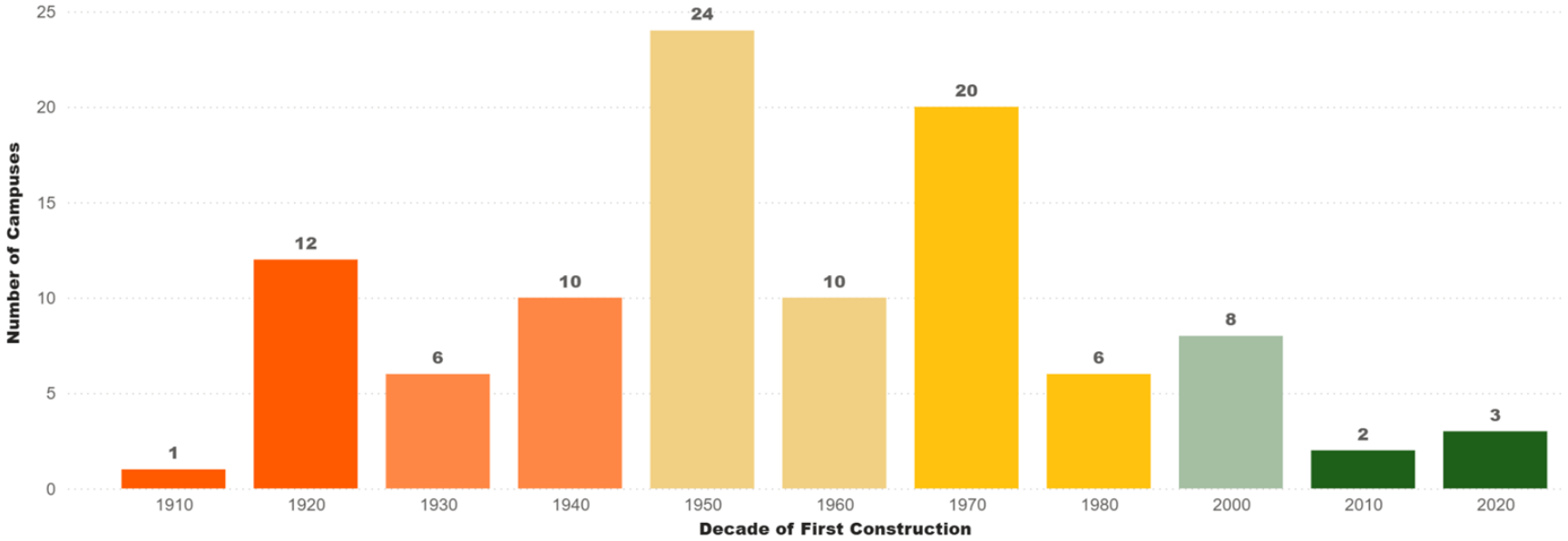
*Note:*

1. *HVAC - Factors deficiencies/replacement of existing systems, does not include adding ventilation or air conditioning.*
2. *Plumbing cost based on visual inspection, will incorporate water quality strategies.*
3. *Inflation of costs modeled at 4% per year.*
4. *"Do nothing" cost models potential cost of projects if systems are not addressed at the end of their lifecycle.*

# 52% of OUSD facilities make it challenging to upgrade or provide 21st Century programming and services

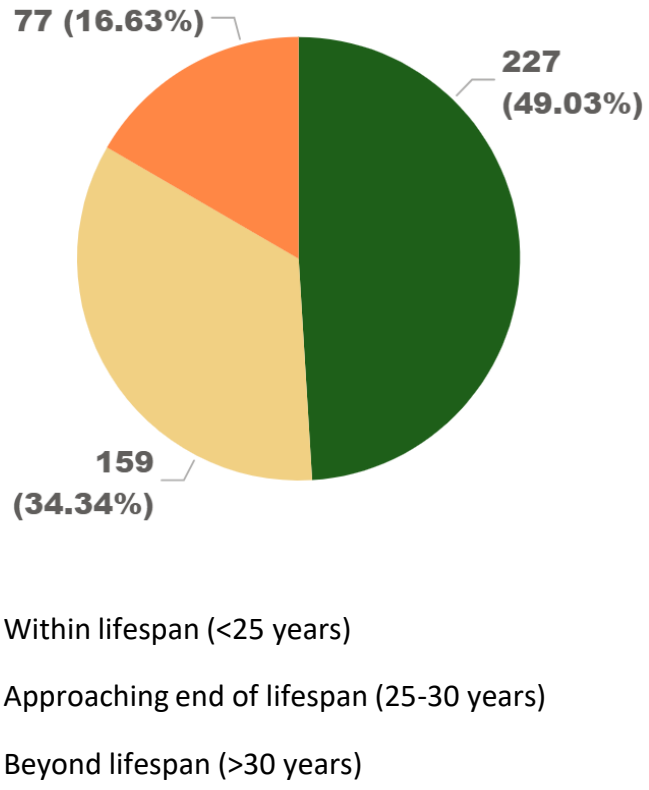
Weighted (Building Footprint) Average Age of OUSD Facilities = 62 Years

OUSD has an old portfolio of buildings that are in need of holistic investment



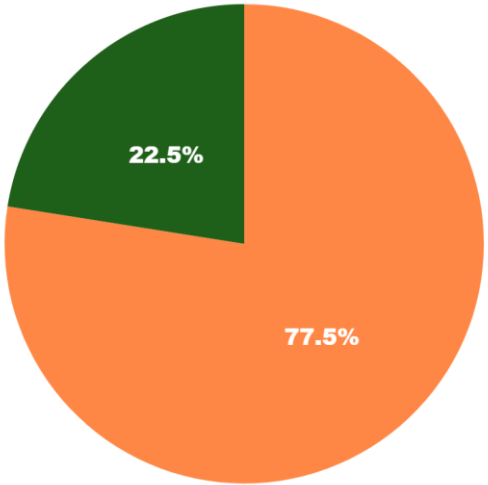
# The District has a significant number of very old portables

- 478 portables on District sites
- Approximately 76% of portables were used as classrooms
- Typical lifespan of portable - 25 to 30 years
- Portables older than 25 years are eligible for removal

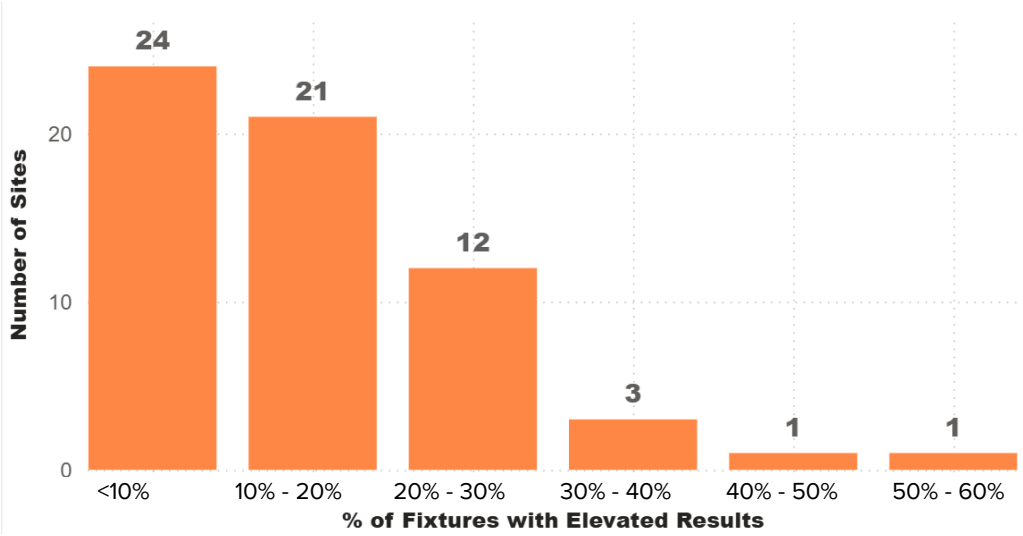


# Water Quality

## % of Assessed Sites with Water Quality Issues




## % of Fixtures with Elevated Results (5ppb) in Schools with Water Quality Issues




**Legend:**

- Sites where at least 1 fixture sample tested above water quality threshold (5ppb)
- Sites where all fixture samples tested within water quality threshold(5ppb)

*Source: OUSD Water Quality Testing for SY25-26*

# Education Adequacy

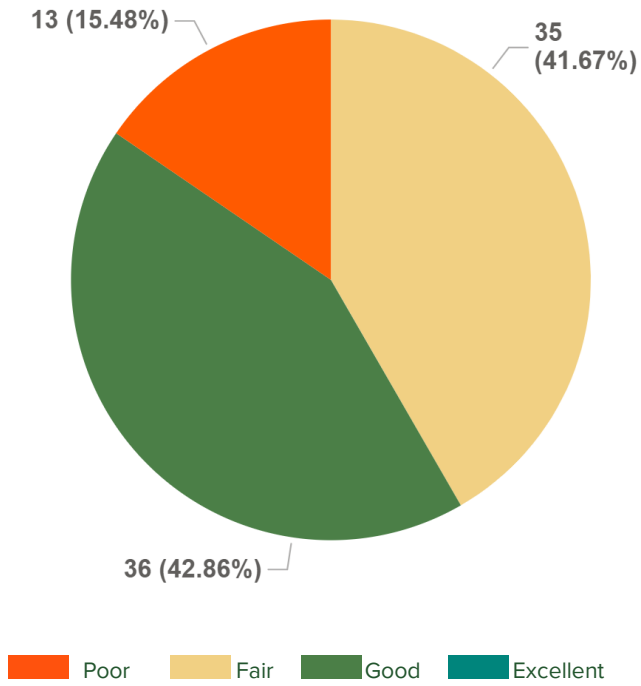
- Presence
- Safety & Security
- Community
- Organization
- Instructional Space
- Environmental Quality
- Assembly
- Extended Learning

EA is evaluated using over 260 metrics grouped into 8 categories, each with its own performance range from poor to excellent.

The graph shows an average of EA scores by district.

The numbers indicate number of schools within that category.

Overall EA scores are impacted by scores under “Extended Learning” and will be updated.



# Education Adequacy

**Criteria Examples for Instructional Space**

**Classroom**

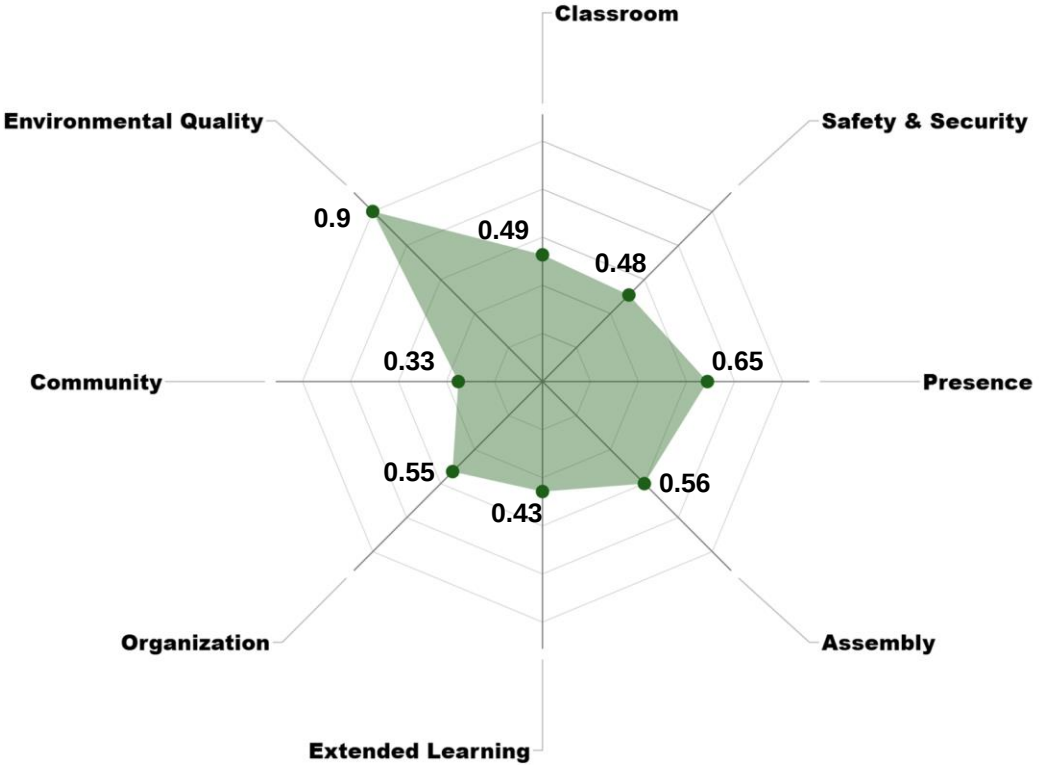
- Size of classroom
- Has windows on two sides of the classroom or if window is on 1 wall, classroom can be sufficiently daylit

**Furniture**

- Variety of seating options (soft furniture, rocking seats, active seating)
- Easy to move and reconfigure
- Sufficient storage for student belongings

**Display & Personalization**

- 3-4 display surfaces beyond primary teaching surface
- Easy updating system (magnets/tacks, not tape)
- Well-organized, uncluttered displays
- Windows allow both display space and outside views



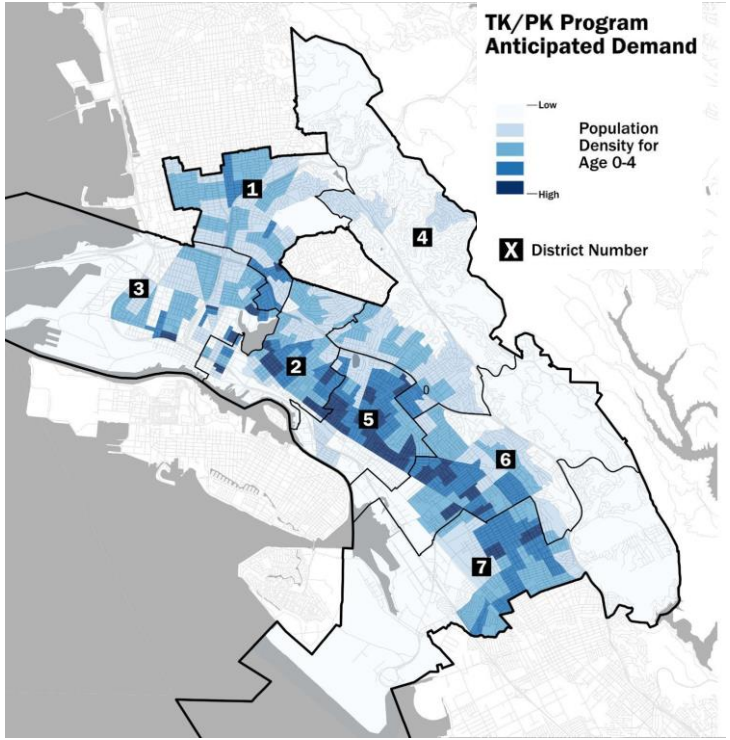

**Garfield ES: EA Scores Breakdown**

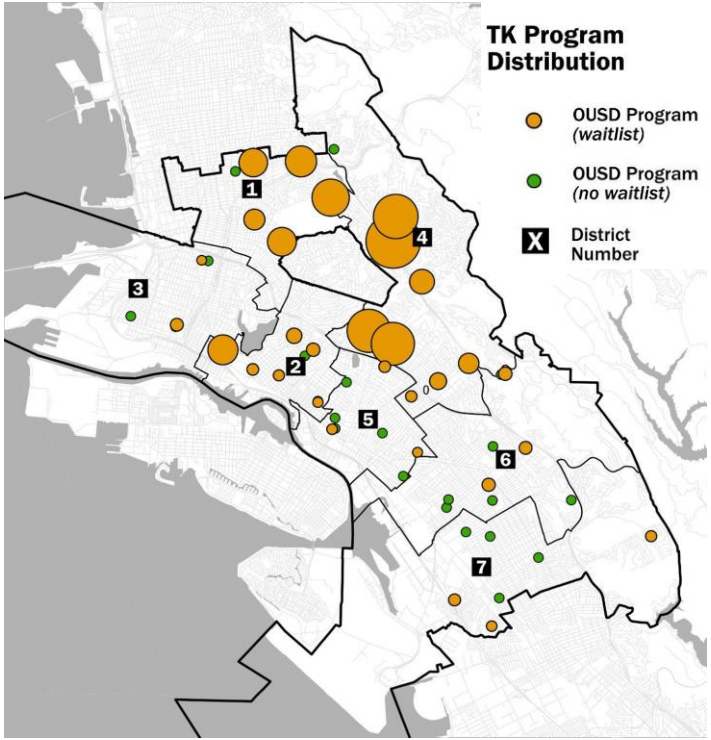
**EA Rating:**

| | |
|---|---|
| Excellent>0.8 | Good >0.6 |
| Fair>0.5 | Poor <0.5 |

# Early Childhood Classrooms

## The District needs additional capacity for Transitional Kindergarten (TK) for future OUSD Families




*Note:*

1. *US Census Data, 2020 Decennial Census*
2. *SY24-25 TK Waitlist*