Oakland Unified School District

Board of Education
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Meeting Agenda Long - Final

Thursday, December 18, 2025

6:00 PM

Special Meeting
80 W. Lee Street, Hagerstown, MD 21742, 250 Bon Air Rd, Greenbrae, CA 94904 Committee Room, KDOL TV Studio, B-237, Met West High School Entrance,
314 East 10th Street, Oakland, CA 94606-2291, Internet - Zoom & Granicus;
Broadcasted - KDOL-TV (Comcast Channel 27 and AT&T Channel 99)

Board of Education

President Jennifer Brouhard
Vice President Valarie Bachelor
Directors: Rachel Latta, VanCedric Williams, Mike Hutchinson, Patrice Berry, Clifford Thompson
Student Directors: Maximus Simmons, Marianna Smith
Staff: Denise Gail Saddler, Ed.D., Interim Superintendent & Secretary

ON-LINE SPEAKER CARD REGISTRATION

Public Comment, at the meeting, will be taken individually on Agenda Items indicated by microphone icon.

You may register to speak in advance on the Agenda Item whether attending the meeting by teleconference, e.g., Zoom, or in person.

On line Speaker Card Registration (Sign In To Speak) opens at minimum 72 hours in advance for a Regular Meeting or at minimum 24 hours in advance for a Special Meeting. Use the eComment Link to Sign In (Register) to Speak up to one hour before the beginning of the meeting. Manual (Paper) Speaker Cards also will be available at the meeting for completion.

Sign In to Speak, on an eligible Agenda Item, as a matter of equity, is first registered, first called, in order of Registration whether participation is in person or virtually, e.g. Zoom, or by audio, e.g., telephone.

For advanced pre-meeting Registration, You must establish a one time OUSD eComment - Sign In (Register) To Speak Account providing your First Name and Last Name and your email address. Your First Name and Last Name, as Registered, must also show as the Participant or Profile Name on a teleconference system (i.e., Zoom, webex, other). You will be requested to Register the first time you use eComment - Sign In To Speak.

The Sign In To Speak System, after the one time registration, will remember you by first name and last name associated with your email address (profile), making it easier for you to electronically Register or Sign In to Speak on an Agenda Item at a future OUSD legislative meeting, e.g., Board, committee, commission.

Early pre-meeting Sign In To Speak (Registration) is urged for all - whether you plan to attend meeting in person or view meeting via teleconference or listen to the meeting by telephone. Names will be called in Sign In To Speak order received.

NOTICE - MEDIA/MEMBERS OF THE PUBLIC MAY ATTEND AND PARTICIPATE IN-PERSON OR VIRTUALLY

Members of the media and the public may attend and participate in the Board meeting in-person in The Great Room, La Escuelita Education Center, 1050 2nd Avenue, Oakland, CA 94606-2291 (entrance located at or near 286 East 10th St.) or other noticed location or virtually as described herein.

The following information is for those members of the media and public interested in viewing or listening to the Board meeting virtually.
•   Zoom: To view by Zoom, please click https://ousd.zoom.us/j/85745090154 on or after the Noticed meeting time. Instructions on how to join a meeting by video conference are available at: https://support.zoom.us/hc/en-us/articles/201362193 -Joining-a-Meeting.
•   Phone: To listen by phone (via Zoom), please do the following at or after the Noticed meeting time: call (669) 900-9128, then enter Webinar ID 857 4509 0154, then press "#". If asked for a participant id or code, press #. Instructions on how to join a meeting by phone are available at: https://support.zoom.us/hc/en-us/articles/201362663 -Joining-a-meeting-by-phone.
•   To view the Board meeting from the District's Home Page - Upcoming Events & Live Meeting Video, please select the meeting name and click on the "In Progress" link under Video or go to the Legislative Information Center (under Board of Education on Home Page)>Calendar Tab>Calendar>Today>Board of Education>"In Progress" link under Video.

Public comment in-person is permitted within the times allotted for public comment on the Agenda. Virtual comment will also be permitted within the times allotted for

public comment on the Agenda in the following two ways:

NOTICE - MEDIA/MEMBERS OF THE PUBLIC MAY ATTEND AND PARTICIPATE IN-PERSON OR VIRTUALLY (CONTINUED)

- *To comment virtually by Zoom, if you have made a pre-meeting Request to Speak, when your name is called, click the "Raise Your Hand" button. You will be unmuted and allowed to make public comment. After the allotted time,you will then be re-muted. Instructions on how to "Raise Your Hand" is available at:: https://support.zoom.us/hc/en-us/articles/205566129 -RaiseHand-In-Webinar.*

- *To comment by phone (via Zoom), if you have made a pre-meeting Request to Speak, when your name is called, press "*9" to "Raise Your Hand." You will be unmuted and allowed to make public comment. You will then be remuted.Instructions of how to raise your hand by phone are available at: https://support.zoom.us/hc/en-us/articles/201362663-Joining-a-meeting-by-phone.*

In addition, members of the public may submit written comments for a posted Board of Education Meeting Agenda Item, before a meeting or while a meeting is "In Progress," from the District's Home Page - Upcoming Events & Live Meeting Video by selecting Board of Education Agenda "eComment" or from the Legislative Information Center, as follows:

- *If before Sunday, click Calendar Tab>Next Week>Board of Education>eComment*
- *If Sunday or thereafter up thru day before Meeting, click Calendar Tab>This Week>Board of Education>eComment*
- *If day of Meeting, click Calendar Tab>Today>Board of Education>eComment*

Or "eComment" in bold on the cover page of the Agenda.

Written comments made on an eligible Agenda item, upon clicking of the Submit Button, are immediately sent via email to all members of the legislative body and key staff supporting the legislative body. Each eComment is a Public Record.

BOARD OF EDUCATION PROTOCOLS

The purpose of these protocols is to provide a basic set of professional standards by which the Board and the Superintendent are to function as a team. There is no intention to abridge the rights and obligations of Board Members to oversee the operation of the organization, nor to interfere with the Superintendent with her role as the Superintendent of OUSD.

General

1. Every action by a Board Member should be directed toward improving the educational program for students.
2. Every Board Member will exhibit behavior that is honorable, honest, and dedicated to the success of the students and staff of the district.
3. Each Board Member is to be treated with dignity and respect.
4. Board Member Commitment will include:
− Participate fully in the discussion of issues
− Listen respectfully to all views and opinions
− Respect each individual's opinion
− Accept the majority action of the Board

Board Members

5. An individual Board Member will not use the media as a personal forum, unless it is clearly indicated that the opinion is personal and not representative of the Board majority position.
6. Each Board Member will make every effort to attend all Board meetings in person; and to start and end on time.
7. Board Members will ensure opportunities for each to comment.

Superintendent

8. Staff is the responsibility of the Superintendent who will bring recommendations to the Board for action.

9. Questions regarding Board agenda items are to be communicated to the Superintendent prior to the Board meeting and the Superintendent will respond in a timely manner.

10. The Superintendent is to communicate all significant administrative actions to the Board.

11. Legal and personnel matters will be confidential.

MEETING RULES OF ENGAGEMENT

* Up to Three (3) minute speaking limit for Board Members
* No mingling with the audience
* Address comments to other Board Members
* Focus on agenda items
* Don't repeat what's been said
* Always be respectful
* No interruptions
* Enforce norms
* Model desired behavior

MEETING PROCEDURES

All Board meetings shall begin on time and shall be guided by an Agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 - Agenda/Meeting Materials)

The President shall conduct Board meetings in accordance with law, Board Bylaws, and its parliamentary authority which shall enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned not later than 11:00 p.m. unless the Board agrees to extend the meeting, which may only be done once by 45 minutes.

(cf. 9320 - Meetings and Notices)

A.   Call To Order

B.   Roll Call

C.   New Business

⊠ 📄 C.-1 🎤 **25-3028**   **2025-26 Facilities Master Plan – Board Study Session - December 18, 2026**

Presentation by the Superintendent of Schools, or designee, and discussion with the Board of Education, of the draft 2025-26 Facilities Master Plan.

Attachments: 25-3028 Presentation - 2025-26 Facilities Master Plan – Study Session

25-3028 Board Memorandum - 2025-26 Facilities Master Plan – Board Study Session - December 18, 2026

⊠ 📄 C.-2 🎤 **25-3048**   **Out of State Student Travel - High School Girls Basketball - Nike Tournament of Champions, Phoenix, AZ - Oakland Technical High School**

Approval by the Board of Education of Resolution No. 2526-0037 - Authorization for Approval of Student Travel school site Oakland Technical High School for fourteen 11th and 12th grade students to participate in the Nike Tournament of Champions, Phoenix, AZ, for the period of December 17, 2025 through December 22, 2025.

Funding Source: No Fiscal Impact

Attachments: 25-3048 Out of State Student Travel - High School Girls Basketball - Nike Tournament of Champions, Phoenix, AZ - Oakland Technical High School

D.   Adjournment

Oakland Unified School District

Master

File Number: 25-3028

File ID:	25-3028	**Type:**	Discussion Item	**Status:**	Board, New Business
Version:	1	**Reference:**		**In Control:**	Deputy Chief, Facilities Planning and Management
Requester:		**Cost:**		**File Created:**	12/15/2025
File Name:	2025-26 Facilities Master Plan – Board Study Session - December 18, 2026			**Final Action:**	

> **Title:** Presentation by the Superintendent of Schools, or designee, and discussion with the Board of Education, of the draft 2025-26 Facilities Master Plan.

Notes:			
Code Sections:		**Agenda Date:**	12/18/2025
Indexes:		**Agenda Auto Number:**	C.-1
Sponsors:		**Enactment Date:**	
Attachments:	25-3028 Presentation - 2025-26 Facilities Master Plan – Study Session, 25-3028 Board Memorandum - 2025-26 Facilities Master Plan – Board Study Session - December 18, 2026	**Enactment Number:**	
Funding Source:		**Hearing Date:**	
Contact:		**Effective Date:**	

History of Legislative File

Ver-sion:	Acting Body:	Date:	Action:	Sent To:	Due Date:	Return Date:	Result:

Text of Legislative File 25-3028

title

Presentation by the Superintendent of Schools, or designee, and discussion with the

Board of Education, of the draft 2025-26 Facilities Master Plan.

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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

EVERY STUDENT THRIVES! EVERY STUDENT THRIVES!

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
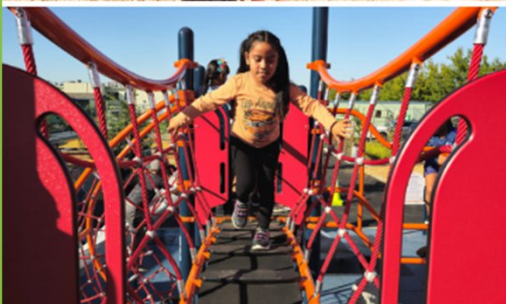
MISSION

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.
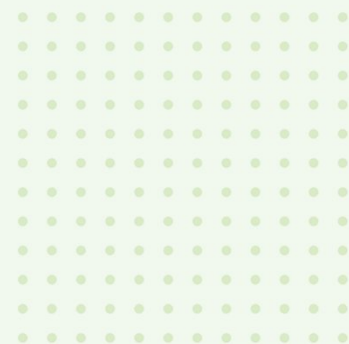
Session Outcomes

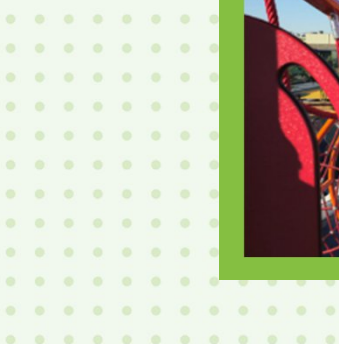- Get Direct Feedback from Board Directors and Community to inform the 1st Public Draft of the Facilities Master Plan in January.
- Share the proposed data outputs of the draft Facilities Master Plan.
- Provide input on recommendations, including project types and implementation tiers.
- Engage in a 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 <u>planning tool</u> to guide future facility investments and district initiatives
- A <u>dynamic framework</u> 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 <u>future bond planning</u> and eligibility for <u>State School Facility Program funding</u>

❌ 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.
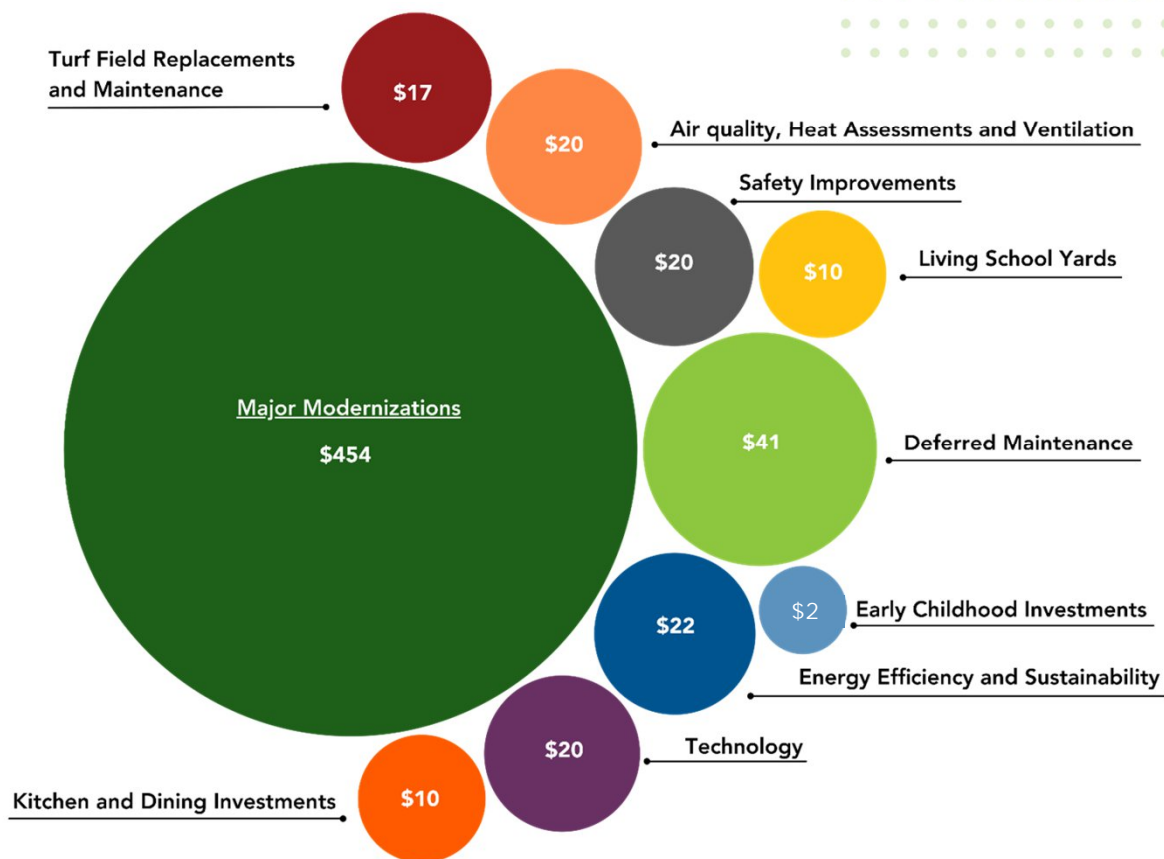
❖ Measure Y has a $60M Contingency that is holding to cover escalation costs in the Major Modernizations.

❖ Once we hit the 4th Draw and the major projects are further along, we will use the new prioritization to guide remaining contingency funds.

Turf Field Replacements and Maintenance — $17
Air quality, Heat Assessments and Ventilation — $20
Safety Improvements — $20
Living School Yards — $10
Major Modernizations — $454
Deferred Maintenance — $41
Early Childhood Investments — $2
Energy Efficiency and Sustainability — $22
Technology — $20
Kitchen and Dining Investments — $10

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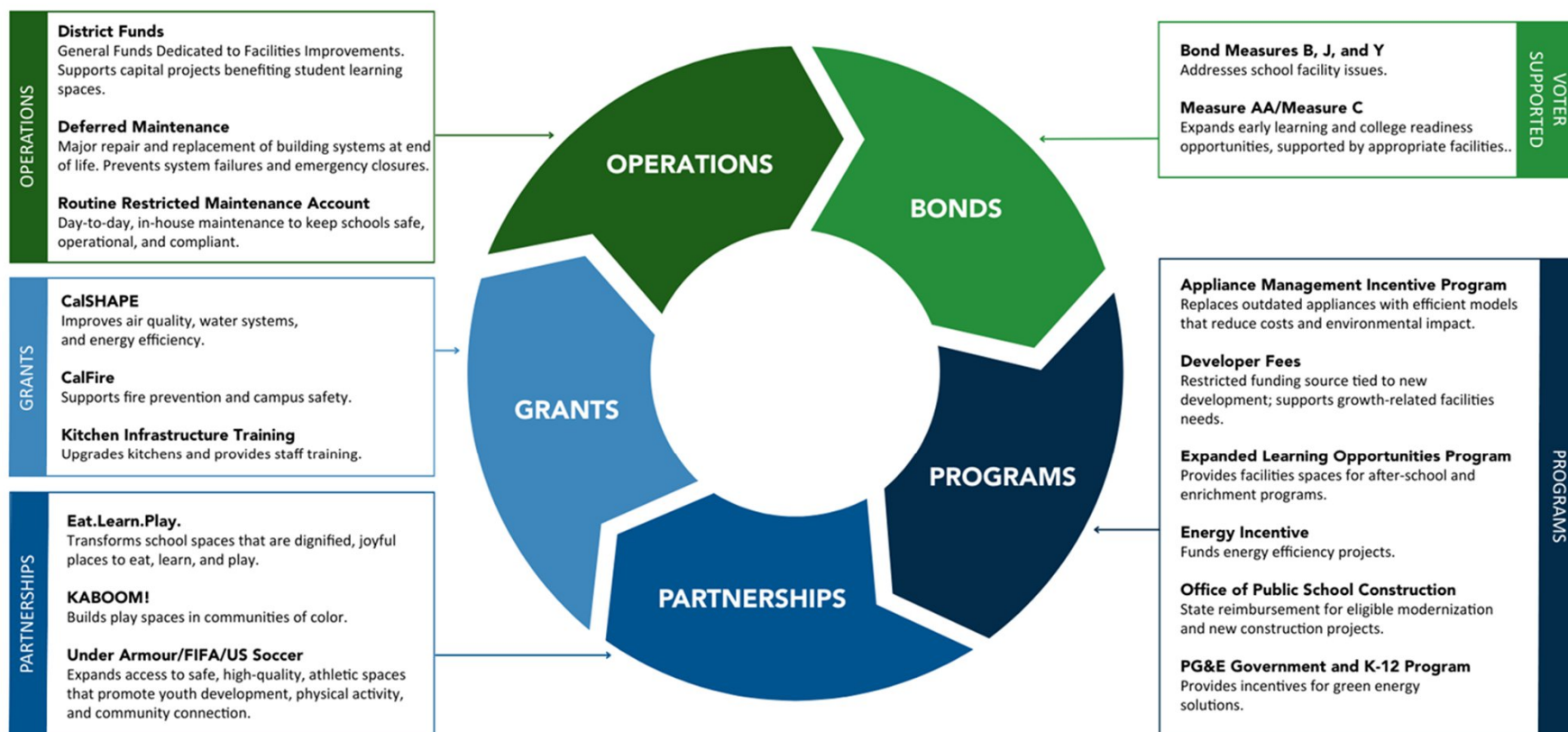3. Early Childhood Investments is funded by Measure AA.

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.

OPERATIONS

District Funds
General Funds Dedicated to Facilities Improvements. Supports capital projects benefiting student learning spaces.

Deferred Maintenance
Major repair and replacement of building systems at end of life. Prevents system failures and emergency closures.

Routine Restricted Maintenance Account
Day-to-day, in-house maintenance to keep schools safe, operational, and compliant.

GRANTS

CalSHAPE
Improves air quality, water systems, and energy efficiency.

CalFire
Supports fire prevention and campus safety.

Kitchen Infrastructure Training
Upgrades kitchens and provides staff training.

PARTNERSHIPS

Eat.Learn.Play.
Transforms school spaces that are dignified, joyful places to eat, learn, and play.

KABOOM!
Builds play spaces in communities of color.

Under Armour/FIFA/US Soccer
Expands access to safe, high-quality, athletic spaces that promote youth development, physical activity, and community connection.

VOTER SUPPORTED

Bond Measures B, J, and Y
Addresses school facility issues.

Measure AA/Measure C
Expands early learning and college readiness opportunities, supported by appropriate facilities..

PROGRAMS

Appliance Management Incentive Program
Replaces outdated appliances with efficient models that reduce costs and environmental impact.

Developer Fees
Restricted funding source tied to new development; supports growth-related facilities needs.

Expanded Learning Opportunities Program
Provides facilities spaces for after-school and enrichment programs.

Energy Incentive
Funds energy efficiency projects.

Office of Public School Construction
State reimbursement for eligible modernization and new construction projects.

PG&E Government and K-12 Program
Provides incentives for green energy solutions.

Process and Findings Overview

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

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

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

Survey Participation and Priorities (1,210 responses)
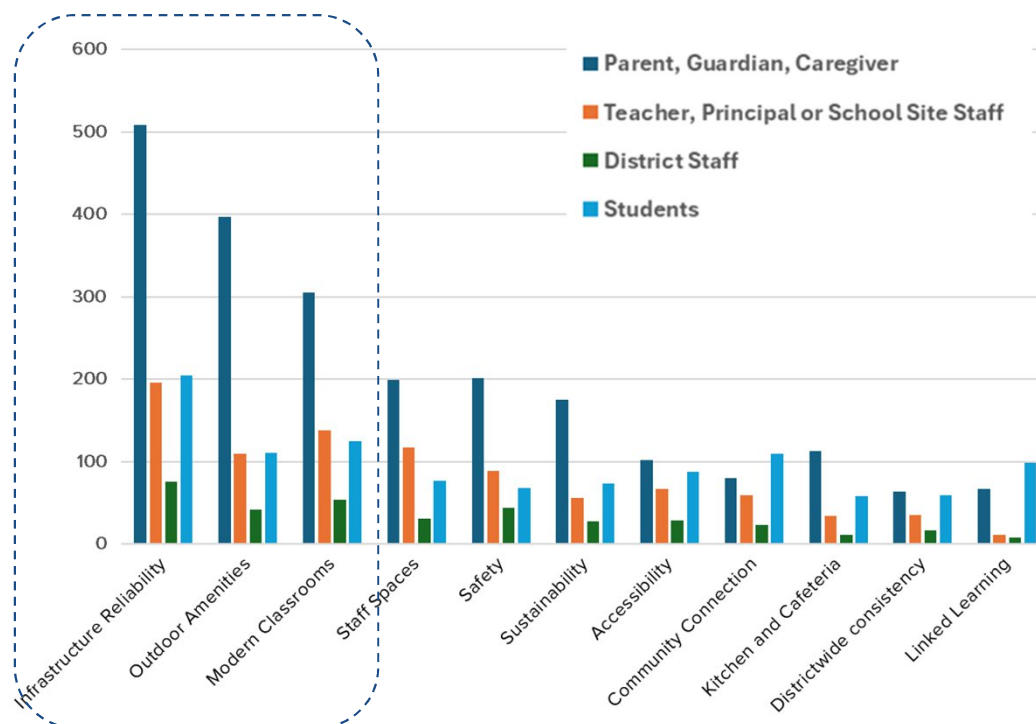
Introduction to the Types of Investments in the Capital Program

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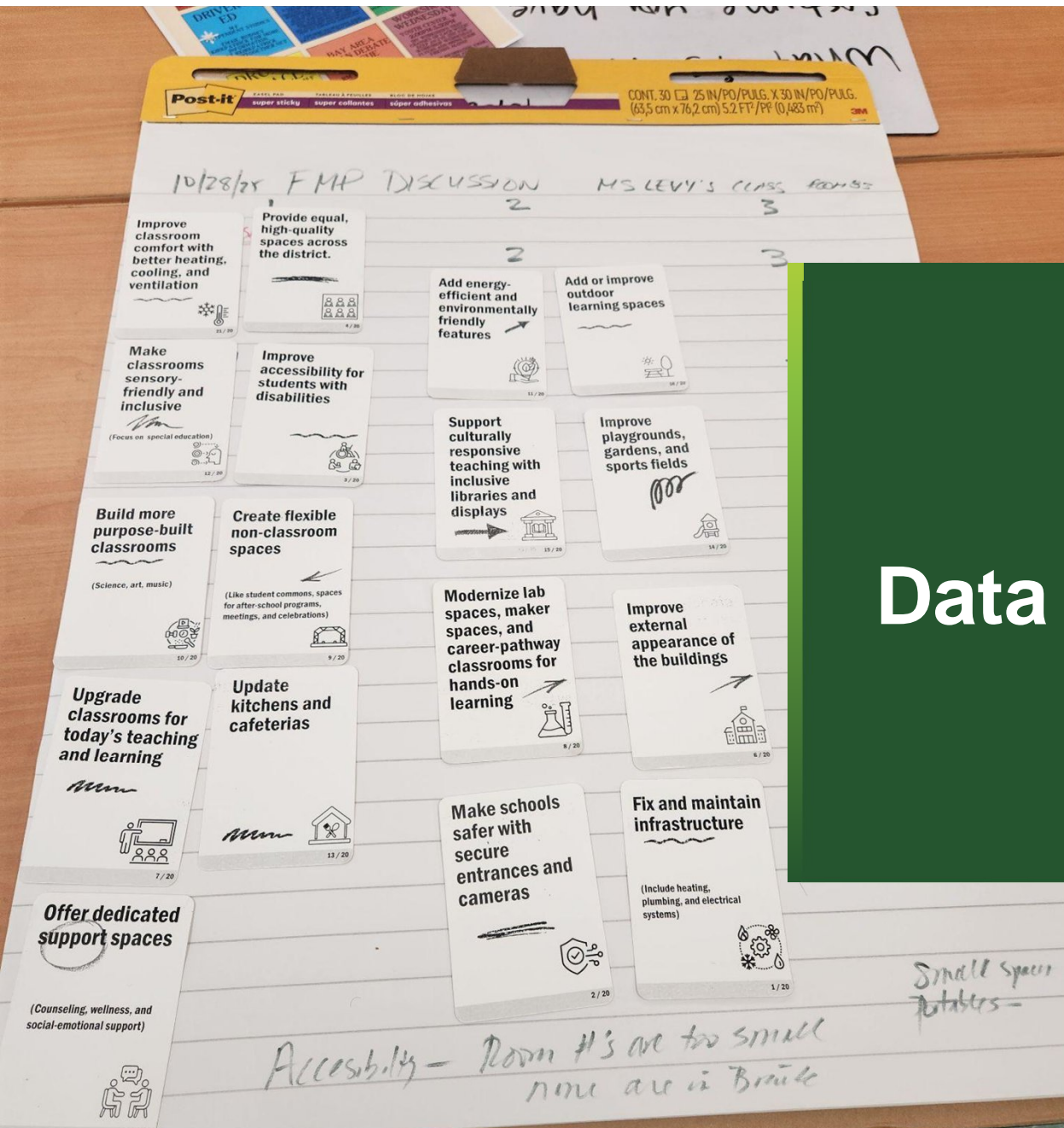
Rebuild with New Construction providing modern classrooms, energy efficiency, infrastructure, reset the building age
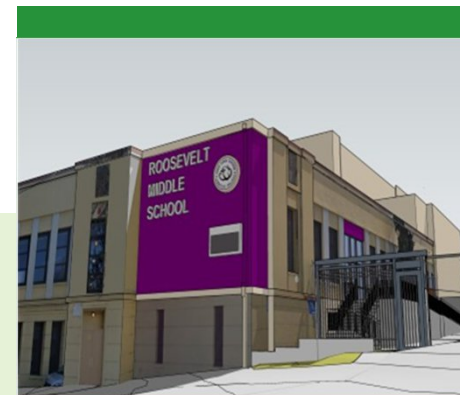
Modernization Projects

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

Data Metrics

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
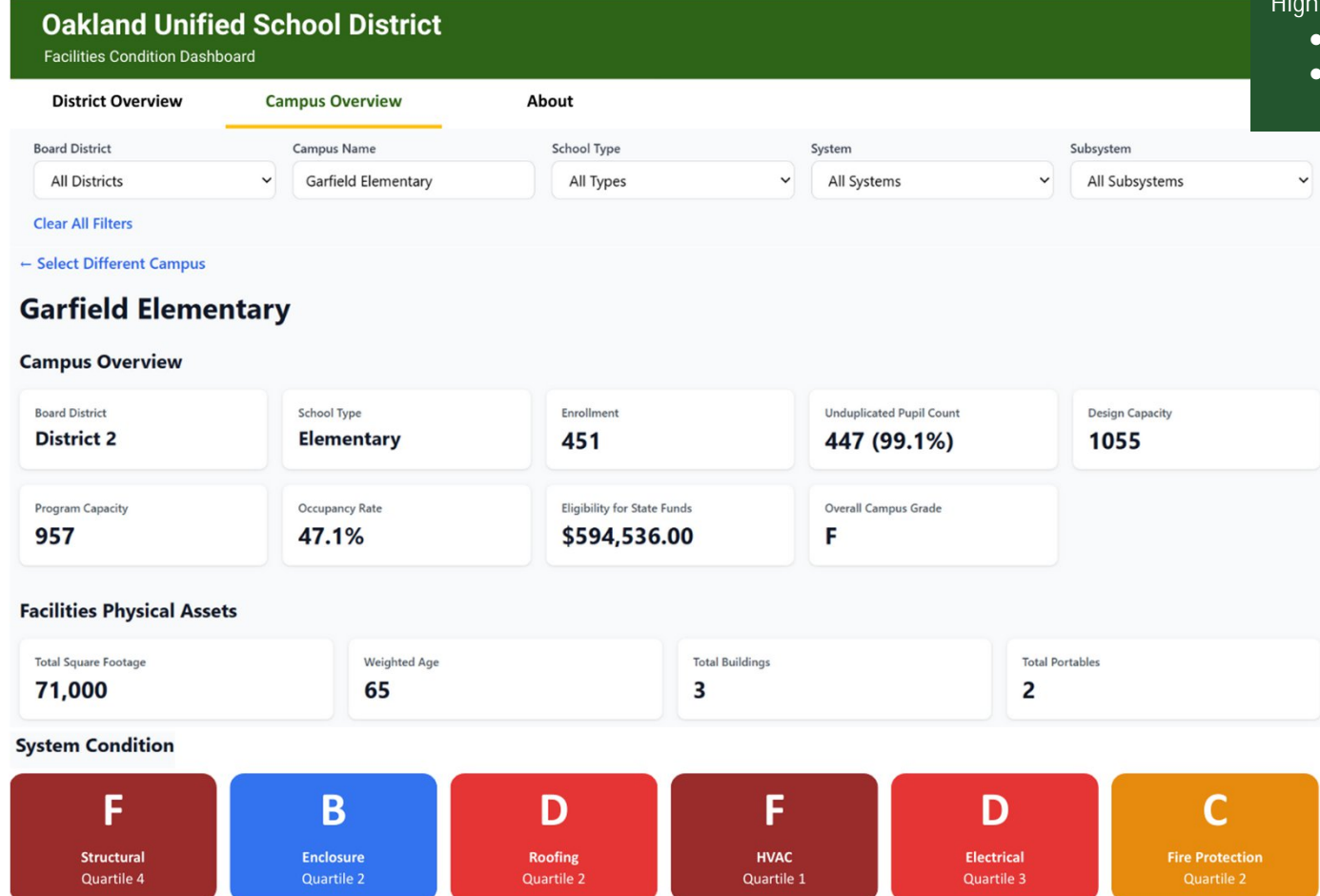
Data Metrics

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
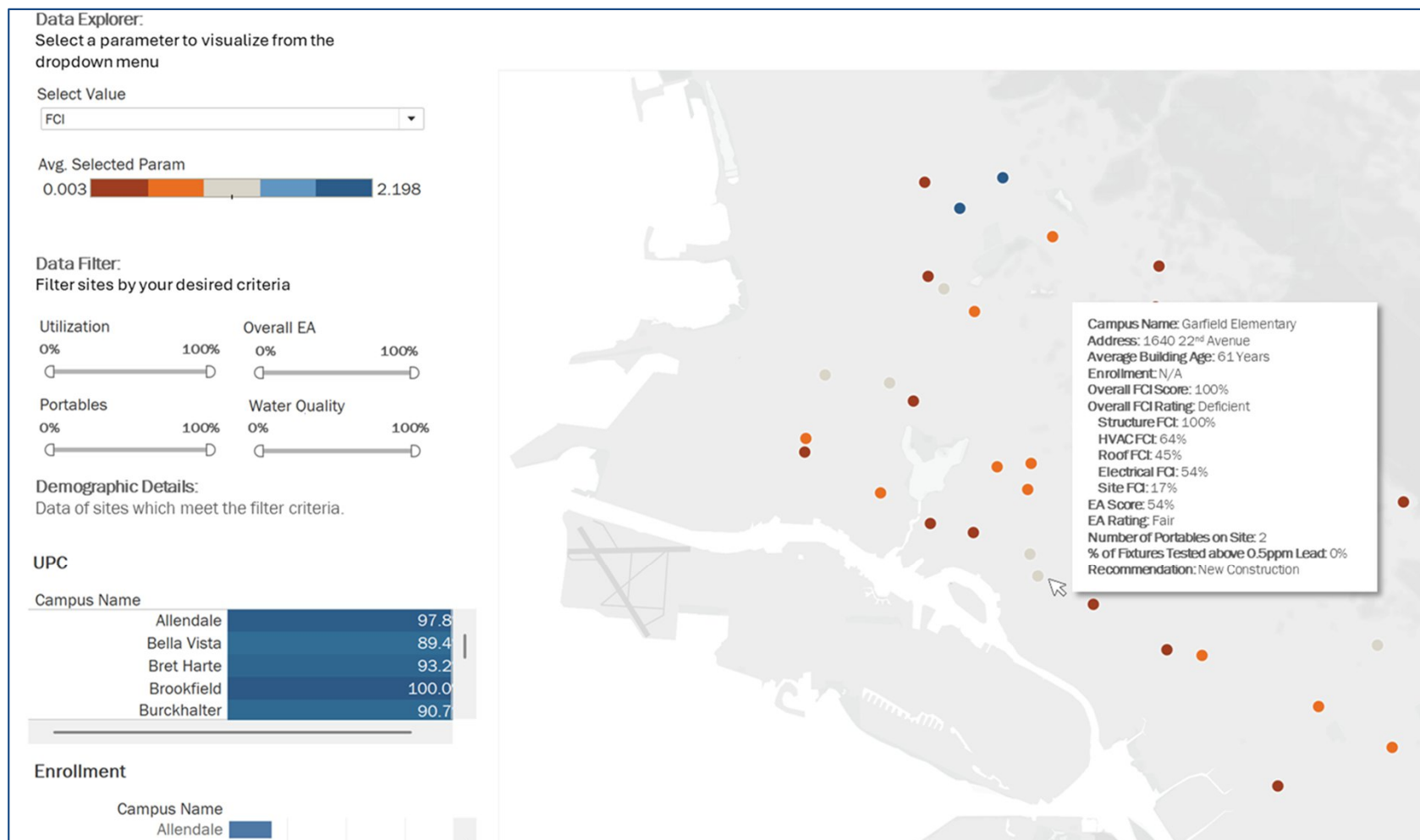- A visual tool to support transparent, data-driven decision making

Data Metrics

Draft of the Public Dashboard
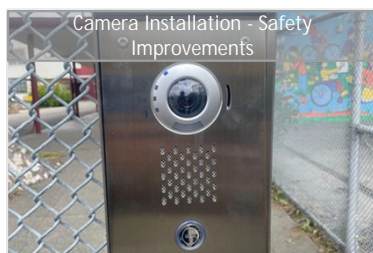
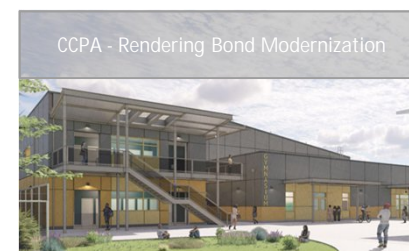# Facilities Master Plan Focused Project Framework

Discussion Break #1

Focused Investment in Strategic Areas Across District

Camera Installation - Safety Improvements

Skyline HS - Restroom Upgrades

McClymonds HS - Gymnasium Upgrades

Joaquin Miller ES - Living Schoolyards

Facilities Investment Framework

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

McClymonds HS - Rendering Bond Modernization

CCPA - Rendering Bond Modernization

Glenview ES - Bond New Construction

Fremont HS - Bond New Construction

Facilities Master Plan Framework

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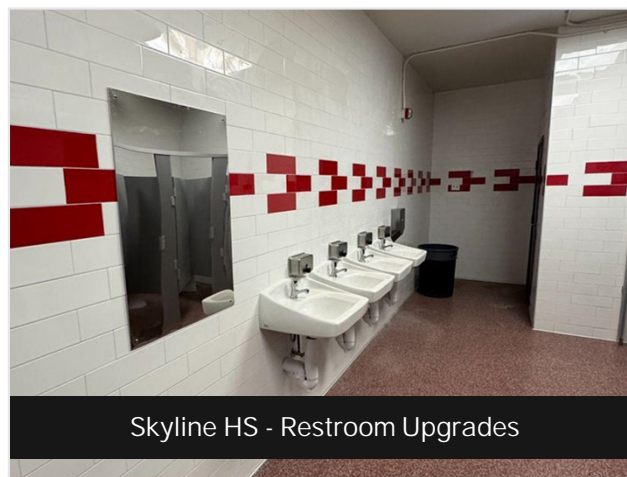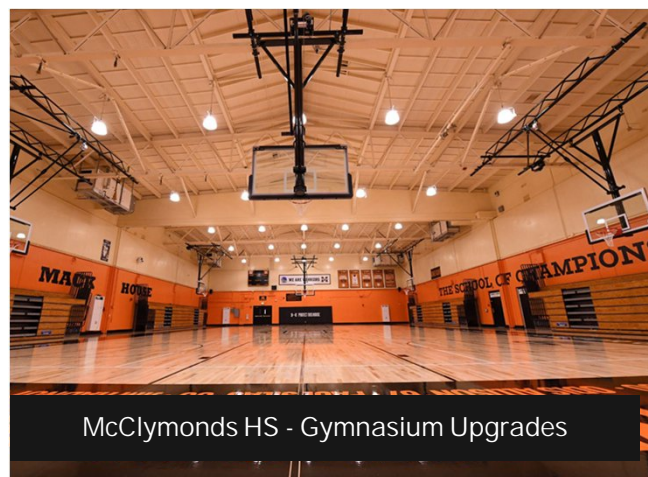
Projects within Bond Measure Y
- Turf Field Replacement & Maintenance
- Air Quality, Heat Assessment & Ventilation
- Safety Improvements
- Living School Yards
- Deferred Maintenance
- Early Childhood Investments
- Energy Efficiency & Sustainability
- Technology
- Kitchen & Dining

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?
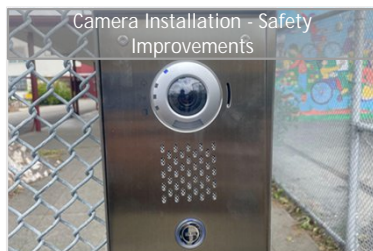2. Do you have any thoughts, comments or recommendations as to how we can make this stronger?

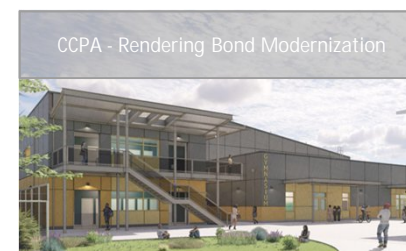# Facilities Master Plan Major Project Framework

Discussion Break #2

Focused Investment in Strategic Areas Across District

Camera Installation - Safety Improvements

Skyline HS - Restroom Upgrades

McClymonds HS - Gymnasium Upgrades

Joaquin Miller ES - Living Schoolyards

Facilities Investment Framework

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

McClymonds HS - Rendering Bond Modernization

CCPA - Rendering Bond Modernization

Glenview ES - Bond New Construction

Fremont HS - Bond New Construction

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
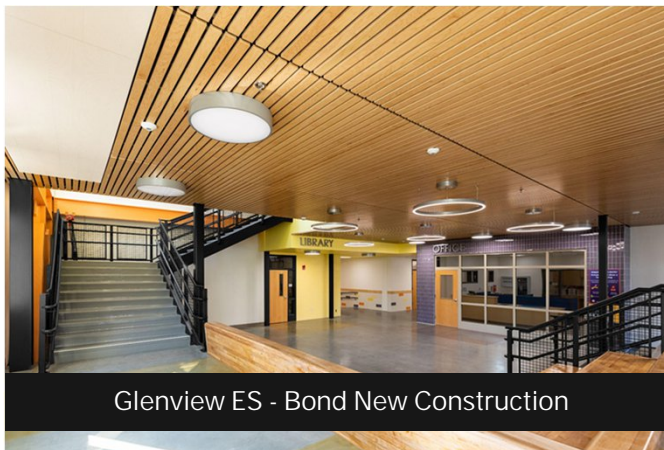
Facilities Master Plan Framework

Levels of Investment - Transformative
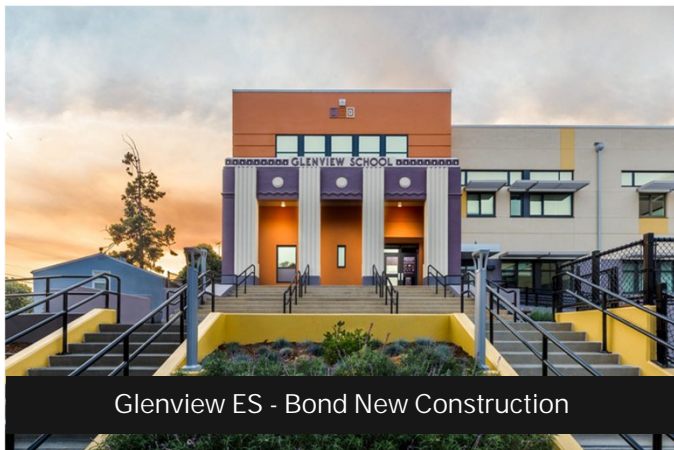
Glenview ES - Bond New Construction

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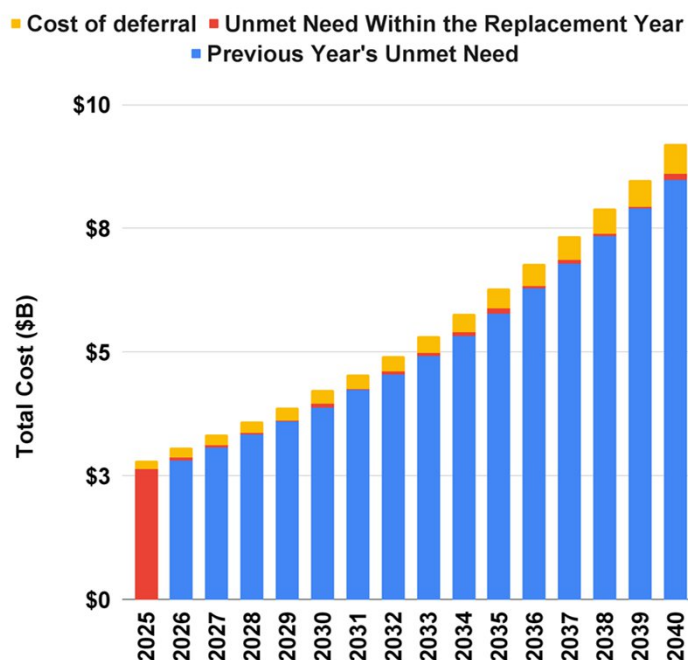
Inflation in the last 5 years has ranged from 3% to 8%. This chart conservatively models a 7% increase in construction costs year over year due to the unpredictable effect of tariffs on materials costs. Based on Facilities Condition Assessment 2025

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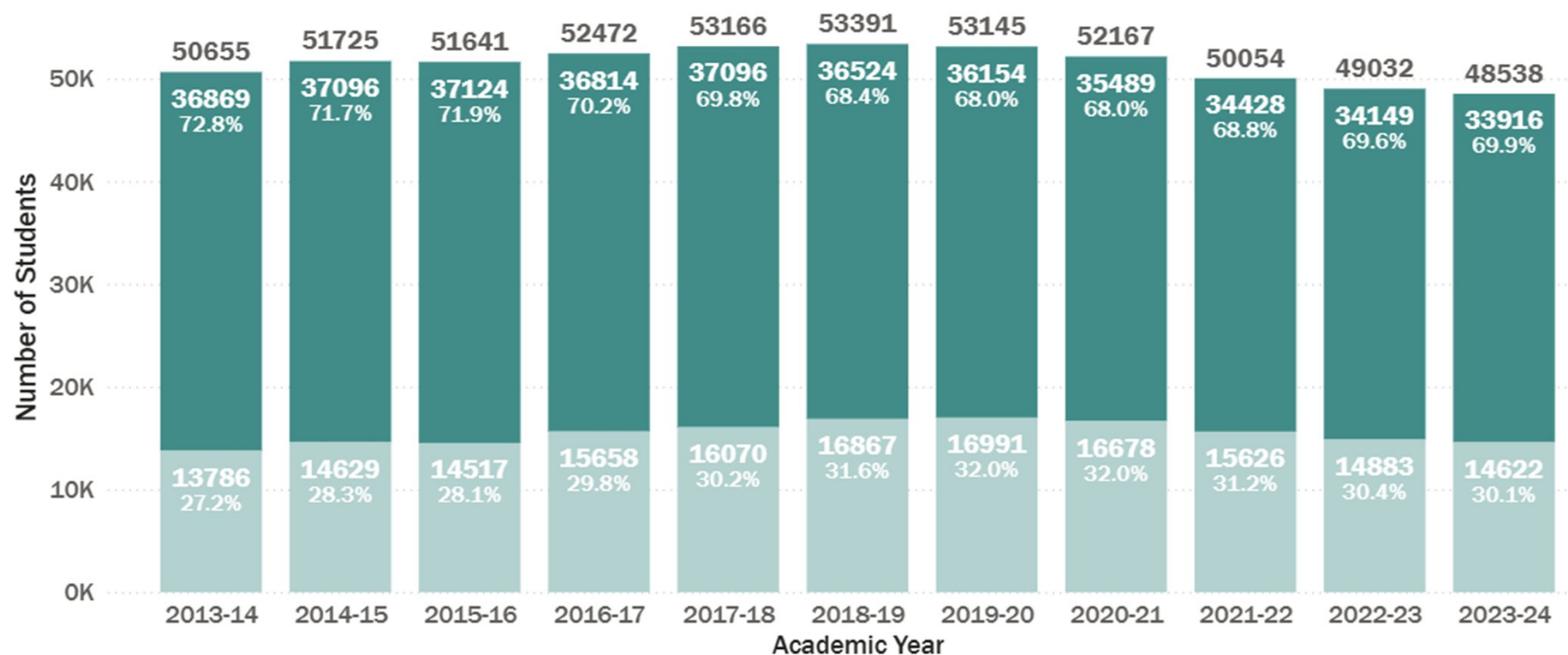
Oakland School Size is Well Outside of the State and National Standard

OUSD Schools Enrollment

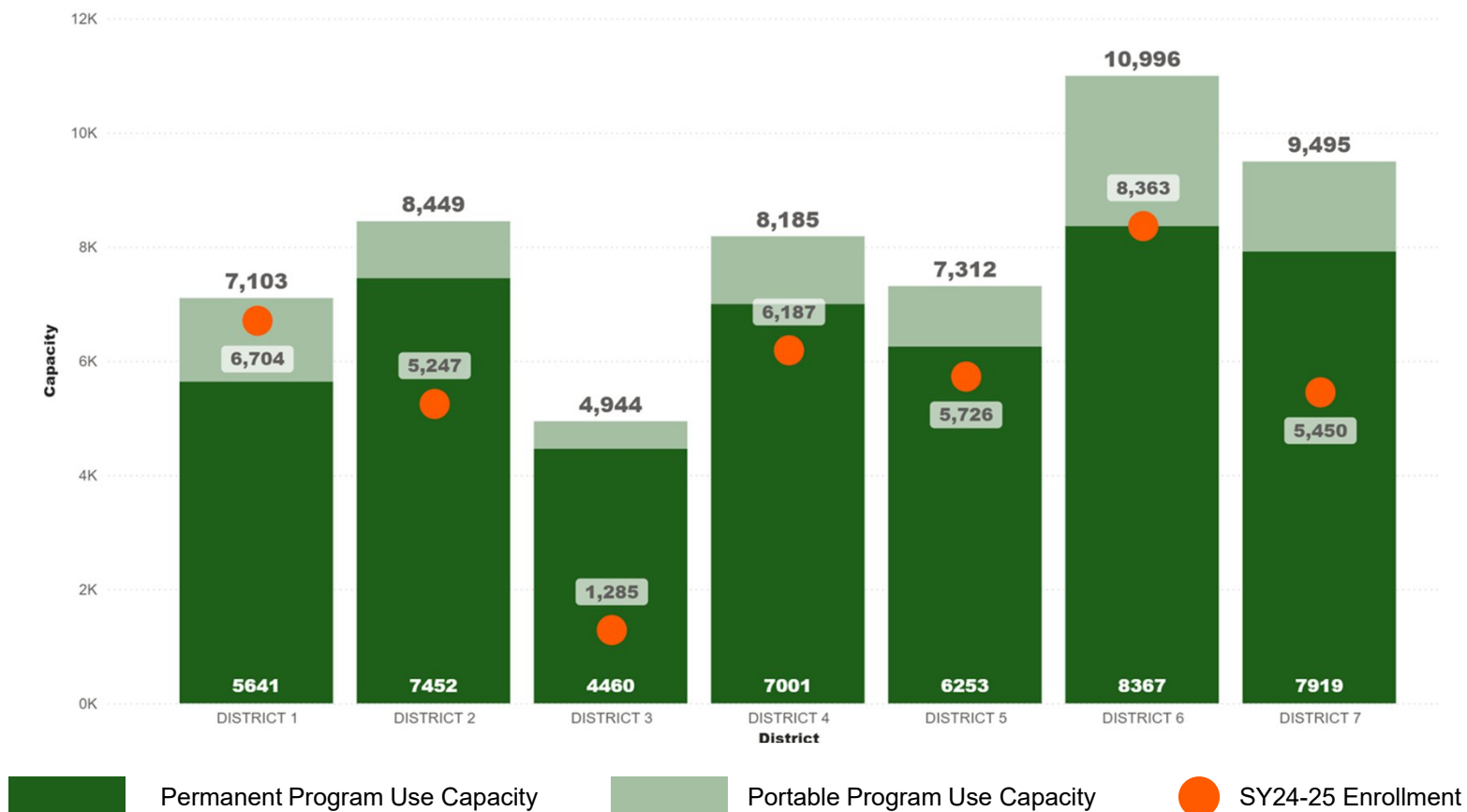**School in Districts with Enrollment 25K-35K**
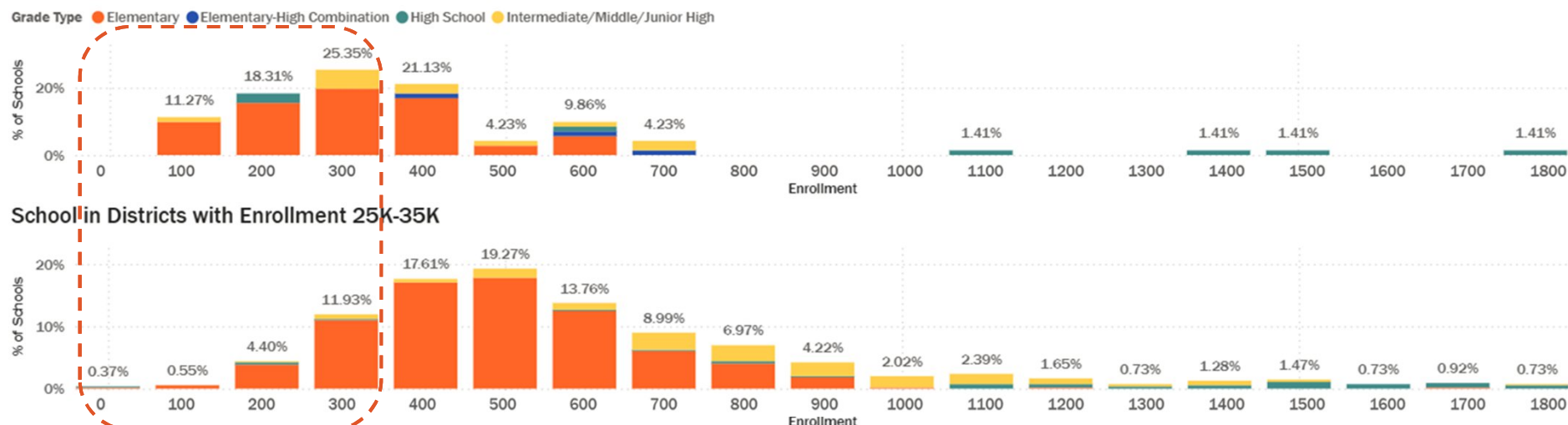
OUSD has a disproportionately high number of small schools
- 55% enroll under 400 students
- Peer district average only 17%
- The State Average sits at 26%.

Portables account for 21% of OUSD's program capacity

Legend: Permanent Program Use Capacity | Portable Program Use Capacity | SY24-25 Enrollment

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

Other 2% | Filipino 2%
Prefer not to disclose 7%
Multiple Ethnicities 12%
Hispanic/Latino/a/x 12%
Asian 12%
African American/Black 13%
Caucasian/ White 40%
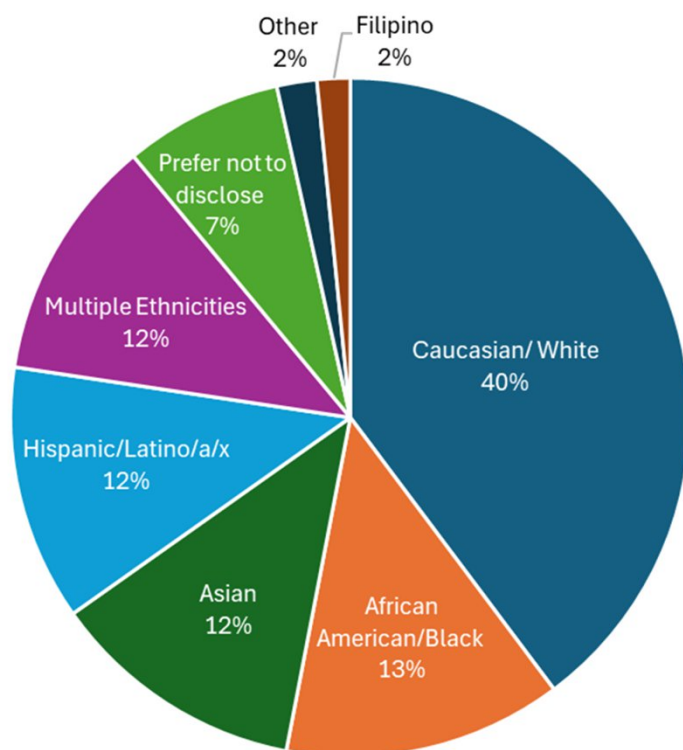
Respondents by their role in OUSD

District Staff, 93, 8%
Teacher, Principal or School Site Staff, 232, 19%
Student, 293, 25%
Parent, Guardian, Caregiver, 567, 48%
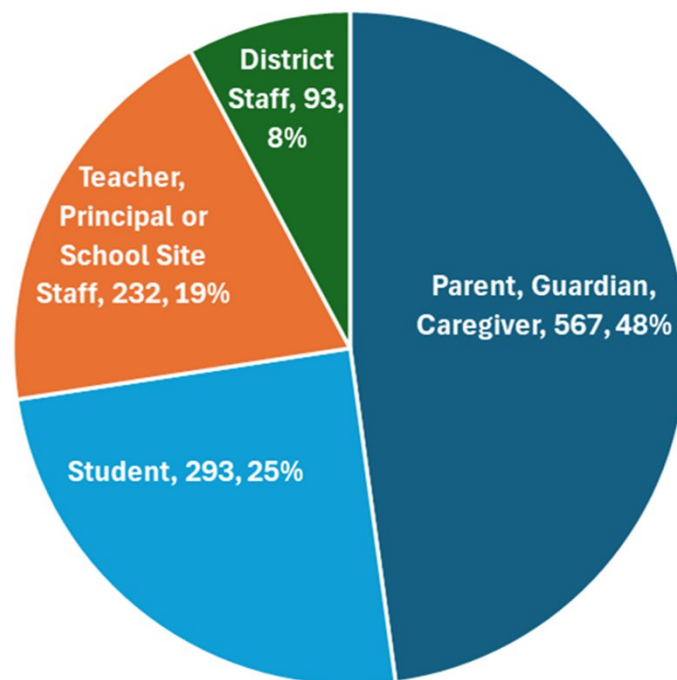
OUSD Districts

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
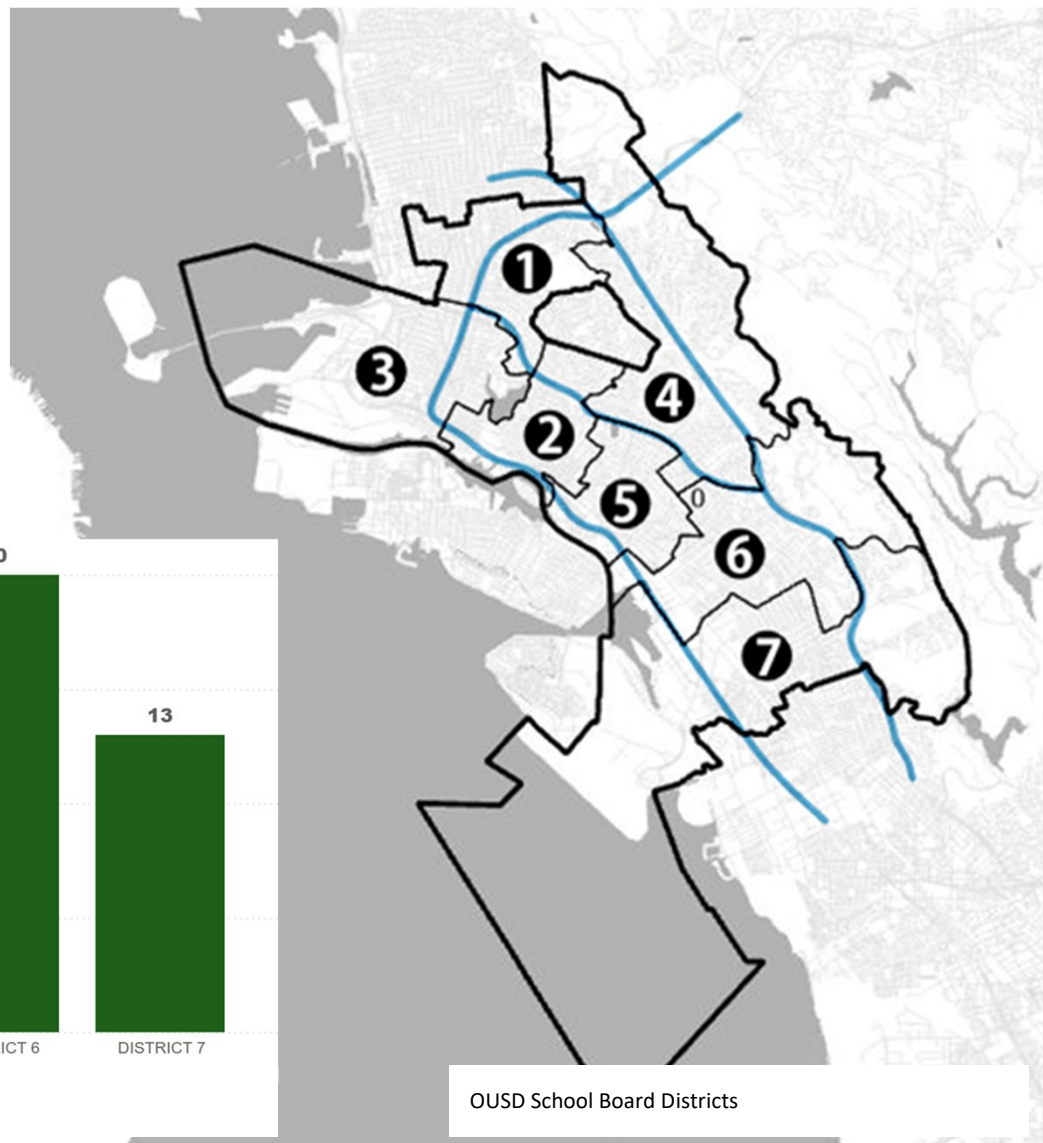

Number of OUSD Owned Sites by School Board District
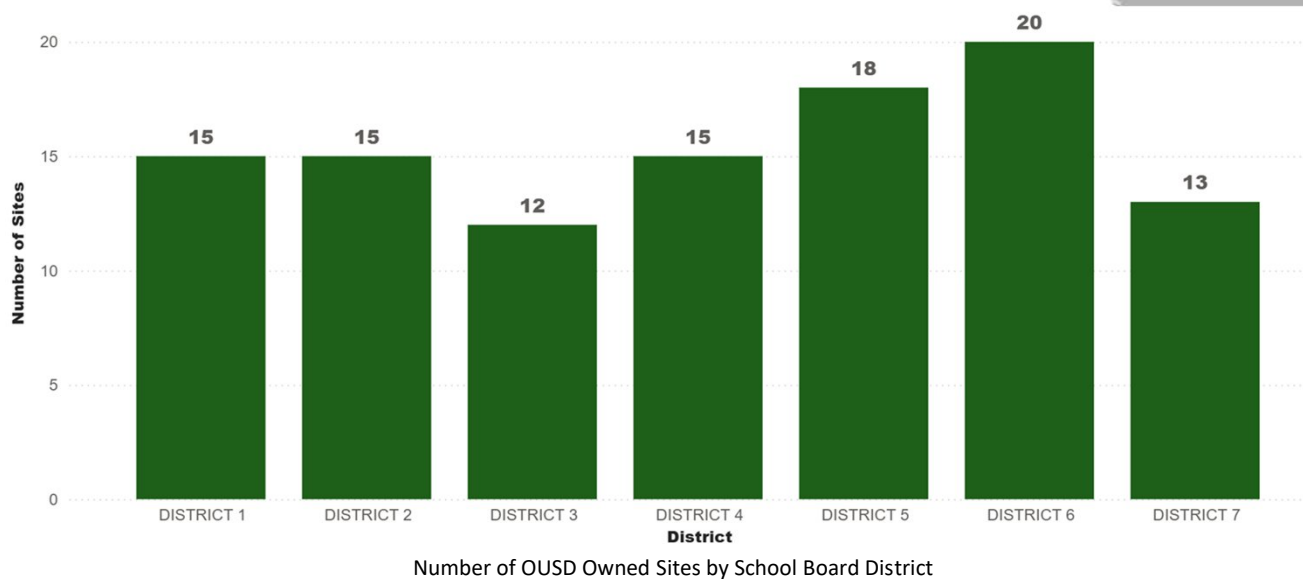
OUSD School Board Districts

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

Legend: Plan Use Capacity | Program Use Capacity | Scheduled Use Capacity | SY24-25 Enrollment

Data Metrics
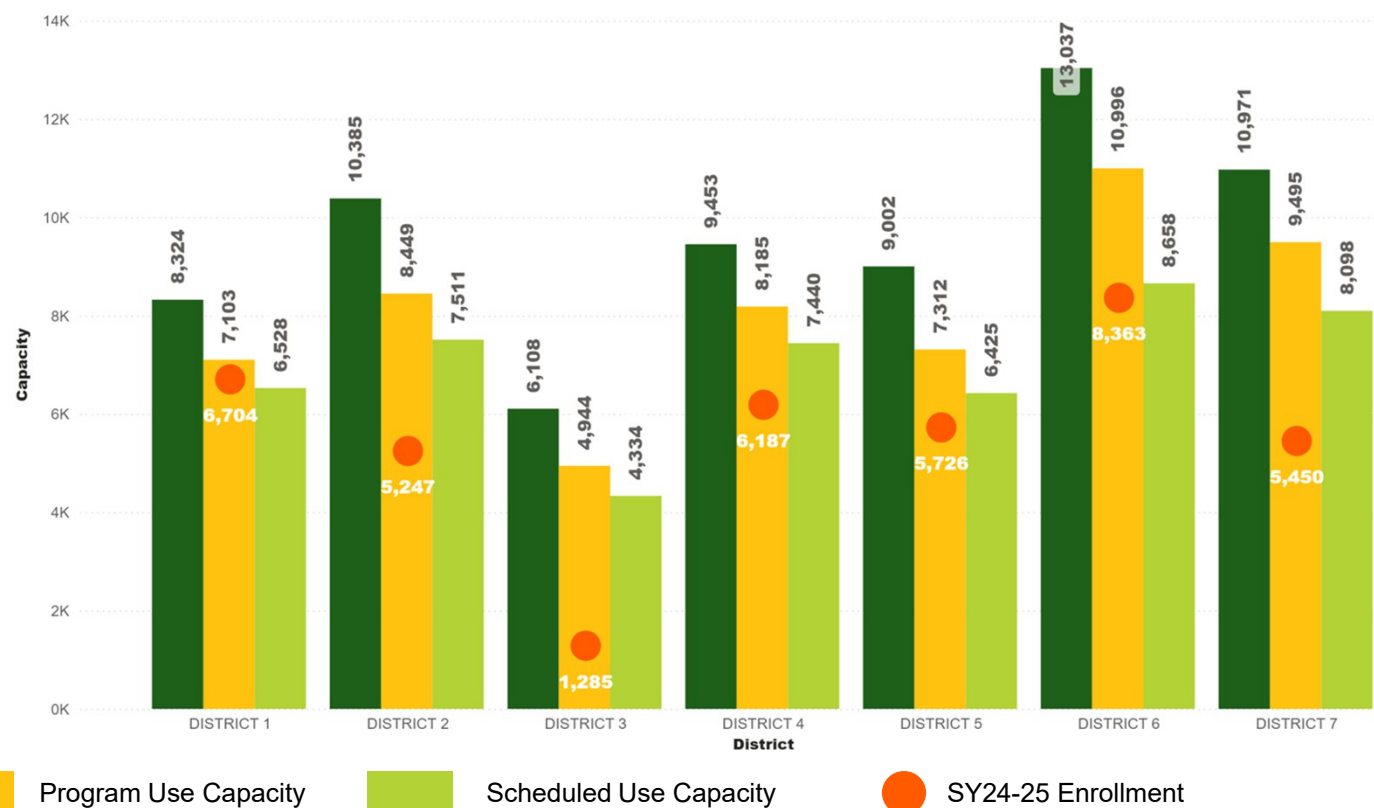
Building Condition

- 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

19 (18.81%)

15 (14.85%)

36 (35.64%)

12 (11.88%)

19 (18.81%)

Note: Pending verification of outstanding deficiencies

| Excellent (FCI <0.1) | Good (FCI<0.2) | Fair (FCI<0.4) | Poor (FCI<0.6) | Deficient (FCI>0.6) |
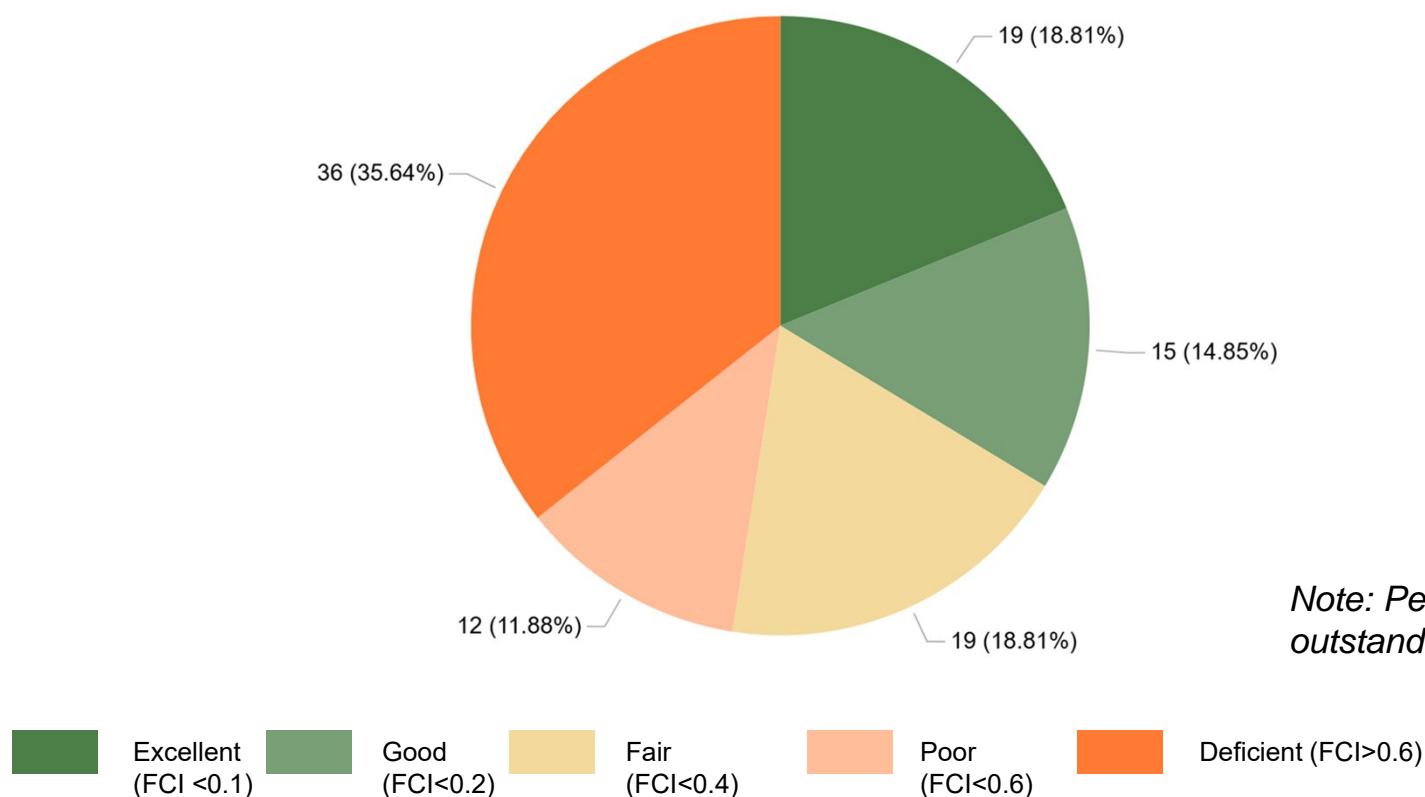
Building system deficiencies will increase by 38% in 2040
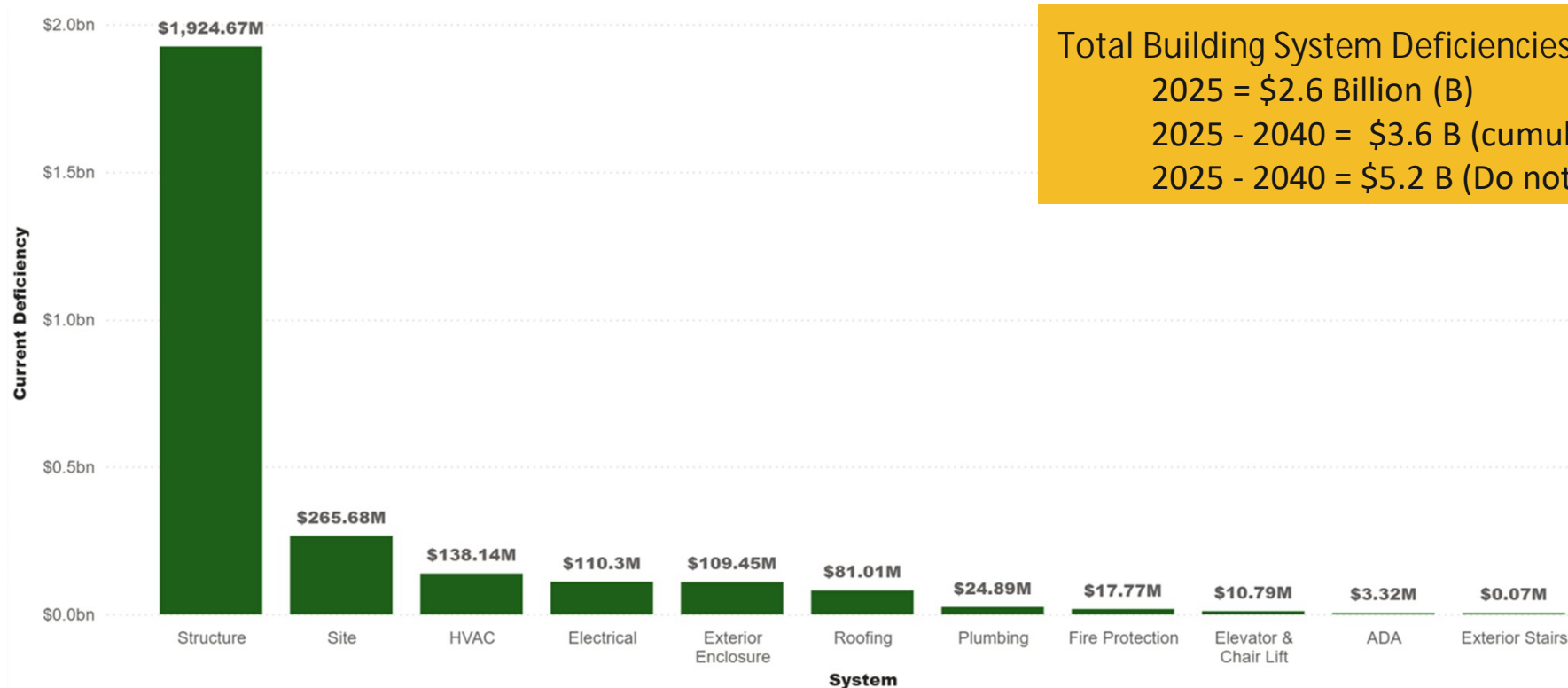
Total Building System Deficiencies:
    2025 = $2.6 Billion (B)
    2025 - 2040 = $3.6 B (cumulative)
    2025 - 2040 = $5.2 B (Do nothing)

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

64
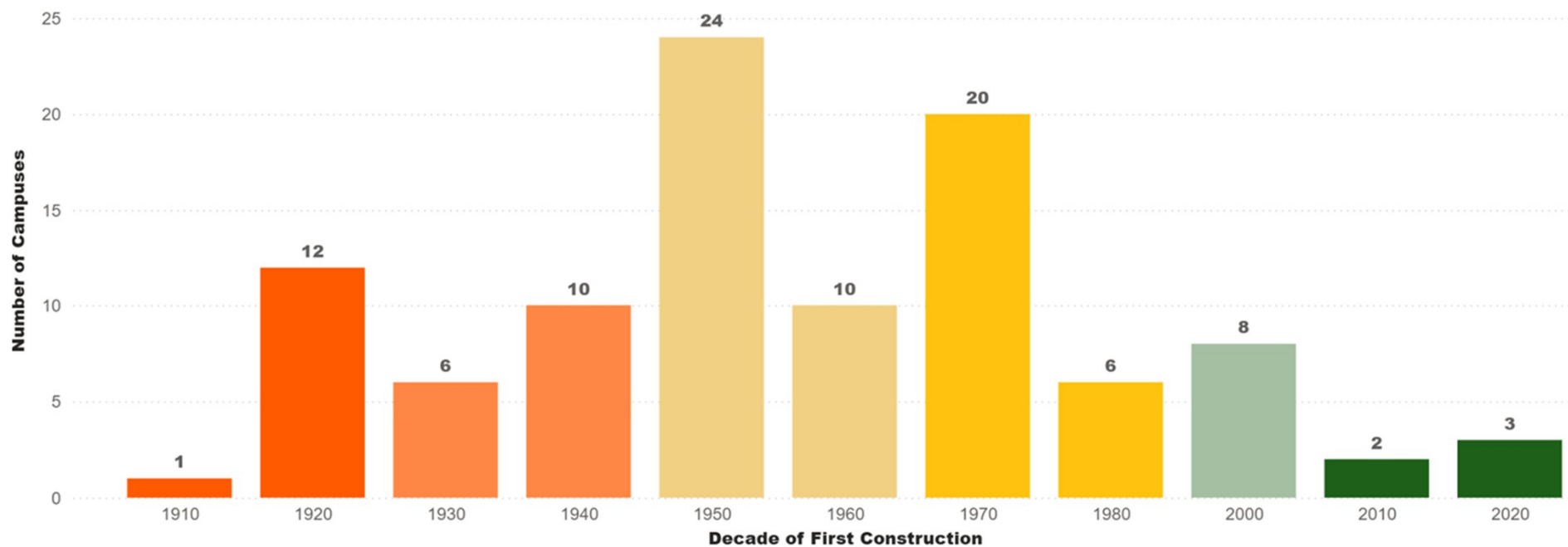
The District has a significant number of very old portables

- 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

77 (16.63%)

227 (49.03%)

159 (34.34%)

■ Within lifespan (<25 years)

■ Approaching end of lifespan (25-30 years)

■ Beyond lifespan (>30 years)
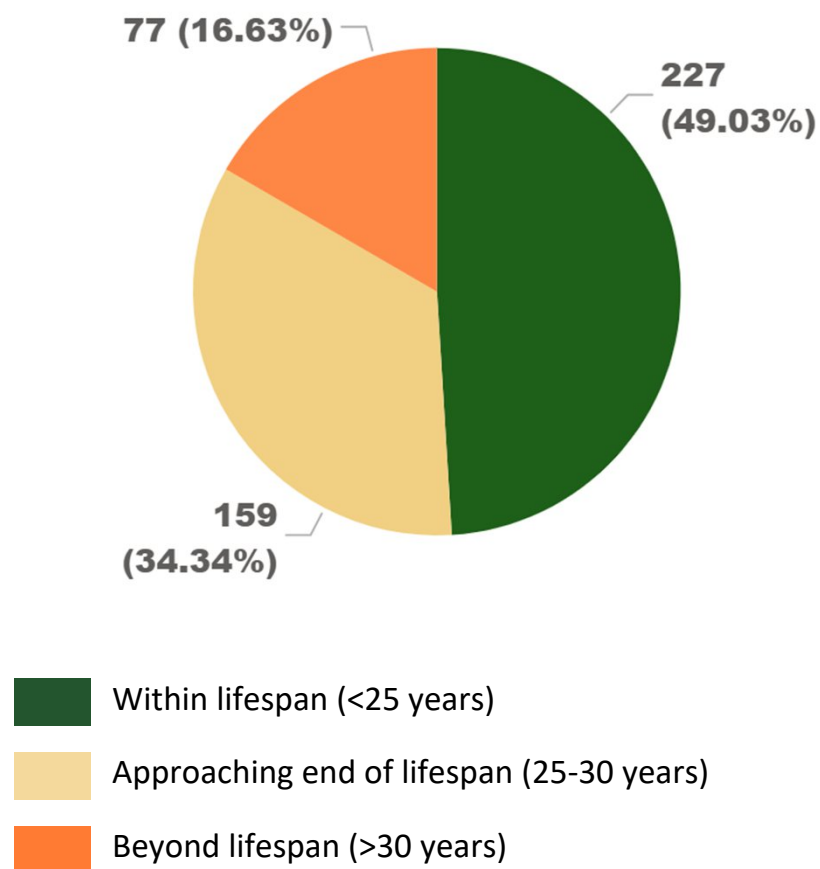
Data Analysis

Water Quality

% of Assessed Sites with Water Quality Issues
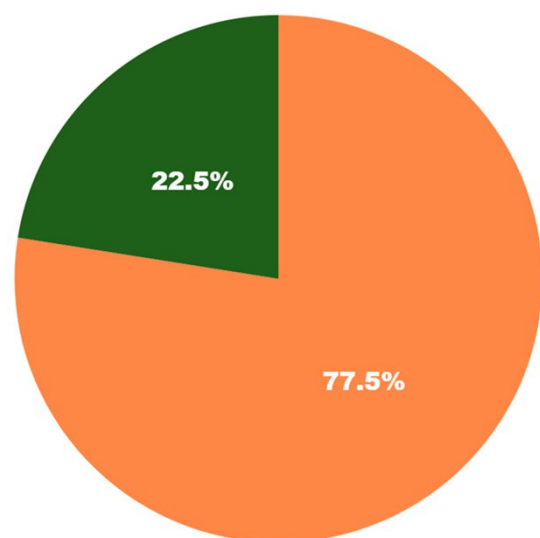
% of Fixtures with Elevated Results (5ppb) in Schools with Water Quality Issues
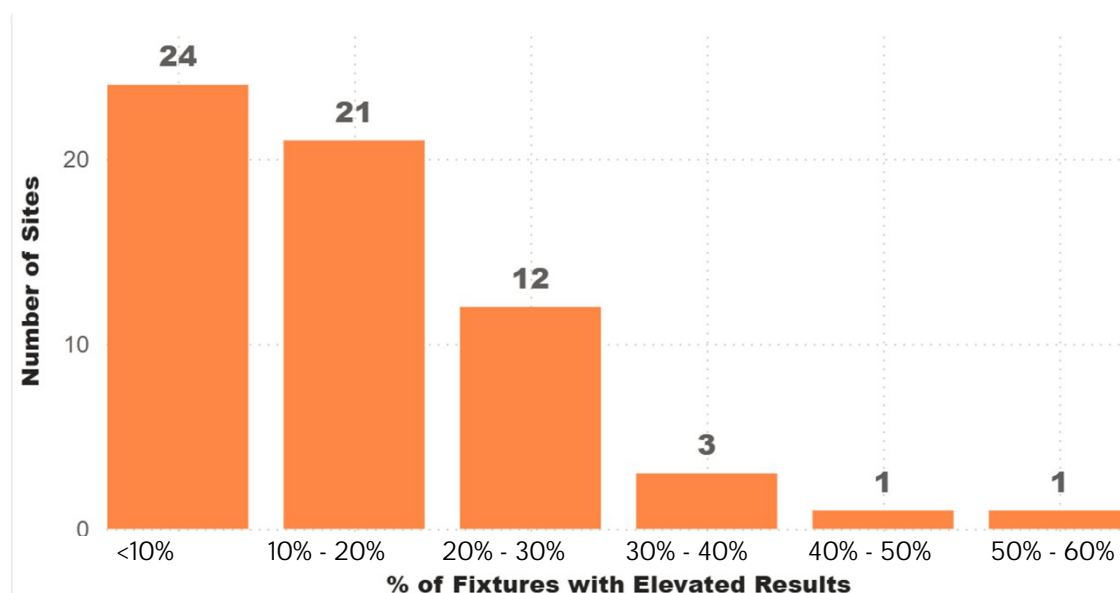
Legend:

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

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.

Presence

Safety & Security

Community

Organization

Instructional Space

Environmental Quality

Assembly

Extended Learning

13 (15.48%)

35 (41.67%)

36 (42.86%)
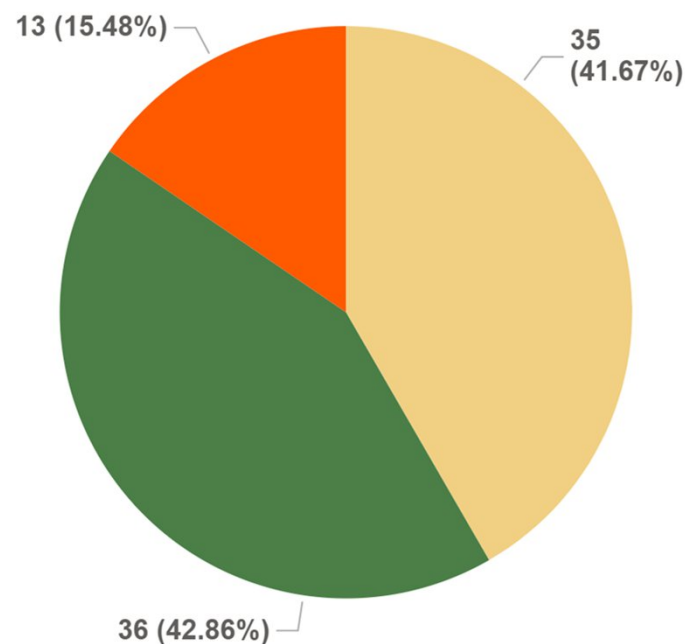
Poor   Fair   Good   Excellent

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
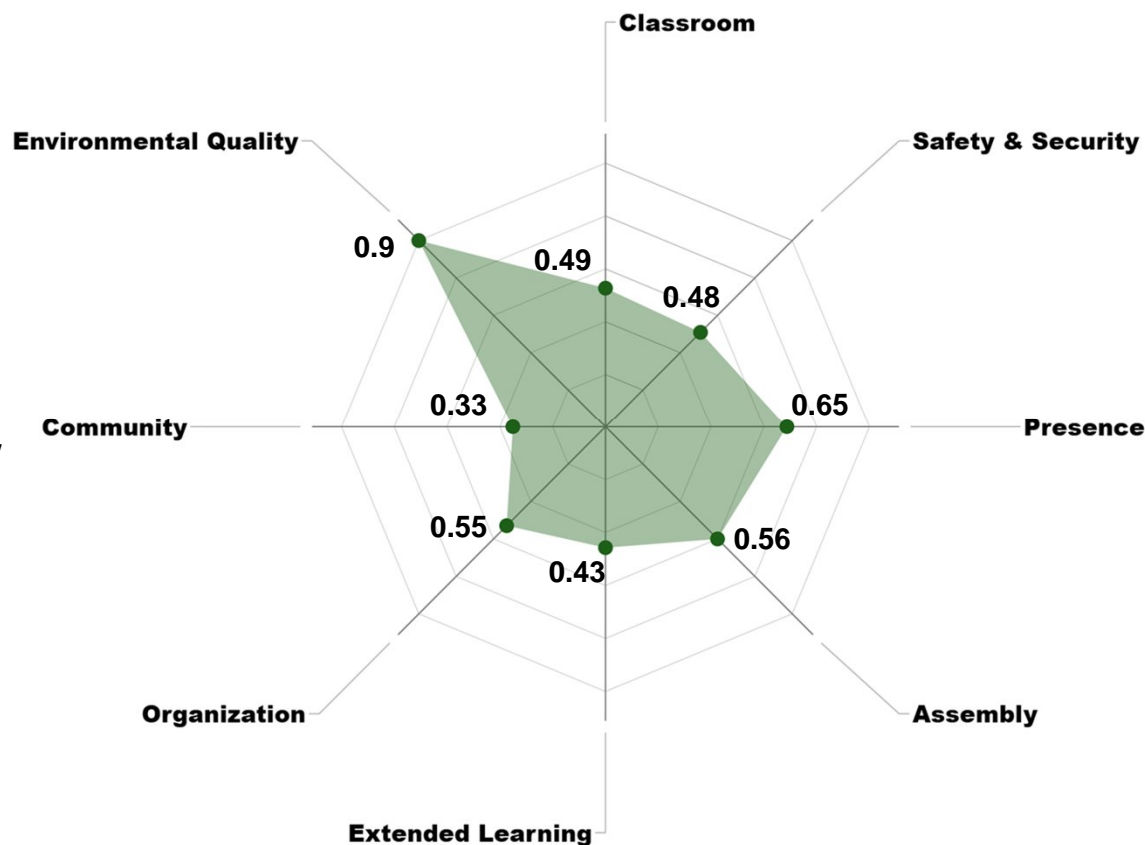
Garfield ES: EA Scores Breakdown

EA Rating:

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

Data Analysis

Early Childhood Classrooms

The District needs additional capacity for Transitional Kindergarten (TK) for future OUSD Families
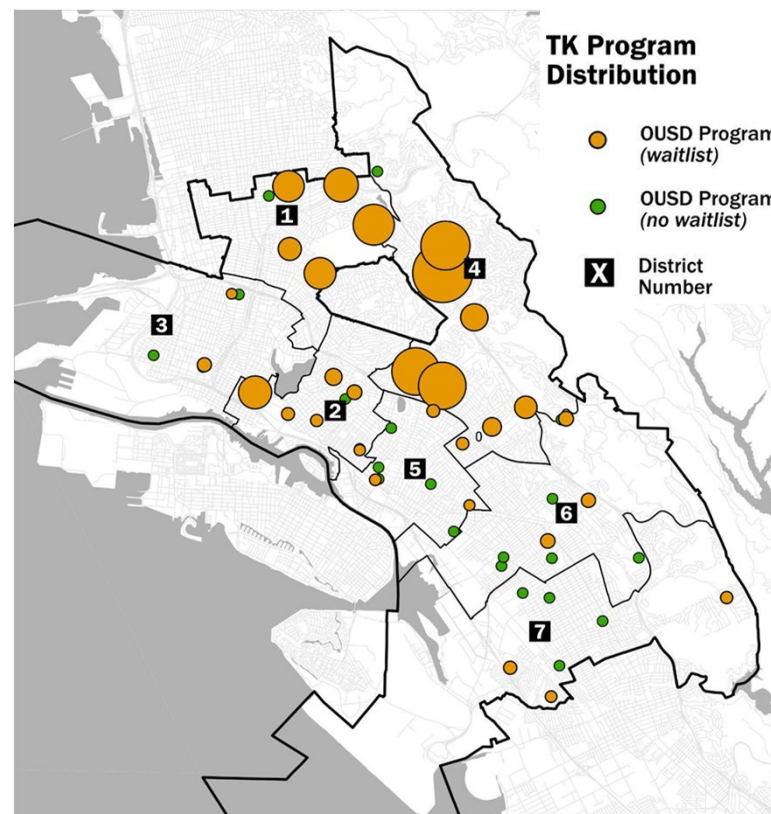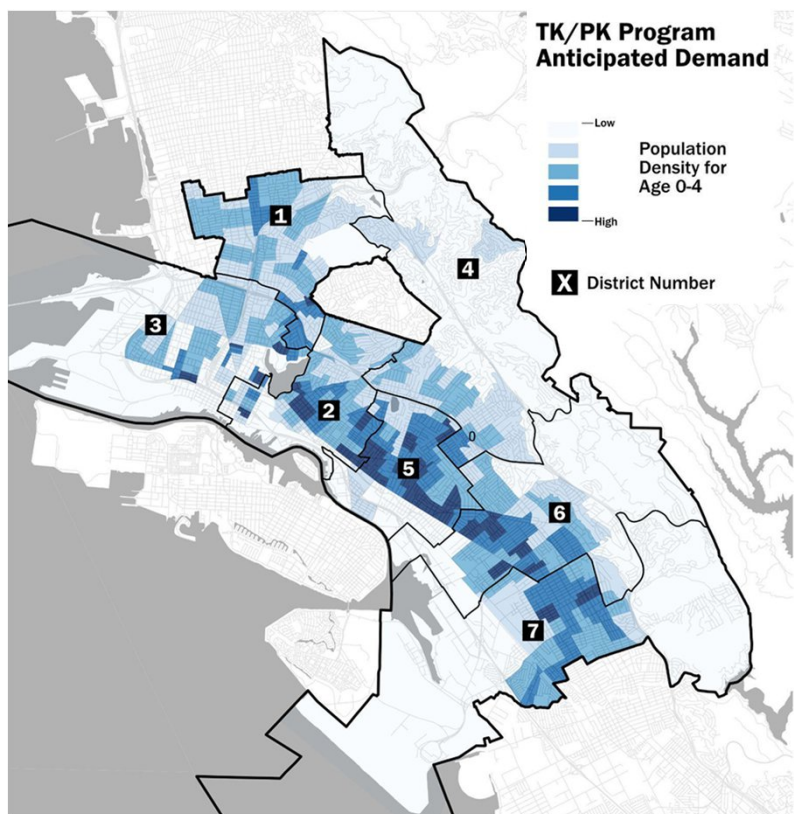
Note:
1. US Census Data, 2020 Decennial Census
2. SY24-25 TK Waitlist

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Denise Gail Saddler, Ed.D., Interim Superintendent
Preston Thomas, Chief Systems & Services Officer
Pranita Ranbhise, Executive Director, Facilities Planning & Management

Meeting Date December 18, 2025

Subject   Facilities Master Plan – Study Session

Ask of the Board   The Board will receive a presentation on the draft Facilities Master Plan (FMP) framework, including key data, community priorities, and the proposed implementation Tiers and Investment Scales. The Board is requested to provide input and direction on the investment framework to inform the final FMP recommendations and development of a future capital bond measure.

**Background**   The Board of Education approved a General Services Agreement between the District and Perkins Eastman Architects DPC, Oakland, CA, to develop a long-term Facilities Master Plan (FMP) aligned with the Oakland Unified School District's planning priorities and Board Policy BP 7110.

The FMP will guide facilities investments that support the District's educational vision, equity goals, and long-term sustainability. It will serve as a key planning tool to inform capital investments, future bond planning, and facilities modernization.

Since the project's initiation in October 2024, the FMP team has conducted extensive data collection, facility assessments, and multiple rounds of community engagement to ensure that the plan reflects the needs and priorities of the OUSD community.

Discussion   The goal of this study session is to solicit Board feedback on the proposed prioritization tiers and investment scales, ensuring the final FMP aligns with the Board's vision and community needs.

This study session is dedicated to a thorough review of the draft FMP's strategic framework, which outlines what we plan to invest in and how those investments will be prioritized.

The presentation will cover the following key components:

- **Community Priorities:** Review the top priorities identified through engagement, including Infrastructure Reliability, Outdoor Amenities, and spaces for Next Generation Learning.
- **Investment Scales (Project Types):** The framework defines three scales of projects to address varying facility needs:
  - **Transformative Projects:** Full rebuilds or new construction.
  - **Modernization Projects:** Major renovations and interior overhauls.
  - **Focused Improvements:** Targeted investments in key systems and spaces.
- **Implementation Tiers (Prioritization):** A tiered approach for resource allocation to ensure equity and measurable impact:
  - Tier 1 (Highest Priority): Focuses on Health, Safety, and Core Learning (e.g., HVAC, seismic, deferred maintenance).
  - Tier 2 (Medium Priority): Focuses on the Whole-Child Experience, Educational Equity, and Innovation (e.g., TK/Early Childhood, specialized learning spaces).
  - Tier 3 (Sustain Investments): Focuses on Partnership and Long-Term Sustainability (e.g., athletic fields, living schoolyards, energy efficiency).

Fiscal Impact   Bond Measure Y

Attachment(s)   Presentation - Facilities Master Plan Board Study Session (December 2025)

Oakland Unified School District

Master

File Number: 25-3048

File ID: 25-3048	**Type:** Agreement or Contract	**Status:** Board, New Business
Version: 1	**Reference:**	**In Control:** Chief Academic Officer
Requester:	**Cost:** $0.00	**File Created:** 12/16/2025
File Name: Out of State Student Travel - High School Girls Basketball - Nike Tournament of Champions, Phoenix, AZ - Oakland Technical High School		**Final Action:**

Title: Approval by the Board of Education of Resolution No. 2526-0037 - Authorization for Approval of Student Travel school site Oakland Technical High School for fourteen 11th and 12th grade students to participate in the Nike Tournament of Champions, Phoenix, AZ, for the period of December 17, 2025 through December 22, 2025.

Notes:

Code Sections:	**Agenda Date:** 12/18/2025
Indexes:	**Agenda Auto Number:** C.-2
Sponsors:	**Enactment Date:**
Attachments: 25-3048 Out of State Student Travel - High School Girls Basketball - Nike Tournament of Champions, Phoenix, AZ - Oakland Technical High School	**Enactment Number:**
Funding Source: No Fiscal Impact	**Hearing Date:**
Contact: Martel.Price@ousd.org	**Effective Date:**

History of Legislative File

Ver-sion:	Acting Body:	Date:	Action:	Sent To:	Due Date:	Return Date:	Result:

Text of Legislative File 25-3048

Title

Approval by the Board of Education of Resolution No. 2526-0037 - Authorization for Approval of

Student Travel school site Oakland Technical High School for fourteen 11th and 12th grade students to

participate in the Nike Tournament of Champions, Phoenix, AZ, for the period of December 17, 2025 through December 22, 2025.

73

**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Denise G. Saddler, Interim Superintendent Martel Price, Principal, Oakland Technical High School
Meeting Date	December 18, 2025
Subject	Approval of Request for Student Travel

Action Requested	Approval of Board Resolution No. 2526-0037 authorizing student travel by school site Oakland Technical High School for fourteen 11th and 12th grade students to participate in the Nike Tournament of Champions, Phoenix, AZ, for the period of December 17, 2025 through December 22, 2025.
Educational Purpose of Trip	The students will be competing as a girls basketball team at the national tournament.
Itinerary and Activities	Students will be traveling by plane to Arizona to participate in the Nike Tournament of Champions.
Teachers Attending Trip	Leroy Hurt
Site Administrator Affirms	• Parental permission forms will be on file for all students participating and school has emergency communication protocol. • There will be sufficient and appropriate chaperones for this field trip (including at least one OUSD certificated employee and non-OUSD chaperones, if any, will meet criminal background check requirements). • School will address financial or accessibility issues that might prevent students from participating.
Recommendation	Approval of Board Resolution authorizing student travel described above.
Fiscal Impact	No Fiscal Impact

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**
Resolution No. <u>2526-0037</u>

AUTHORIZATION FOR APPROVAL OF STUDENT TRAVEL

WHEREAS, the Board of Education believes that field trips and other travel opportunities for students are a valuable tool in supporting classroom instruction and promoting students' awareness of places and events;

WHEREAS, Board Policy 6153 requires the Board of Education of the Oakland Unified School District to approve all trips involving out-of-state and out of country travel; and

WHEREAS, pursuant to Board Policy 6153, the Superintendent requests the Board of Education to authorize student travel for the period of <u>December 17, 2025</u> to <u>December 22, 2025.</u>

NOW, THEREFORE, BE IT RESOLVED, the Board of Education of the Oakland Unified School District does hereby approve the following request for student travel:

School: <u>Oakland Technical High School</u>

Destination: <u>Nike Tournament of Champions, Phoenix, Arizona</u>

Departure Date: <u>December 17, 2025</u>   Return Date: <u>December 22, 2025</u>

Passed by the following vote:

AYES:

NAYS:

ABSTAINED:

ABSENT:

I hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted by the Governing Board of the Oakland Unified School District at a Special Meeting held on December 18, 2025.
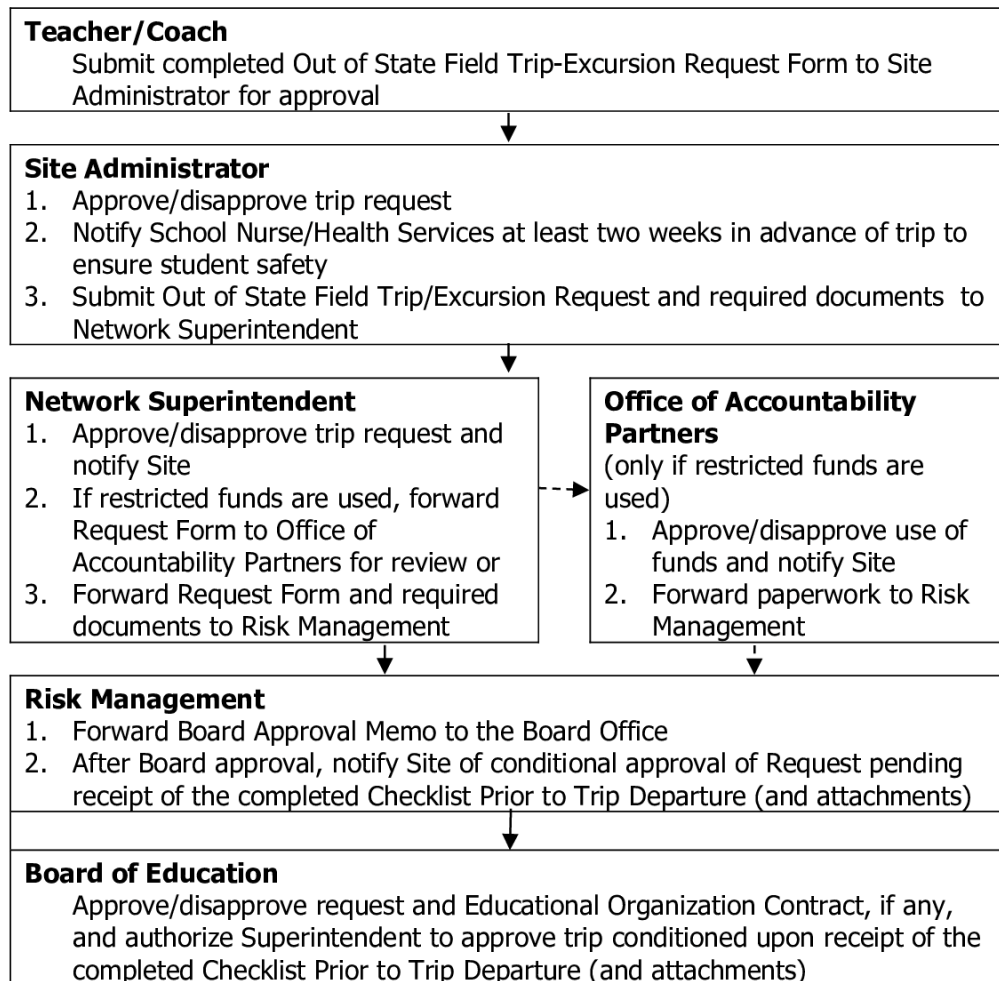

By:_____
          Denise G. Saddler
          Secretary, Board of Education

Additional Documents
Permission Slip
Health Services Form
Driver Declaration Form
Certificate of Insurance
Adult Participant Chaperone

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUT OF STATE FIELD TRIPS
APPROVAL PROCESS

REQUEST APPROVAL:

Teacher/Coach
    Submit completed Out of State Field Trip-Excursion Request Form to Site Administrator for approval

↓

Site Administrator
1. Approve/disapprove trip request
2. Notify School Nurse/Health Services at least two weeks in advance of trip to ensure student safety
3. Submit Out of State Field Trip/Excursion Request and required documents to Network Superintendent

↓

Network Superintendent
1. Approve/disapprove trip request and notify Site
2. If restricted funds are used, forward Request Form to Office of Accountability Partners for review or
3. Forward Request Form and required documents to Risk Management

- - ->

Office of Accountability Partners
(only if restricted funds are used)
1. Approve/disapprove use of funds and notify Site
2. Forward paperwork to Risk Management

↓

Risk Management
1. Forward Board Approval Memo to the Board Office
2. After Board approval, notify Site of conditional approval of Request pending receipt of the completed Checklist Prior to Trip Departure (and attachments)

↓

Board of Education
    Approve/disapprove request and Educational Organization Contract, if any, and authorize Superintendent to approve trip conditioned upon receipt of the completed Checklist Prior to Trip Departure (and attachments)

TRIP APPROVAL:

Site Administrator
1. Complete Checklist Prior to Departure
2. Forward Checklist to Risk Management
3. Maintain all field trip documents at site for 2 years after trip completion

↓

Risk Management
1. Approve/disapprove trip and notify Site
2. Forward to Superintendent for approval
3. When returned, notify site of trip approval/disapproval

↓

Superintendent
1. Approve/disapprove trip
2. Return Request Form to Risk Management

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUT-OF-STATE FIELD TRIP/EXCURSION REQUEST

Basic Directions
This packet is available on the Intranet (School Operations Library) as a fillable-saveable pdf file. If typed, similar fields will populate throughout the packet making it quicker and easier to complete.

1. Requests must be submitted to Network Superintendent no later than **120 days** prior to departure
2. Board approval is required for all out of state trips.
3. Return Health Services Notification Form to the School Nurse or Health Services at the time you are requesting approval for a field trip
4. Use of Restricted Funds requires additional approval by Office of Accountability Partners
5. Obtain fingerprint clearance and complete TB risk assessment (requirements per OUSD AR 1240) for all non-District employee chaperones. (Arrange through ousd.org/volunteers or email volunteers@ousd.org. Continuing volunteer chaperones must be fingerprint cleared at least once every 3 years.)
6. Generally 1:10 Adult to Student ratio is required as provided in OUSD Board Policy 6153
7. Check the Pre-Approved Vendor List for contract and insurance requirements
8. Out-of-state trips have a bifurcated approval system (1) to approve the request and (2) to approve the trip since not all information for the trip approval may available by the deadline for the request. When possible, submit the required documents for the trip approval along with the initial trip request to make the full approval process faster.

Required Documents for Request Approval	☐ Copy of program/vendor information describing vendor and scheduled activities
	☐ All facility, program or vendor agreements/contracts, including OUSD Educational Organization Contract

	☐ Certificate of insurance from all private vendors:
	  Program (attach copy unless publicly owned and operated)
	  Facility (attach copy unless publicly owned and operated or commercial lodging e.g. Holiday Inn)

	☐ Board Approval Memo and Board Resolution
Required Documents for Trip Approval	☐ "Checklist Prior to Trip Departure"
	☐ List of students and adults attending trip
	☐ "Declaration of Driver" and required attachments, completed by **each** driver of private or rental vehicle

TRIP INFORMATION TO BE COMPLETED BY TEACHER:

School or Center: Oakland Tech   Site Number: 305

Destination: Nike Tournament of Champions

Address: ███████████████████████

Phone or Contact Info: Nike@champions-Phoneix.com

Departure - Date: 12/17/2025   Time: ████   Place of Departure: ████████

Return - Date: 12/22/2025   Time: ████   Place of Return: ████████

Class(es)/Group Attending: Oakland Tech Girls Basketball

Grade(s): 11-12   # of Students: 14   # of Adults: 2

Teacher Supervising Trip: Leroy Hurt

Emergency Contact # During Trip: ████████

Supervising Teacher's Email Address: ████████████

Site: _____

Teacher Supervising Trip: _____

Destination: _____

Date of Departure: _____

Describe itinerary and activities: (☐ Trip will include swim or water activities) No	Students will be traveling by Plane to Arizona to participate in the Nike National Tournament
Names of teachers and staff attending trip:	Teachers: Leroy Hurt Staff: N/A Non-OUSD Chaperones: Jasmine Braggs
Describe mode of transportation for each leg of the trip:	Students will be traveling by flight
Describe educational purpose of trip, including how it aligns with grade level standards, supports the teaching and learning and/or parent ed/training component of site plan, including related activities prior to trip and student follow-up activities that will occur after the field trip/excursion:	They will be competing as a basketball team at the national tournament

TRIP COSTS

District funds may be used to pay transportation costs for out of state trips or direct educational program costs. Transportation costs include airfare, bus fare, car fare, etc. related to transportation to/from the out-of-state destination and the transportation costs for the school sponsored activities during the trip. Direct educational program costs include admission fees for visits which are part of the program (e.g. museum).

District funds may NOT be used to pay for non-travel pupil expenses for out of state trips. Non-travel pupil expenses include meals, sundries, lodging, etc.

If you want to use District funds to pay for non-travel pupil expenses on an out of state trip, you must first obtain approval for a waiver of Education Code 35330 from the OUSD Board of Education and the State Board of Education.

Amount of District funds to be used for trip costs will be $___0.00_____

Funding source for the trip will be: ☐ General Funds ☐ Restricted funds ☐ No District funds will be used

Resource #: _____

Fund	Resource	Year	Goal	Function	Object	Site	Manager	Program	LCAP	Optional

Site to keep all field trip records (permission forms, declaration of drivers, etc) for 2 school years following trip completion.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

PROGRAM/ADMISSION COSTS

Total Cost of Program/Admission: $_____   Source: ☐ General Funds ☐ Restricted ☒ No District Funds

Cost per student: $_____   Cost per adult: $_____

Fund	Resource	Year	Goal	Function	Object	Site	Manager	Program	LCAP	Optional

TRANSPORTATION/CHARTER BUSES   Click here for approved bus company list

Note: If buses will be used, the approved bus company list is located on the Intranet with the Field Trip information.

Bus Company:_____

# of buses ordered: _____   Size of bus ordered: _____   Wheelchair accessible needed? No _____

Cost of transportation: $_____   Source: ☐ General Funds ☐ Restricted Funds ☒ No District Funds

Resource #

Fund	Resource	Year	Goal	Function	Object	Site	Manager	Program	LCAP	Optional

HEALTH CONDITIONS/MEDICATION

Will there be any students participating in the field trip with the following conditions? Yes

☐ Severe Allergy   ☐ Student has an Epi-pen at school
☐ Asthma   ☐ Student has an inhaler at school
☐ Diabetes   ☐ Student has medication at school
☐ Seizures   ☐ Student has medication at school
☐ Sickle Cell Anemia   ☐ Student has medication at school
☐ Other condition(s): _____   ☐ Student has medication at school

Will any students need medications during the trip? No

If the answer is yes, please fax the attached Health Services Notification Form to 879-4605.

CERTIFICATES OF INSURANCE

Facility/Program Insurance: Attach copies of Proof of Insurance **from** all private vendors (except publicly owned and operated).

District Insurance: Has vendor requested that OUSD provide a certificate of the District's insurance? Yes
If yes, attach the written requirements provided by the Facility. (Once the Certificate of Insurance is prepared, it will be faxed to the contact person at the facility and the school site contact. The original certificate will then be sent to the school site contact and will be given to the facility if required.)

OFFICE OF ACCOUNTABILITY PARTNERS

If restricted funds are used for this field trip/excursion, Office of Accountability Partners approval is required to ensure compliant use of resources and alignment with the Single Plan for Student Achievement (SPSA). List the relevant SPSA Tracking Numbers to indicate alignment.

SPSA Tracking #:_____

1. Attach a copy of the site plan, if modified. Modified SPSA Date: _____
2. Documentation of the follow up activities is to be maintained at the site for State and Federal compliance review.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Site: Oakland Technical High School

Teacher Supervising Trip: _____

Destination: _____

Date of Departure: _____

APPROVAL OF REQUEST	Signature	Check One		Date
		Approved	Denied	
Site Administrator ☐ Trip aligns with grade level standards ☐ Trip purpose, supervision plan, transportation, safety parameters and funding are appropriate ☐ Reviewed agreements/contracts with any facility, program or vendor (attach copies) ☐ Organization(s) involved in the trip have expertise in operating student trips	*Martel Price*	Approved		12/11/2025
Network Superintendent ☐ Trip purpose, transportation, and funding are appropriate ☐ Organization(s) involved in the trip have expertise in operating student trips	*Vanessa Sifuentes*	Approved		12/11/2025
Office of Accountability Partners (if restricted funds) ☐ Compliant use of resources and in alignment with school site plan (SPSA)				
Risk Management ☐ Business contracts, insurance, safety and policy compliance are sufficient ☐ Notify Site of **conditional approval** of Request **pending** receipt of the completed Checklist Prior to Trip Departure (and attachments)	*Rebecca Littlejohn*	Approved		12/16/2025

APPROVAL OF TRIP	Signature	Check One		Date
		Approved	Denied	
Site Administrator ☐ Forward the **completed:** (1) Checklist Prior to Trip Departure; (2) list of students and adults attending trip; (3) "Declaration of Driver" and required attachments, completed by **each** driver of private or rental vehicle	*Martel Price*	Approved		12/11/2025
Risk Management) ☐ Confirm receipt of completed Checklist, list of students/adults, and Declarations of Driver ☐ Notify Site of Trip Approval once approved by Superintendent	*Rebecca Littlejohn*	Approved		12/16/2025
Superintendent ☐ Approve/disapprove trip ☐ Returns Request Form to Risk Management	*Sondra Aguilera*	Approved		12/16/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

CHECKLIST TO BE COMPLETED BY SITE ADMINISTRATOR PRIOR TO TRIP DEPARTURE
(initial each item certifying completion)

AGL___ "OUSD Student Out of State Field Trip/Excursion Permission Slip" has been signed by parent(s)/guardian(s) of all student participants.

AGL___ "Adult Participant Field Trip/Excursion Chaperone Agreement" signed by all non-District employee chaperones.

AGL___ OUSD Fingerprint and TB risk assessment per OUSD AR 1240 have been obtained for all non-District employee chaperones.

AGL___ No student has been prevented from making a trip due to lack of sufficient funds.

AGL___ No District funds will be used to pay for "pupil expenses" on out of state trips unless waiver of Education Code 35330(b)(3) is granted by OUSD Board of Education and the State Board of Education. Pupil expenses include meals, sundries, lodging, etc. (District funds may be used to pay transportation costs or direct educational program costs.)

AGL___ Meeting held for staff, noncertificated adults, parent(s)/guardian(s) and students in advance of trip to discuss trip and safety related procedures, itinerary and questions as required by OUSD AR 6153.
Meeting date: 12/01/2025_____

AGL___ Health Conditions/Medication: School nurse or Health Services has been consulted at least two weeks prior to any field trip. Trip participant health information has been gathered and reviewed and any needed revisions to supervision plan made, including making sure that chaperones understand relevant information (e.g., food allergies). A plan has been developed by a school nurse to collect, secure, and dispense prescription medications from their original containers and consistent with physician's instructions. (See OUSD AR 5141.21)

AGL___ Supervision is by certificated personnel and assisted by other school employees, parent(s)/guardian(s), or other authorized chaperones who are at least 21 years old. Site Administrator and Teacher/lead trip staff are satisfied all chaperones are willing and able to perform required duties, including understanding and implementing instructions, understanding health information for students in their group and responding effectively in the event of an emergency.

AGL___ Adult to Student Ratio is at least 1:10 as required by OUSD BP 6153 (or higher if high risk activities).

AGL___ Sleeping arrangements and night supervision are safe and appropriate.

AGL___ Safety requirements have been met (e.g., first aid kits, emergency contact and health info, instructions for chaperones, cell phones). At least one adult has current First Aid/CPR training.

AGL___ Confirm that: (1) arrangements have been made for use of a vehicle in event of illness or emergency and (2) students received instruction in safe conduct on bus or other transport.

AGL___ OUSD Declaration of Driver form completed and signed by driver and registered owners of any private vehicles used on trip and copy of proof of insurance and California driver's license are on file and secured at school site. The same forms may be used for multiple trips or for entire school year as long as insurance proof on file is updated. This requirement does not apply to licensed bus companies on the District's approved bus list or for public transportation entities, airlines or AMTRAK.

AGL___ ☐ Swim/Water Activities: OUSD "Procedures for Fields Trips including Swim or Water Activities" have been met.

AGL___ Site and trip leader has a list of students and adults attending trip.

AGL___ Staff and students will wear masks while indoors (including transportation) during the trip.
　　　　IF MANDATED

TRIP APPROVAL IS CONDITIONED ON COMPLETION OF THIS CHECKLIST

Overnight Field Trip/Excursion Request Form　　　　Page 5 of 5　　　　Legal Rev.7/26/21

Site to keep all field trip records (permission forms, declaration of drivers, etc) for 2 school years following trip completion. **81**