Board Office Use: **Legislative File Info.**	
File ID Number	25-0305
Introduction Date	02-19-2026
Enactment Number	
Enactment Date	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Facilities Committee

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

Meeting Date February 19, 2026

Subject Draft 2026 Facilities Master Plan - First Read

Ask of the Board This item presents the Draft 2026 Facilities Master Plan for the Oakland Unified School District for information, discussion, and feedback. The Plan is shared as a draft and is intended to support a First Read followed by refinement and subsequent consideration for Board adoption.

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 Draft 2026 Facilities Master Plan serves as a long-range, data-informed roadmap to guide how the District plans, prioritizes, and invests in its school facilities over time. It is designed to support safe, healthy, equitable, and educationally appropriate learning environments, while aligning facilities planning with enrollment trends, program needs, fiscal sustainability, and community priorities.

Discussion The draft reflects nearly a year of analysis and engagement and integrates updated 2025 assessments, including:

- Facility Condition Index (FCI)
- Educational Adequacy Assessments
- Capacity and utilization analysis
- Identification of facility deficiencies and associated rough-order-of-magnitude cost estimates

The Plan introduces a decision-making framework to guide future capital investments, including criteria to distinguish between focused improvements, major modernizations, and transformative rebuild projects.

The Draft Facilities Master Plan includes:

- A districtwide investment framework to prioritize capital improvements
- Strategies for addressing water quality issues, including lead-in-water testing, mitigation, and long-term management
- Analysis of funding eligibility and availability, including State funding opportunities
- A proposed school metrics scorecard to support transparent, site-level evaluation
- Preliminary project recommendations based on the adopted framework

Appendices and Upcoming Deliverables

The Appendix included with this draft contains three sample school profiles (elementary, middle, and high school) to illustrate the structure and content of the school-by-school scorecards. These profiles include enrollment, demographic context, capacity, facility conditions, educational adequacy, and high-level recommendations.

A subsequent version of the Draft Plan will expand these profiles to include all OUSD schools and programs, along with the accompanying public dashboard.

Next Steps

- Presented at the February 2026 CBOC Meeting – First Read of the Draft Plan
- February 19, 2026: Facilities Committee – First Read of the Draft Plan
- March 2026: CBOC – Second Read and Recommendation
- March 2026: Facilities Committee and Board – Second Read and Vote
- Spring 2026: Board of Education – Final Consideration and Adoption

Staff welcome feedback and questions at this stage to inform refinement of the Plan prior to final consideration.

Fiscal Impact Bond Measure Y

Attachment(s) Draft 2026 Facilities Master Plan Report

OAKLAND UNIFIED SCHOOL DISTRICT

2026 FACILITIES MASTER PLAN

DRAFT: JANUARY 2026

PERKINS EASTMAN

EVERY STUDENT THRIVES! EVERY STUDENT THRIVES!

Acknowledgments

The Oakland Unified School District extends its sincere appreciation to the students, families, staff, school leaders, Board of Education, advisory committees, and community partners who contributed their time, insights, and lived experiences to the development of the Draft 2026 Facilities Master Plan. Their perspectives were essential in shaping a plan that is grounded in data, informed by community priorities, and aligned with OUSD's commitment to equity, student well-being, and high-quality learning environments.

The District also thanks its planning and technical partners for their expertise and support in advancing a thoughtful, transparent, and forward-looking facilities strategy for Oakland's schools.

Produced by the Department of Facilities Planning & Management, OUSD & Perkins Eastman

Direct Contact:

Preston Thomas, *Chief Systems and Services Officer*
Pranita Ranbhise, *Executive Director, Facilities Planning*
Sele Nadel-Hayes, *Executive Director, Facilities Construction*

Oakland Unified School District
955 High Street
Oakland, CA 94601

CONTENTS

List of Figures

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1.0 EXECUTIVE SUMMARY

Laurel Child Development Center

1 EXECUTIVE SUMMARY

The Oakland Unified School District (OUSD) Facilities Master Plan (FMP) establishes a long-term, data-informed framework to guide how the District plans, prioritizes, and invests in its school facilities.

OUSD serves approximately 34,000 students across a diverse system of more than 100 campuses, including elementary, middle, high school, early childhood, and alternative programs.

District facilities also support both district-run schools and charter schools, reflecting OUSD's role in serving a broad range of educational programs across the city.

These facilities are essential to advancing the District's mission to support whole-child development, academic achievement, and strong community connections.

Interconnected Challenges

The FMP responds to a set of interconnected challenges facing the District. Much of OUSD's facilities portfolio is aging and increasingly costly to maintain, with many campuses requiring reinvestment to meet modern expectations for safety, accessibility, sustainability, and instructional quality. The District also continues to rely heavily on portable classrooms, many of which are well beyond their intended useful life. At the same time, Oakland Unified is experiencing sustained enrollment decline, with district-run enrollment decreasing over the past decade, alongside shifting residential growth patterns and family choice dynamics. These conditions underscore the need for a more intentional, long-range approach to facilities planning.

- Building age drives OUSD's long-term maintenance burden. About 82% of campuses were built between the 1920s and 1970s, indicating a need for deeper modernization or replacement.
- Lack of cooling systems and water quality issues are recurring community concerns and highlight health, safety, and comfort gaps across OUSD facilities.
- Over 75% of portables are at or beyond their useful life and still used for daily instruction, reinforcing the need to replace temporary structures with permanent classrooms.
- A high concentration of small schools, combined with declining enrollment, strains finances and staffing. It also limits program breadth and student opportunities.
- Current enrollment uses about 59% of planned capacity. This indicates substantial excess capacity across OUSD facilities

A Comprehensive and Community-Informed Foundation

The Facilities Master Plan is grounded in a robust and transparent data foundation, integrating Facility Condition Assessments, Educational Adequacy Assessments, updated capacity and program analyses, enrollment and demographic trends, and extensive community engagement.

MORE THAN 1,300 OUSD STUDENTS, PARENTS, STAFF AND OAKLAND COMMUNITY MEMBERS PARTICIPATED THROUGH SURVEYS, TOWN HALLS, WORKSHOPS, AND ADVISORY SESSIONS.

The priorities were consistently emphasized such as reliable infrastructure, safe and welcoming schools, modern learning environments, strong outdoor spaces, and long-term sustainability. These priorities directly shaped the investment framework and recommendations presented in this plan.

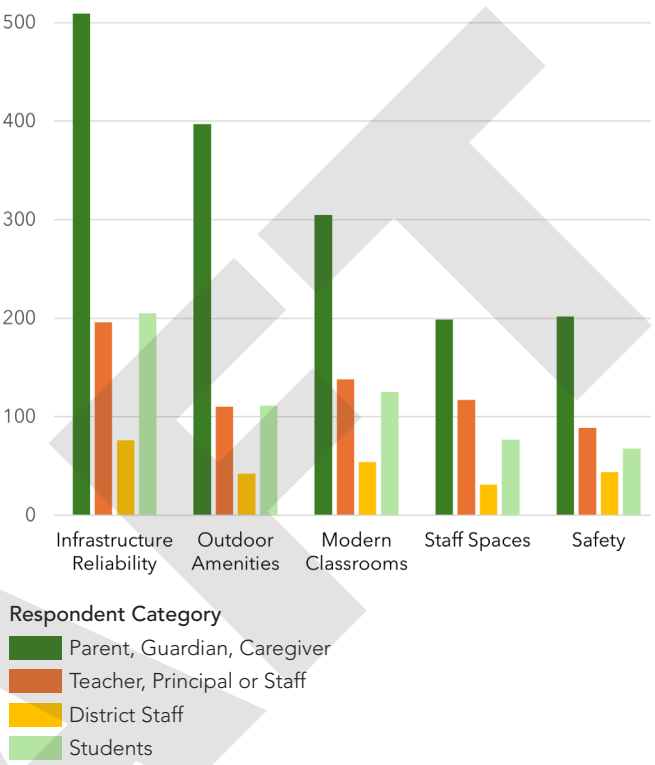

Figure 1 *Survey Results on top 5 FMP Priorities*

All City Council (ACC) FMP Workshop (2025)

A Framework for Future Investment, Not a Project List

This Facilities Master Plan does not identify or approve specific capital projects, nor does it authorize funding. This plan does not make decisions about school closures, mergers, or consolidations. Instead, the FMP provides a clear framework for evaluating future investments, funding initiatives, and long-term portfolio decisions in a transparent and consistent manner.

CENTRAL TO THE PLAN IS A T-SHAPED INVESTMENT STRATEGY THAT BALANCES DISTRICT-WIDE NEEDS WITH FOCUSED, TRANSFORMATIVE PROJECTS.

The vertical component of the strategy prioritizes Tier 1 district-wide investments that address critical system needs across the full portfolio, including life-safety, core building systems, accessibility, and other high-priority deficiencies. Tier 2 and Tier 3 projects can be layered in as funding allows to address additional enhancements and programmatic improvements, creating a flexible and responsive capital program.

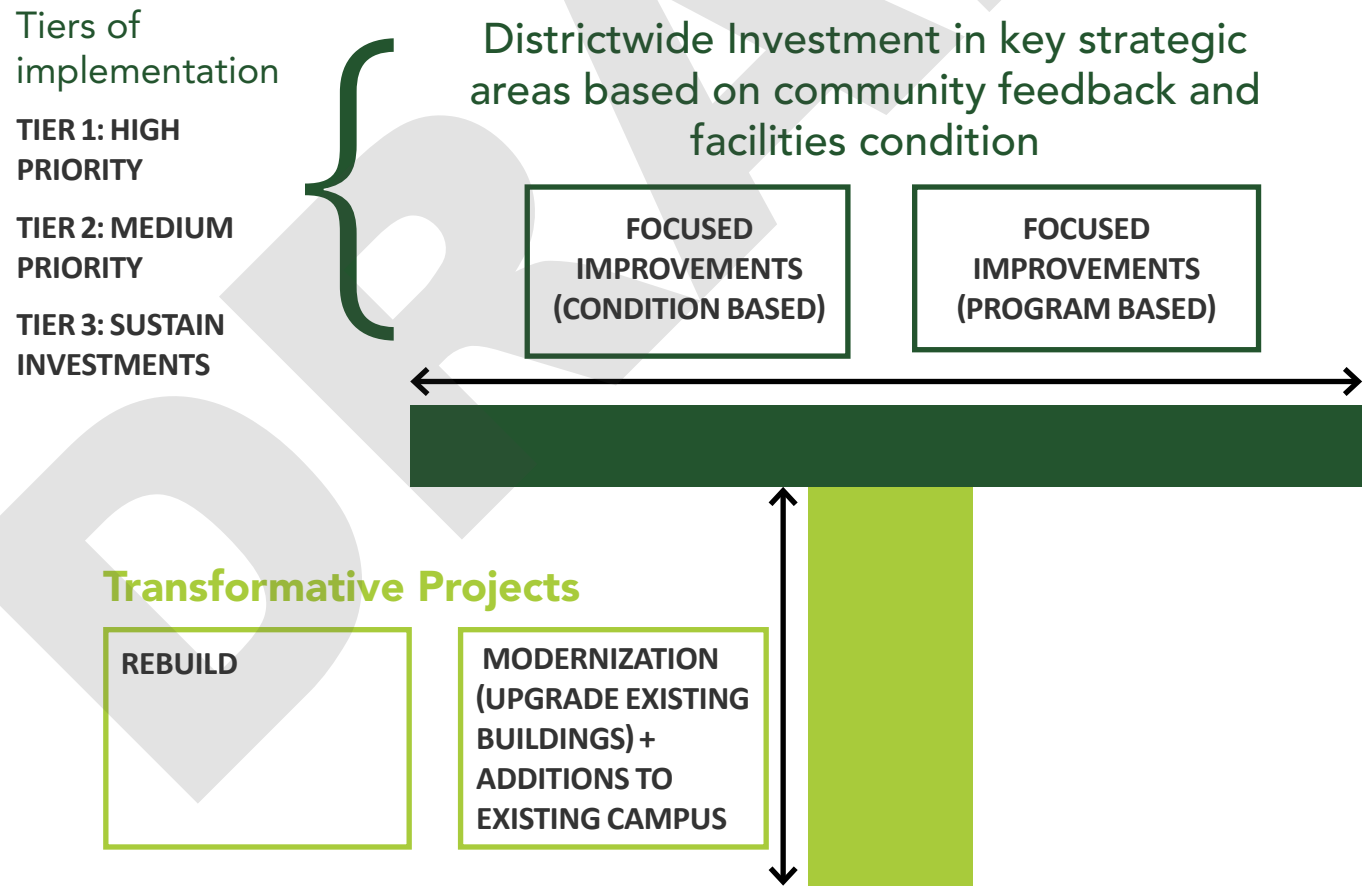

Figure 2 *T-Shaped Investment Strategy*

Recommendations for Future Bond Strategy

The FMP recommends that future bond efforts be structured not simply to continue repairing schools, but to intentionally re-envision and reshape the District's long-term facilities footprint. While past bonds appropriately focused on health, safety, and deferred maintenance, the next generation of investment presents an opportunity to use transformative projects as a lever to design the school system Oakland wants for future generations.

The next generation of investment presents an opportunity to use transformative projects as a lever to design the school system Oakland wants for future generations.

The plan recommends that each future bond cycle consider the following framework:

EARLY CHILDHOOD INVESTMENT:

California has made a strong commitment to early childhood investment, and it is critical that we provide children with a strong early start. With Measures C and AA, we have an opportunity to align resources and build a robust PK–12 pipeline that supports the next generation of students.

Each bond cycle could prioritize one early childhood center or hub strategically located to support dense neighborhoods. Where feasible, these facilities should be integrated into elementary campuses to create a seamless PK–5 continuum.

TRANSFORMATIVE ELEMENTARY PROJECTS:

Each bond cycle could include two transformative elementary school projects that integrate early learning on-site, replace outdated facilities, and are designed for long-term sustainability, serving at least 600 students with a full continuum of special education programming and supports integrated into the campus.

SECONDARY SCHOOL MODERNIZATION

Each bond cycle could also include one transformative middle school project and one transformative high school project, with designs that integrate Career Technical Education and Linked Learning pathways to support college and career readiness.

Madison Park Academy

McClymonds High School


West Oakland Middle School

These full-scale modernizations would be complemented by district-wide Tier 1 investments to ensure that all schools benefit from bond funding, not only those undergoing comprehensive reconstruction. As bond capacity allows, Tier 2 and Tier 3 projects can be strategically layered in to address additional needs, leverage efficiencies, and respond to evolving conditions.

Using Investment to Support Long-Term Portfolio Sustainability

As modernization projects are scoped, the plan recommends that the District intentionally explore opportunities to strengthen all Districtwide facilities. This may include consolidating programs from small, outdated campuses into stronger, modernized sites where appropriate , prioritizing the removal of aging portables, improving utilization, adding modern workspaces for all staff and supporting campuses capable of sustaining integrated community school services.

OVER A SUSTAINED HORIZON OF APPROXIMATELY THREE BOND CYCLES, OR 20 TO 25 YEARS, THIS APPROACH PROVIDES A PATHWAY TO GRADUALLY TRANSITION FROM MAINTAINING MANY AGING FACILITIES TO SUSTAINING FEWER, STRONGER, MODERNIZED CAMPUSES BUILT TO CONTEMPORARY STANDARDS.

Leveraging State Funding

An important recommendation embedded in the FMP is the explicit use of state funding eligibility as a strategic criterion in project sequencing. By aligning bond investments with projects that maximize eligibility for the State School Facility Program, Oakland Unified can significantly extend the impact of local bond dollars. This approach allows the District to do more with each bond cycle while maintaining flexibility to address district-wide priorities and long-term needs.

A Decision-Support Tool for the Next Chapter

Ultimately, the Oakland Unified Facilities Master Plan is a decision-support tool for the District's next chapter. It balances immediate infrastructure needs with long-term vision, centers community priorities, and provides a clear, adaptable framework for future investment and planning.

By pairing district-wide improvements with transformative modernizations and grounding decisions in transparent data, the FMP positions Oakland Unified to deliver high-quality, sustainable learning environments for decades to come.

Investment Type	Bond Measure 1	Bond Measure 2	Bond Measure 3
Early Childhood Investments (PK & TK expansion) – Expansion at school sites to build a full early learning continuum on a campus	PK/TK expansion at selected campuses	Continued expansion to additional campuses	Full districtwide PK–TK feeder strategy established
Elementary School Rebuilds (≈600 students) – Two right-sized elementary schools to allow OUSD to reset its long-term footprint	2 Elementary Schools	2 Elementary Schools	2 Elementary Schools
Middle School Investment – One middle school modernized or rebuilt per phase	1 Middle School	1 Middle School	1 Middle School
High School Investment – One comprehensive high school modernized or rebuilt per phase	1 High School	1 High School	1 High School

Figure 3 *Continuous cycle of investment over at least three bond cycles*

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2.0 INTRODUCTION


Book Review
Title: Sam and the Lucky Money
Author: Karen Chinn
Illustrator: Cornelius Van Wright & Ying-Hwa Hu
Characters: Mom, boy and homeless guy
Setting: The city
Dilemma: Spend his lucky money but not sure on wh
Resolution: Sam gave the homeless man his lucky mo
Lily, Sally, Rosa and George
1+1=2
Lily has 1 chopstick.
How many all together do they need to eat?
1+1=2
1+1=8
Evergreen
Dancing helps us connect to our roots and each other.
Our Schedule
Breakfast
Centers
Story Time
Morning Work
Lunch
Recess
Pack Up
COBRA
GOOD VIBES

2 INTRODUCTION

2.1. Introduction to OUSD

Mission Statement

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

Vision Statement

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.

Oakland Unified School District (OUSD) serves one of the most diverse, multilingual, and dynamic urban populations in California. The District provides educational services to more than 34,000 students across preschool, transitional kindergarten, kindergarten, elementary, middle, and high school programs.

In addition to its core PK–12 system, OUSD operates a comprehensive Early Childhood Education program and offers Adult Education programs that reach thousands of learners each year at District sites, local college campuses, and community-based partner locations.

To support this broad range of instructional needs, The District manages a substantial and varied portfolio of 108 facilities and campuses, including 80 District-run schools and programs. Together, these facilities comprise an extensive network of learning environments that reflect the geographic, cultural, and programmatic diversity of the communities OUSD serves.

46 Elementary Schools
3 Kindergarten (K)–8 Schools
11 Middle Schools
3 Grade 6–12 Schools
7 High Schools
6 Alternative High School sites
1 Independent Study site
2 Programs at Exceptional Children (PEC) sites

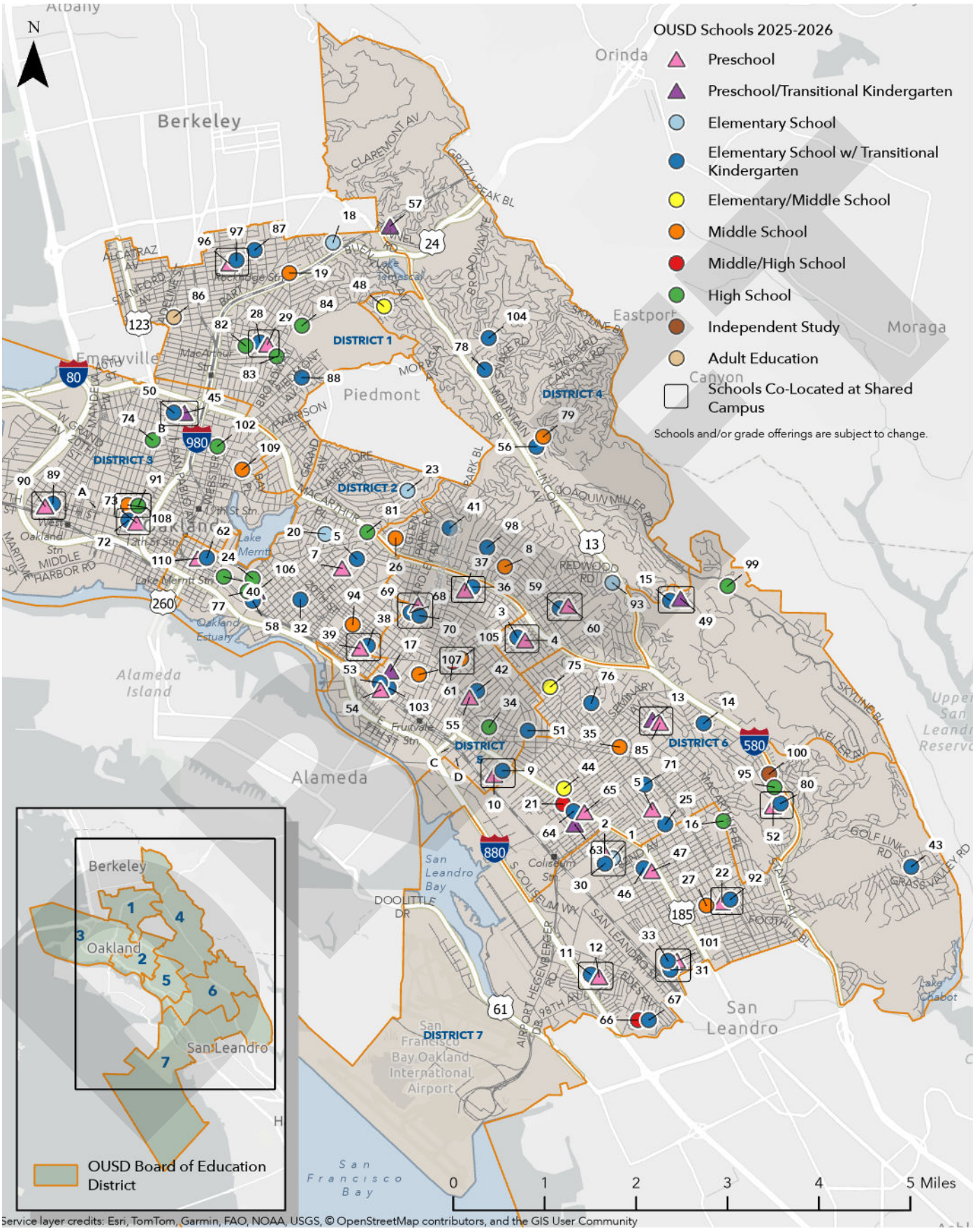

Figure 4 *OUSD All Schools and Grade Offerings, 2025-26 Source: OUSD*

Map Key	School Name	Grade Span
1	ACORN Woodland	K-5
2	ACORN Woodland Preschool	PK
3	Allendale	PK/TK-5
4	Allendale Preschool	PK
5	Arroyo Viejo Preschool	PK
5	Bella Vista	TK-5
7	Bella Vista Preschool	PK
8	Bret Harte	6-8
9	Bridges	TK-5
10	Bridges Preschool	PK
11	Brookfield	TK-5
12	Brookfield Preschool	PK
13	Burbank Early Learning Center	PK/TK
14	Burckhalter	PK/TK-5
15	Carl B Munck	TK-5
16	Castlemont	9-12
17	Centro Infantil de la Raza Preschool	PK/TK
18	Chabot	K-5
19	Claremont	6-8
20	Cleveland	K-5
21	Coliseum College Prep	6-12
22	Cox (REACH) Preschool	PK
23	Crocker Highlands	K-5
24	Dewey Academy	11-12
25	East Oakland PRIDE	TK-5
26	Edna M Brewer	6-8
27	Elmhurst United	6-8
28	Emerson	PK/TK-5
29	Emerson Preschool	PK
30	EnCompass	TK-5
31	Esperanza	TK-5
32	Franklin	TK-5
33	Fred T Korematsu Discovery	TK-5
34	Fremont	9-12
35	Frick United	6-8
36	Fruitvale	TK-5
37	Fruitvale Preschool	PK
38	Garfield	TK-5
39	Garfield Preschool	PK
40	Gateway to College	11-12
41	Glenview	TK-5
42	Global Family	TK-5
43	Grass Valley	TK-5
44	Greenleaf	TK-8
45	Harriet Tubman Preschool	PK/TK
46	Highland Community	PK/TK-5
47	Highland Preschool	PK
48	Hillcrest	K-8
49	Hintil Kuu Ca Preschool	PK/TK
50	Hoover	TK-5
51	Horace Mann	PK/TK-5
52	Howard (OAK) Preschool	PK
53	International Community	TK-5
54	International Preschool	PK
55	Jefferson Preschool	PK
56	Joaquin Miller	TK-5
57	Kaiser Preschool	PK/TK
58	La Escuelita	TK-5
59	Laurel	PK/TK-5
60	Laurel Preschool	PK
61	LIFE Academy	6-12
62	Lincoln	TK-5
63	Lockwood Preschool	PK/TK
64	Lockwood STEAM	TK-5
65	Lockwood STEAM Preschool	PK
66	Madison Park	6-12
67	Madison Park Primary	TK-5
68	Manzanita Community	TK-5
69	Manzanita Preschool	PK
70	Manzanita SEED	TK-5
71	Markham	PK/TK-5
72	Martin Luther King Jr	PK/TK-5
73	Martin Luther King Jr Preschool	PK
74	McClymonds	9-12
75	Melrose Leadership	3-8
76	Melrose Leadership	TK-2
77	MetWest	9-12
78	Montclair	PK/TK-5
79	Montera	6-8
80	Oakland Academy of Knowledge	TK-5
81	Oakland High	9-12
82	Oakland International	9-12
83	Oakland Technical Lower Campus	9-12
84	Oakland Technical Upper Campus	9-12
85	PEC Infant Preschool	PK
86	PEC Young Adult	12+
87	Peralta	TK-5
88	Piedmont Avenue	TK-5
89	Prescott	PK/TK-5
90	Prescott Preschool	PK
91	Ralph J Bunche	11-12
92	REACH	TK-5
93	Redwood Heights	K-5
94	Roosevelt	6-8
95	Rudsdale	11-12
96	Sankofa Preschool	PK
97	Sankofa United	PK/TK-5
98	Sequoia	TK-5
99	Skyline	9-12
100	Sojourner Truth Independent Study	TK-12
101	Stonehurst Preschool	PK
102	Street Academy	9-12
103	Think College Now	TK-5
104	Thornhill	TK-5
105	United for Success	6-8
106	United Nation Preschool	PK/TK
107	Urban Promise	6-8
108	West Oakland	6-8
109	Westlake	6-8
110	Yuk Yau Preschool	PK

OUSD School Board Districts

The OUSD is governed by a Board of Education that is comprised of seven members, each elected by voters from one of the seven geographic districts. These seven districts are a fundamental part of the political and governance structure of OUSD, linking the diverse communities of Oakland directly to the leadership of its public school system.

OUSD'S SEVEN DISTRICTS

These districts are primarily for the purpose of electing the school board members who represent the constituents within those geographic boundaries.

OUSD DISTRICT STRUCTURE

Representation: Each district is an electoral area, ensuring that a school board member is locally accountable to a specific part of the city. This structure is intended to give diverse neighborhoods a direct voice in its district's governance.

Board Governance: The seven elected members of the Board of Education set the policies, approve the budget, and hire the Superintendent to manage the daily operations of the school District. They serve four-year terms on a staggered basis.

Centralized Administration: Despite having seven electoral districts, the Oakland Unified School District operates as a single, unified district with a central administration, setting overall curriculum, financial, and operational standards for its many district-run and charter schools.

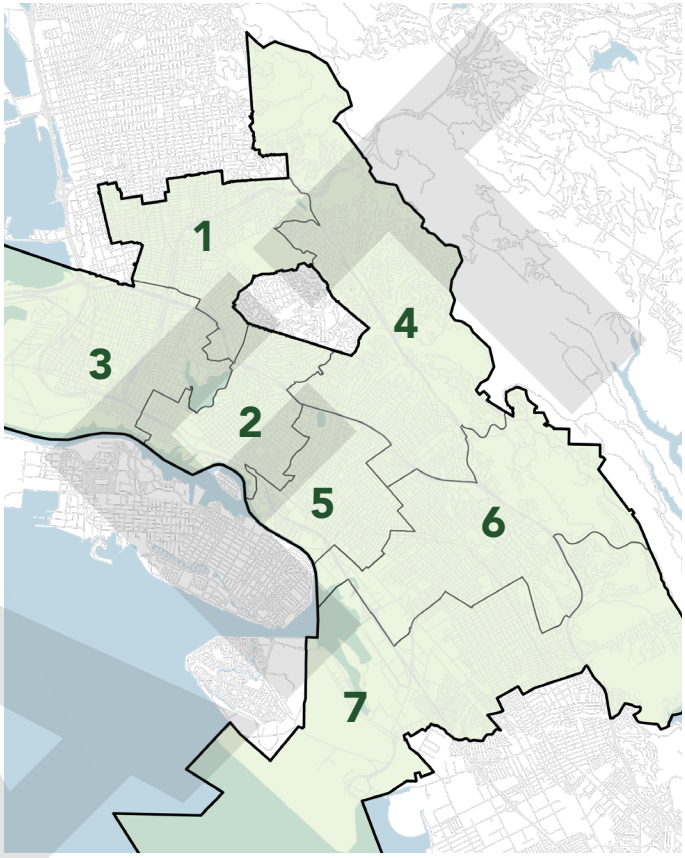

Figure 5 *OUSD Board Districts*

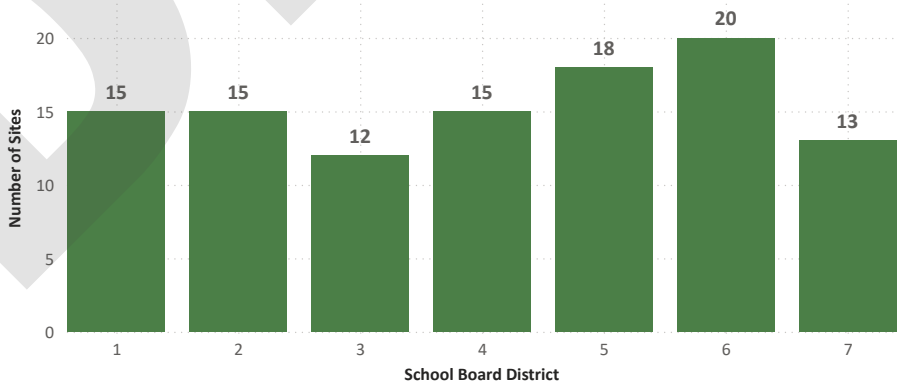

Figure 6 *Distribution of programs and facilities in OUSD School Board District*

2.2. Facilities Master Plan (FMP)

Definition and Purpose

The Facilities Master Plan (FMP) provides a long-term, system-wide roadmap to guide the development, renovation, modernization, and ongoing maintenance of OUSD's schools and support facilities.

It addresses long-term priorities such as major capital improvements, enrollment shifts, and potential campus consolidation. It also identifies near-term needs like safety upgrades, accessibility improvements, building system repairs, and support for current instructional programs.

The plan is grounded in the principle that facilities must directly support learning. Today's schools serve not only as places of instruction, but also as community anchors and environments that influence students' academic, social, and emotional well-being. A healthy, modern, and responsive school environment can meaningfully enhance student outcomes.

The OUSD FMP is a collaborative and data-informed effort that identifies strategic investments to maximize the District's return on investment while ensuring equitable access to high-quality learning environments across all communities.

Facilities Mission Statement:

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.

Challenges Today: Aging Buildings, Failing Infrastructure, and Outdated Classrooms

Figure 7 *Planning Framework Process*

Where does this FMP Fits in the Planning Framework

OUSD's comprehensive facilities planning process starts with district-wide direction, moves through planning tools, and ends with an actionable facilities project list. The Guiding Principles (OUSD Vision & Mission, Strategic Plan, and Facilities Mission) set the overall goals for what the District is trying to achieve.

NEXT, THE FMP SITS WITHIN THE PLANNING TOOLS LAYER.

The FMP is the key bridge between vision and action—it compiles facility conditions, assessments, and foundational data, and provides a consistent framework for decision-making.

The FMP then feeds into Strategies & Operations, where the District translates findings into priorities, initiatives, and implementation decisions—such as budgeting, staffing, operations, grant development, and partnerships.

The outcome is a Facilities Project List: a comprehensive, prioritized set of projects that reflects community needs, facility conditions, equity goals, and available funding.

Adjacent Planning Tools to a FMP:

- An Asset Management Plan is a data-driven roadmap that inventories facility assets, assesses their condition and remaining life, prioritizes repairs and replacements, and guides long-term budgeting while informing the best strategic and long-term use of district properties.
- A Deferred Maintenance Plan identifies and prioritizes delayed facility repairs, estimates costs, and outlines a schedule and funding approach to address backlog over time.

What the Facility Master Plan Establishes

A STARTING POINT FOR STRATEGIC, LONG-TERM PLANNING

The Facilities Master Plan is designed to support future efforts, including bond planning, programmatic reviews, boundary analysis, and enrollment strategies. It recognizes that durable solutions require coordinated planning across facilities, academics, finance, and community engagement—not isolated decisions.

A FOUNDATION FOR FUTURE INVESTMENT PRIORITIES

The Facilities Master Plan establishes the data, analysis, and shared understanding needed to thoughtfully prioritize future capital investments. It creates the conditions for the District and community to engage in clear-eyed conversations about which projects best advance the district goals: student success, long-term sustainability, and equity.

A PLATFORM FOR ALIGNING FACILITY PLANNING WITH ACADEMIC VISION

The Plan supports the next phase of work: defining the academic programs, pathways, and school models families are seeking and ensuring the next major facilities projects that come with any future bond are aligned to support those choices. It invites deeper collaboration with students, families, educators, and community partners to shape school environments that affirm our values, attract enrollment, and strengthen confidence in District schools.

A TOOL FOR TRANSPARENT DECISION-MAKING

The Plan equips decision-makers with consistent, accurate, credible, and actionable data about facility conditions, utilization, demographics, and long-term needs. This transparency is essential for making responsible choices about future investments, restructuring, and tradeoffs in a way the community can understand and trust.

A COMMITMENT TO FLEXIBILITY AND COMMUNITY PARTNERSHIP

Rather than prescribing outcomes, the Plan creates space for ongoing dialogue and refinement. It supports an adaptive approach that responds to changing conditions, evolving community needs, and a shared aspiration to build excellent schools in every neighborhood.

What will the Facilities Master Plan Inform?

The FMP is intentionally designed to serve as the district's foundational planning tool. Once completed, it becomes the reference point that informs a number of important documents, processes, and decisions. The FMP informs—but does not replace—other planning efforts such as academic program planning, asset management, deferred maintenance, energy planning, sustainability and LCAP development.

Together, these strategies lead to a comprehensive and prioritized facilities project list that reflects community needs, district goals, facility conditions, and available funding.

> Outputs from the FMP help shape priorities, initiatives, budget planning, and portfolio decisions, including coordination with the City of Oakland.

ACADEMIC PROGRAM PLANNING

The FMP sets the baseline for evaluating program needs and determining whether existing facilities support signature academic pathways, early learning, special education services, multilingual programs, and career and technical education opportunities.

ASSET MANAGEMENT PLANNING

Although separate from a full Asset Management Plan, the FMP provides the essential condition data that shapes lifecycle planning, maintenance priorities, and investment strategies.

DEFERRED MAINTENANCE STRATEGIES

The facility condition assessments within the FMP help OUSD quantify deferred maintenance and identify where critical systems such as HVAC, roofing, plumbing, structural elements, and electrical systems require near-term or long-term attention.

ENERGY MANAGEMENT AND SUSTAINABILITY WORK

Energy efficiency and sustainability initiatives are being advanced through parallel planning and implementation efforts that are informed by, but not limited to, the FMP.

EDUCATION SPECIFICATIONS AND DESIGN STANDARDS

The FMP provides the foundation for revising districtwide educational specifications. Through the adequacy assessments and other resources, it can help define what modern, flexible, and equitable learning environments should look like across OUSD.

LCAP DEVELOPMENT AND STRATEGIC ALIGNMENT

Facilities influence student experience, wellness, and access to programs. The findings of the FMP allow OUSD to connect facility needs and investments to broader student outcomes and to align with the Local Control and Accountability Plan.

BUDGETING, BOND PLANNING, AND FUNDING STRATEGY

A major purpose of the FMP is to prepare the district for future bond measures and eligibility for State School Facility Program funding. The plan ensures that capital investment proposals are grounded in transparent data and clear rationale related to facility needs, district goals, and community priorities.

RE-ENVISIONING THE DISTRICT'S FOOTPRINT

With accurate and comprehensive data, OUSD can begin to explore how the size and configuration of its school system should evolve over time. While the FMP does not make decisions about closures or consolidations, it supplies the information needed to have those discussions responsibly.

COLLABORATION WITH THE CITY OF OAKLAND

The FMP encourages continued coordination with city agencies on issues such as anticipated housing development, transportation planning, and long-term population shifts. This ensures that school planning aligns with the future growth of the city.

What this FMP Is?

A long-term, data-driven framework that assesses facility conditions, capacity, and educational adequacy to guide strategic decisions about OUSD's facilities.

What this FMP Is Not:

Not a budget, project list, or set of decisions on closures or consolidations; it provides the analysis needed to evaluate those options in future planning and community discussions.

What this FMP will Inform:

Districtwide planning and investment decisions—including academic programs, asset and deferred maintenance planning, sustainability efforts, design standards, LCAP alignment, bond planning, and long-term portfolio strategy.

FMP 2020

Based on 2017-18 data , the 2020 OUSD Facilities Master Plan (FMP) outlined the investment needs across more than 100 campuses. The FMP identified major categories of need, including upgrades to building systems, educational adequacy improvements, seismic safety, ADA accessibility, fire and security systems, outdoor spaces, and site infrastructure. Districtwide program strategies included expanding Living Schoolyards, reducing aging portable classrooms, improving kitchen facilities connected to the new central commissary, and consolidating administrative functions. Cost modeling demonstrated that billions of dollars in improvements were required, with each school receiving a site-specific profile outlining deficiencies, lifecycle costs, and investment needs.

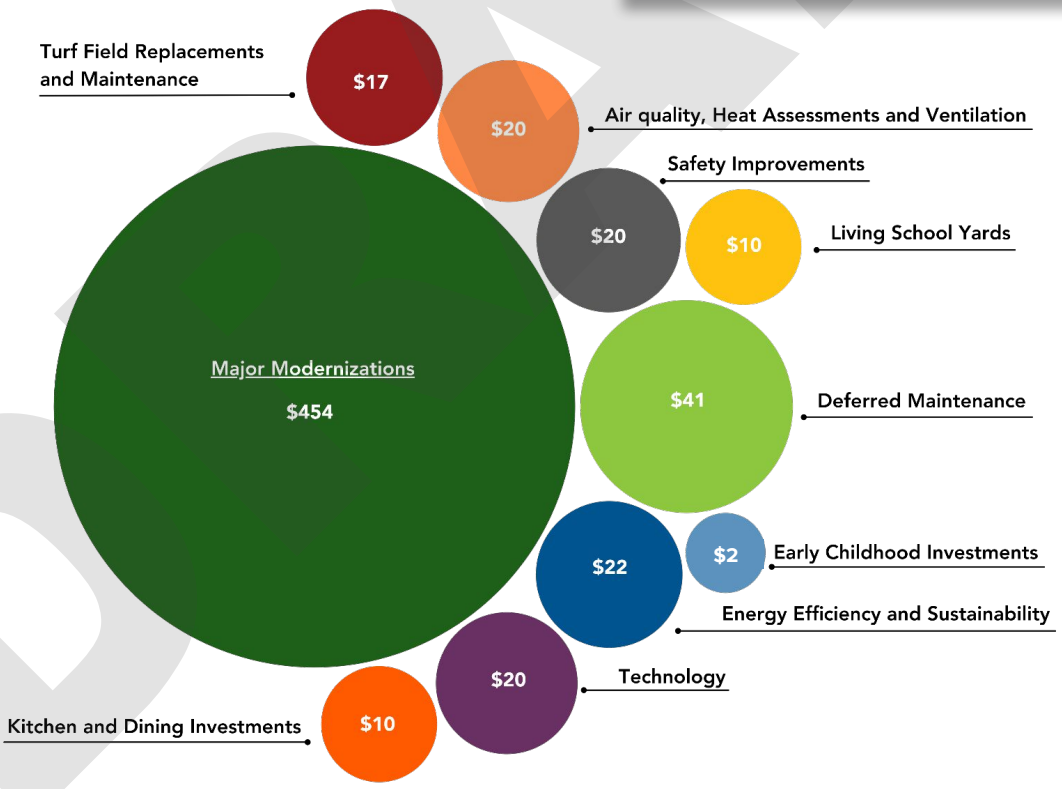

Figure 8 *Planned and completed projects categorized by initiative funded by Measure Y*

Notes:

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

2.3. The 2026 Facilities Master Plan Process

The Facilities Master Plan is developed through a structured, transparent, and community-centered process. As shown in Figure 8, the work progresses through three steps—engagement and data collection, development of a decision-making framework, and plan development—ensuring recommendations are data-driven, aligned with district priorities, and informed by community members' input.

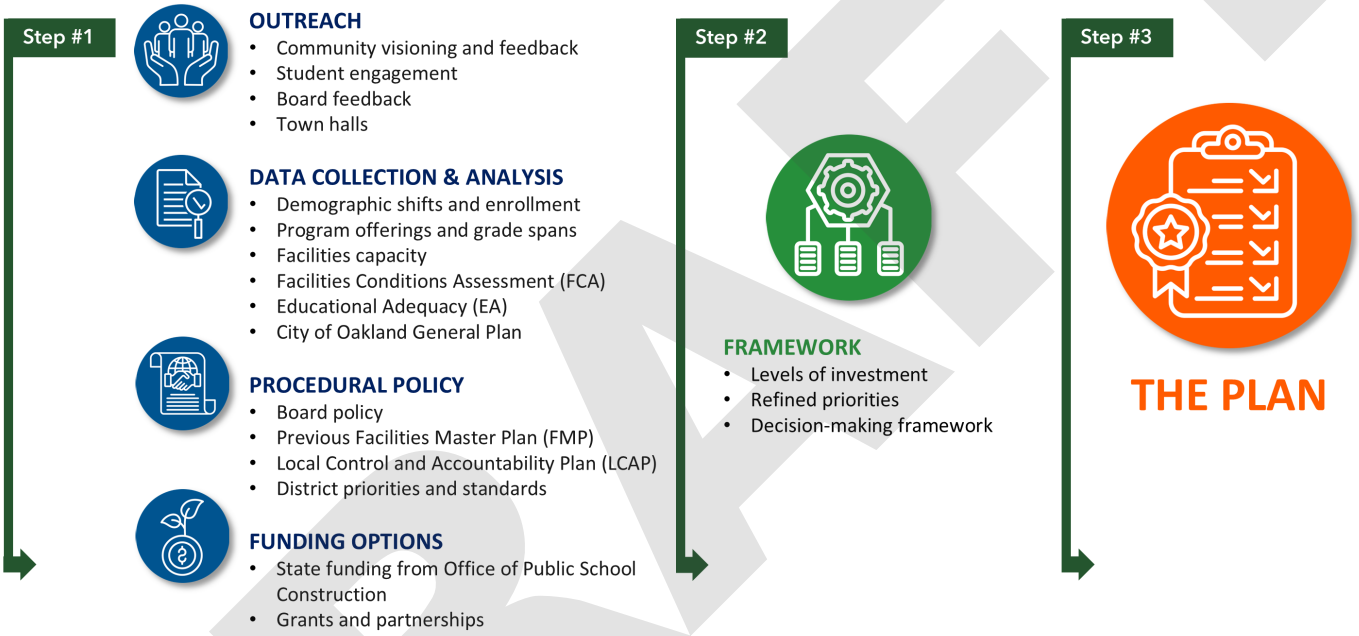

Figure 9 *FMP Development Process*

Step 1: Outreach, Data Collection, Policy Review, and Funding Analysis

The first step brings together the voices, data, and policy context that form the foundation of the Master Plan.

OUTREACH

The process begins with a robust engagement effort that invites feedback from families, students, staff, and community members. This included visioning activities, student-focused engagement sessions, Board feedback, and open town halls. These conversations help the district understand the community's aspirations for its schools and the values that should guide facility investment.

DATA COLLECTION AND ANALYSIS

A comprehensive data review followed the outreach effort. This included analysis of demographic trends and projected enrollment, current program offerings, grade configurations, and the capacity of facilities to support those programs. The district's Facilities Conditions Assessment provides a detailed look at the physical state of each building, while the Educational Adequacy Assessment evaluates how well schools support modern instructional practices. The process also incorporated external planning data, including the City of Oakland's General Plan and anticipated development patterns, to understand how the district's footprint must evolve.

PROCEDURAL POLICY REVIEW

The team then reviewed district policies, previous facility plans, the Local Control and Accountability Plan, and other guiding documents. This step ensures that the Master Plan is aligned with existing commitments, educational priorities, and district-wide standards. It also helps identify where policy updates may be needed to support future facilities work.

FUNDING OPTIONS

Lastly, an examination of potential funding pathways is critical. This includes state funding through the Office of Public School Construction, competitive grants, and potential partnerships that can support capital investment. Understanding the funding landscape is essential because it shapes what is financially achievable for the district.

Step 2: Establishing the Framework

In Step 2, the district synthesizes the outreach findings, data analyses, and policy direction into a framework that will guide decision making.

This step establishes levels of investment that correspond to different types of facility upgrades and educational outcomes. The district also refines its priorities so that the plan reflects the values shared by the community and the Board. Through this work, a clear and consistent framework emerges that helps organize decision making, ensures fairness, and strengthens transparency. The framework acts as the bridge between the detailed data collected in Step 1 and the specific recommendations that will be included in the final plan.

Step 3: The Plan

The final step results in the Facilities Master Plan itself. The plan brings together the insights from community engagement, the findings from facility and adequacy assessments, the demographic and program analyses, the policy review, and the investment framework. It outlines the district's long-term facility needs and establishes a structured approach to prioritizing capital projects.

The plan presents a comprehensive and data-informed vision for how OUSD can modernize, improve, and sustain its school facilities. It also provides the basis for future decision-making efforts, including bond planning, program alignment, and long-term footprint considerations. The plan becomes the district's roadmap for future capital investment and the ongoing transformation of learning environments across Oakland.

Next Steps after the FMP is completed

The FMP is a dynamic framework, and implementation work continues beyond its completion. With the current spending plan established, the Board will need to make strategic decisions that define OUSD's roadmap for the next generation of scholars. Following receipt of the Master Plan by the Board and community, key next steps include:

- Align Capital Spending Plan: Confirm how current and future bond funds and other funding sources align with recommended projects and district priorities.
- Project Prioritization: Identify which schools and projects should advance first based on need, readiness, funding availability, and community impact.
- Continue engagement with school communities to refine project scopes and implementation strategies.
- Site feasibility: Conduct site-level studies and program planning to confirm project feasibility and educational program needs.
- Pursue additional funding opportunities and partnerships to support successful implementation.
- Use this FMP and supporting data as a tool in the restructuring conversations


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2.4. Process and Data Foundations

To create an accurate picture of OUSD's facility needs and to inform future investment decisions, the Facilities Master Plan relied on a comprehensive set of evaluations completed across all campuses. These assessments examined the physical condition of buildings, the educational suitability of learning environments, and the capacity of facilities to support current and future enrollment and programs. Together, these data sources form the foundation for the planning framework and investment strategy presented in this report.

The assessment process included three major components:

- Facility Condition Assessments completed with AECOM
- Educational Adequacy Assessments completed across all campuses
- Updated building and programmatic capacity reviews conducted through site walk-throughs

Each assessment contributes a distinct perspective on campus needs, allowing the district to understand both the visible and the less visible challenges facing aging school buildings.

Madison Park Academy Primary

Facility Condition Assessments (FCA)

In partnership with AECOM, the District conducted a detailed Facility Condition Assessment to evaluate the current and projected condition of building systems and assets. Consultant teams conducted site visits across the District, performing visual assessments of 11 core systems and 55 subsystems, and supplemented these observations with interviews with site staff to understand facility performance and operational needs.

The FCA provides a comprehensive understanding of the physical condition of every school and is essential for identifying deferred maintenance needs, system failures, and long-term replacement requirements.

Teams completed on-site visual inspections and assessed the expected life cycle of systems, the presence of deficiencies, and the level of repair or replacement recommended. This information helps the district prioritize improvements that protect student and staff safety, maintain building functionality, and extend the useful life of facilities.

These assessments reveal both immediate concerns and long-term capital needs. They also support compliance with safety codes and state regulations and help the district plan for a sustainable and cost-effective capital program.

A summary of the conditions can be found in Section 4.

SYSTEMS REVIEWED

The FCA evaluated all major components of campus infrastructure, including:

Core Building Systems Assessed:

- Exterior enclosure such as walls, doors, windows
- Electrical systems
- Fire protection and life safety
- Heating, ventilation, and air conditioning
- Plumbing systems including water and sewer
- Roofing
- Structural infrastructure
- Site improvements such as utilities entering the property

Other Subsystems Assessed:

- Accessibility and ADA compliance
- Elevators and chair lifts
- Exterior enclosures and stairs

Outdated utilities and infrastructure

Educational Adequacy Assessments

In addition to evaluating the physical condition of buildings, the district assessed how well each campus supports modern learning expectations. Educational Adequacy looks beyond the bricks and systems of a school and examines the quality, functionality, and versatility of instructional and student-facing spaces.

CATEGORIES EVALUATED

- Presence: The arrival experience and the way the campus presents itself to students, families, and the community
- Safety and Security: Sightlines, transparency, program locations, and safety features
- Community: The ability of spaces to support relationship-building and a sense of belonging
- Organization: How key functions are arranged, including offices, collaboration spaces, and student activity zones
- Classroom Space: Size, layout, furniture, natural light, display areas, and overall learning ambiance
- Environmental Quality: Acoustics, daylighting, thermal comfort, and indoor air quality
- Assembly: The condition and usability of gathering spaces such as auditoriums and dining halls
- Extended Learning: Informal indoor and outdoor learning opportunities

The Educational Adequacy findings provide insight into how well facilities support student success, whole-child learning, and modern instructional programs. This perspective is critical because even buildings in fair physical condition may be inadequate for current academic practices and student needs.

A summary of the adequacy scores can be found in section 3.

This assessment uses more than 260 metrics organized into eight categories. Each category measures how effectively the campus supports 21st century learning, instructional methodologies, student wellness, and community connection.

Performance is rated from poor to excellent.

Capacity and Program Assessments

Alongside the FCA and educational adequacy evaluations, the planning team conducted updated building and programmatic capacity reviews. These reviews were completed through School Master Schedules, SY 2025-26.

These assessments ensure that the Master Plan reflects the actual ability of each school to serve its student population, both today and in the future. Capacity findings also help align program offerings with available space and support decisions about grade configurations, potential consolidations or expansions, and the long-term footprint of the district.

KEY ELEMENTS OF CAPACITY ASSESSMENT

- Verification of classroom sizes and types
- Identification of specialized program spaces such as early childhood, Science, Technology, Engineering, and Mathematics (STEM), arts, Career Technical Education (CTE), and special education.
- Assessment of the number and suitability of instructional spaces
- Evaluation of current enrollment compared to functional capacity
- Consideration of future program expansion and demographic trends

Portables beyond their lifespan at Santa Fe Campus

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3.0 COMMUNITY OUTREACH

Sankofa Elementary School Townhall

3 COMMUNITY OUTREACH

The development of the Facilities Master Plan was grounded in a comprehensive and authentic engagement effort designed to reach students, families, staff, district leaders, and community partners across Oakland. This effort ensured that the plan reflects real experiences in schools, the diverse needs of OUSD communities, and the long-term aspirations for teaching and learning environments.

3.1. The Outreach Strategy

The engagement strategy was structured as a three-stage process, with input and oversight aligned to key milestones in plan development:

Stage 1 – Define the Vision

Early engagement focused on establishing a shared direction for the plan. This included student leadership workshops to capture student experience and priorities, along with initial check-ins with District leadership to confirm goals and expectations. The team also conducted interviews with department heads to gather input on facility performance, challenges, and priority needs. A community survey was launched during this phase to identify key gaps, concerns, and priorities.

Stage 2 – Report on Buildings and Conditions (and how they support the vision)

Engagement then shifted to understanding existing conditions and operational needs. The community survey remained open to gather as much input as possible as the technical work advanced. The Facilities Committee and OUSD Facilities Department leadership provided periodic guidance throughout this stage to confirm assumptions and review findings. Input from students and District stakeholders was also used to test early recommendations and ensure they reflected on-the-ground needs.

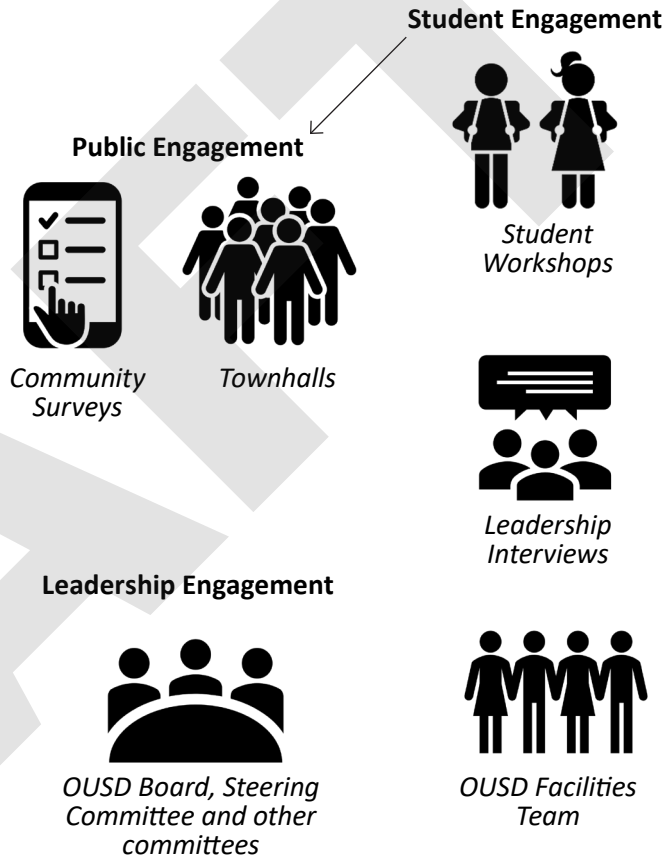


Figure 10 *Outreach Strategies with different stakeholders*

Stage 3 – Develop a Framework to Achieve District and Community Goals

In the final stage, engagement focused on refining strategies and implementation direction. The Facilities Committee and OUSD Facilities Department reviewed proposed strategies to ensure they were feasible, aligned with District goals, and responsive to community priorities. Workshops and study sessions with the OUSD School Board further refined the implementation framework and helped shape the approach for prioritizing future facility investments.

3.2. Town Halls

Four hybrid town halls were conducted to educate participants about the purpose and components of the Master Plan while gathering direct feedback on facility needs and community priorities. These included:

- Two Early Childhood Education and Elementary school town halls
- One Middle school town hall
- One High school town hall

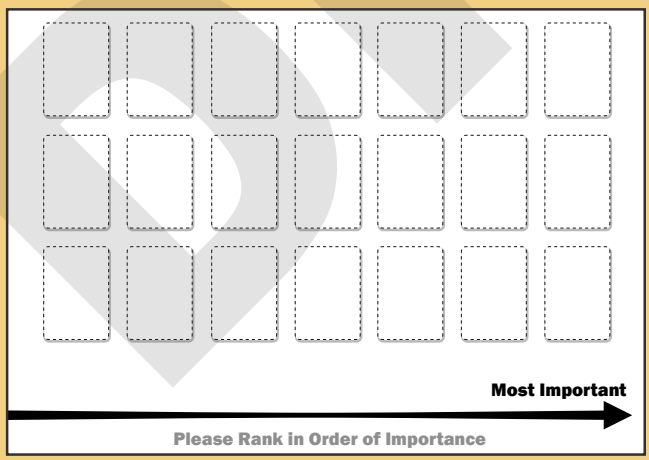
These sessions offered families, staff, and students an opportunity to share their perspectives on what is working well in school buildings and where investment is most urgently needed.

Skyline HS Student Workshop

Townhalls Workshop Activity

Prompt: What are the top priorities for OUSD facilities to better support the whole child—including academic, emotional, and social development?

- Review the pre-set priority actions provided.
- Select the actions you believe are most important.
- Rank your selections from least to most important, based on what you feel will have the greatest impact on students.



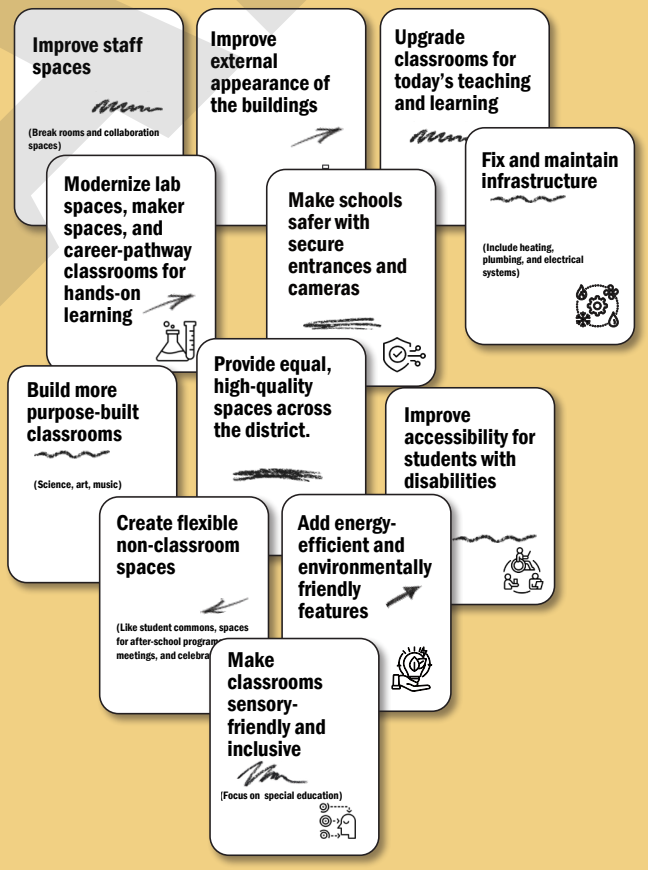


Figure 11 *Townhalls Workshop Activity*

3.3. Workshops and Presentations

To reach a broad range of stakeholders, the team facilitated targeted workshops and presentations across several groups. These included:

- All City Council (ACC)
- Summer School Sessions
- Student Leadership classroom sessions
- Parent and Student Advisory Committee (PSAC)
- Community Advisory Committee (CAC)
- Administrative assistant groups
- School-based events
- Facilities Committee and the Citizens' Bond Oversight Committee (CBOC)

These sessions allowed participants to dive deeper into the data, discuss their lived experiences in school facilities, and articulate their priorities for improving the district's learning environments.

Student engagement was intentionally built into the process, making student voice a key differentiator in this planning cycle. In particular, the student leadership class workshops were a major milestone, with 100+ students participating and providing direct input to inform priorities and facility needs.

ACC Meeting and Workshop

3.4. Website and Online Tools

The district website was updated to make the learning about and participating in the FMP process accessible and transparent. This online access supported broad participation across families, community members, and staff. Updates included:

- Multilingual surveys (See Appendix 7.1 and 7.2 for the Community Survey questions)
- A clear overview of the plan
- Town hall recordings for those unable to attend live sessions

3.5. Direct Email Messaging

To ensure ongoing communication, maintain consistent communication about planning milestones and opportunities to participate, the district implemented direct email outreach to:

- Network Superintendents
- The OUSD ParentSquare listserv
- OUSD newsletter subscribers
- Spanish-speaking families

Overall, these varied engagement strategies provided multiple, accessible avenues for stakeholders to voice their needs and expectations, resulting in one of the most comprehensive public engagement efforts undertaken for an OUSD facilities initiative. All outreach and communication materials were provided in multiple languages to support inclusive participation.

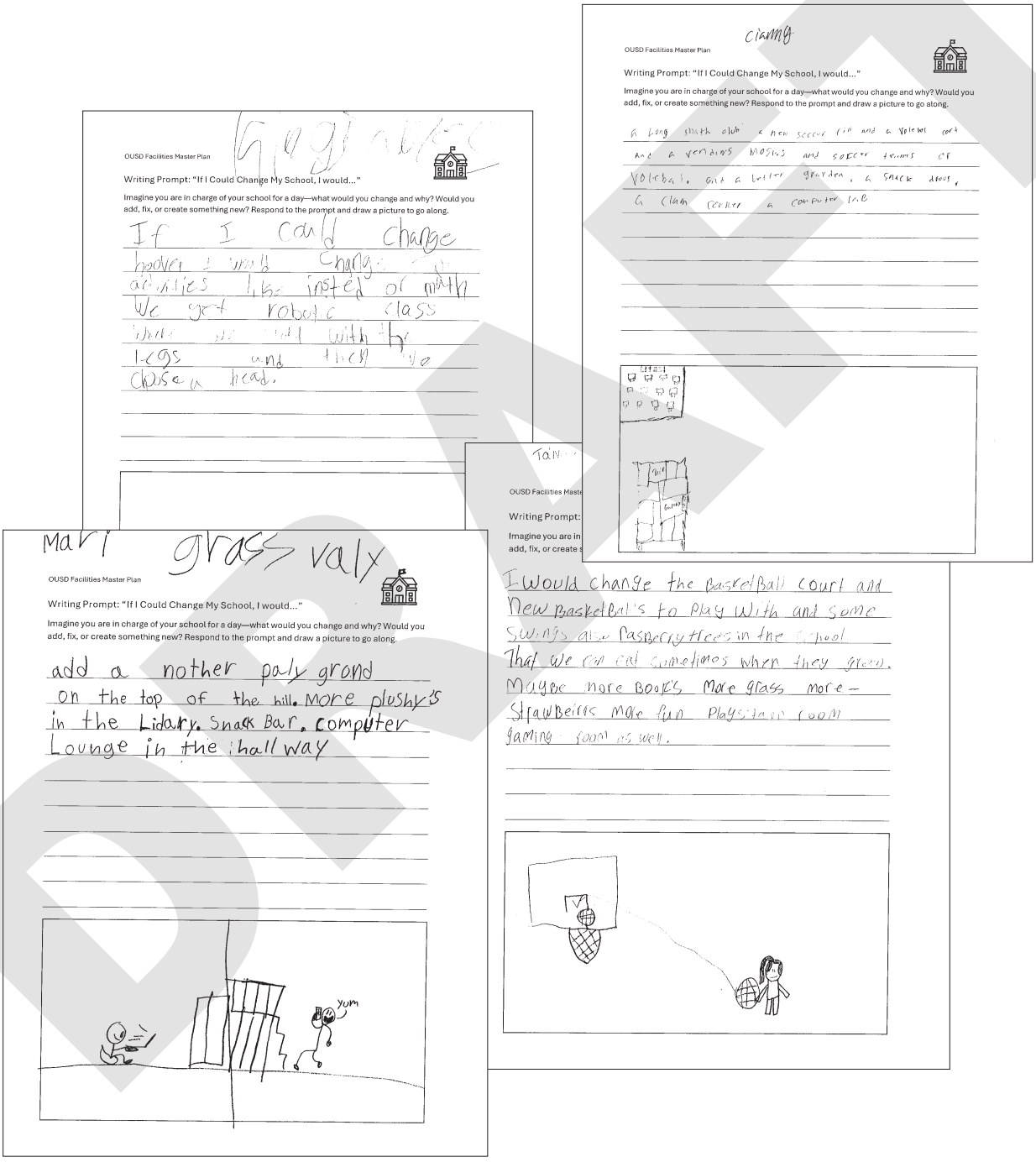
Figure 12 *Multilingual survey flyers*

The flyers were distributed at school facilities to encourage participation in the community survey.

OUSD Facilities Master Plan

Writing Prompt: "If I Could Change My School, I would..."

Imagine you are in charge of your school for a day—what would you change and why? Would you add, fix, or create something new? Respond to the prompt and draw a picture to go along.



Elementary School Student Workshop

3.6. Key Themes and Priorities from Engagement

Across all town halls, workshops, surveys, and advisory sessions, several clear and consistent themes emerged. Community members overwhelmingly expressed a desire for learning environments that are safe, modern, reliable, and supportive of high-quality instruction.

INFRASTRUCTURE RELIABILITY

The most urgent priorities centered on the basic functionality of school buildings, including:

- Improving classroom heat and climate control
- Updating electrical systems to support modern technology
- Ensuring reliable restrooms and improved water quality

These issues directly affect daily school operations and the comfort and well-being of students and staff.

OUTDOOR AMENITIES

Participants emphasized the importance of continued investment in outdoor spaces for learning, play, athletics, and well-being. Key needs included:

- Enhanced outdoor learning and play spaces
- Climate control through adequate shade

NEXT GENERATION LEARNING ENVIRONMENTS

Many stakeholders expressed a desire for facilities that support modern teaching and learning. Priorities included:

- Updated and modernized classrooms
- Stronger technology integration
- Expanded spaces for CTE, STEM, and laboratory work
- Adequate visual and performing arts spaces
- Supportive environments for special education
- Updated kitchen spaces to improve nutrition and food service

These priorities highlight a widespread desire to create schools that prepare students for college, careers, and community leadership.

SAFETY IMPROVEMENTS

The amenities such as secure entries and updated camera systems play a critical role in creating balanced, healthy school environments.

Cross-Cutting Themes

Across all engagement activities, three themes were consistently reinforced:

- Invest in long-term sustainability
- Modernize facilities to help strengthen enrollment
- Build environments that support students and help retain staff

These themes reflect a shared understanding that high-quality facilities are a critical foundation for academic success, school climate, and district stability.

Survey Participation - 1,210 responses

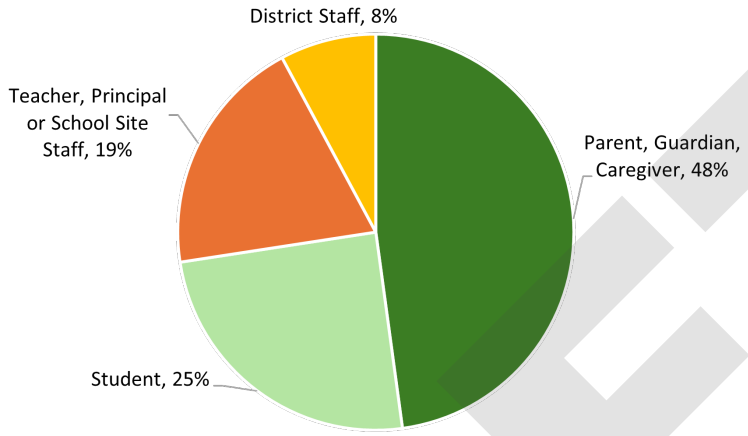


Figure 13 *Survey Respondents Profile*

Question Prompt: What do you believe are the top priorities for OUSD school facilities?

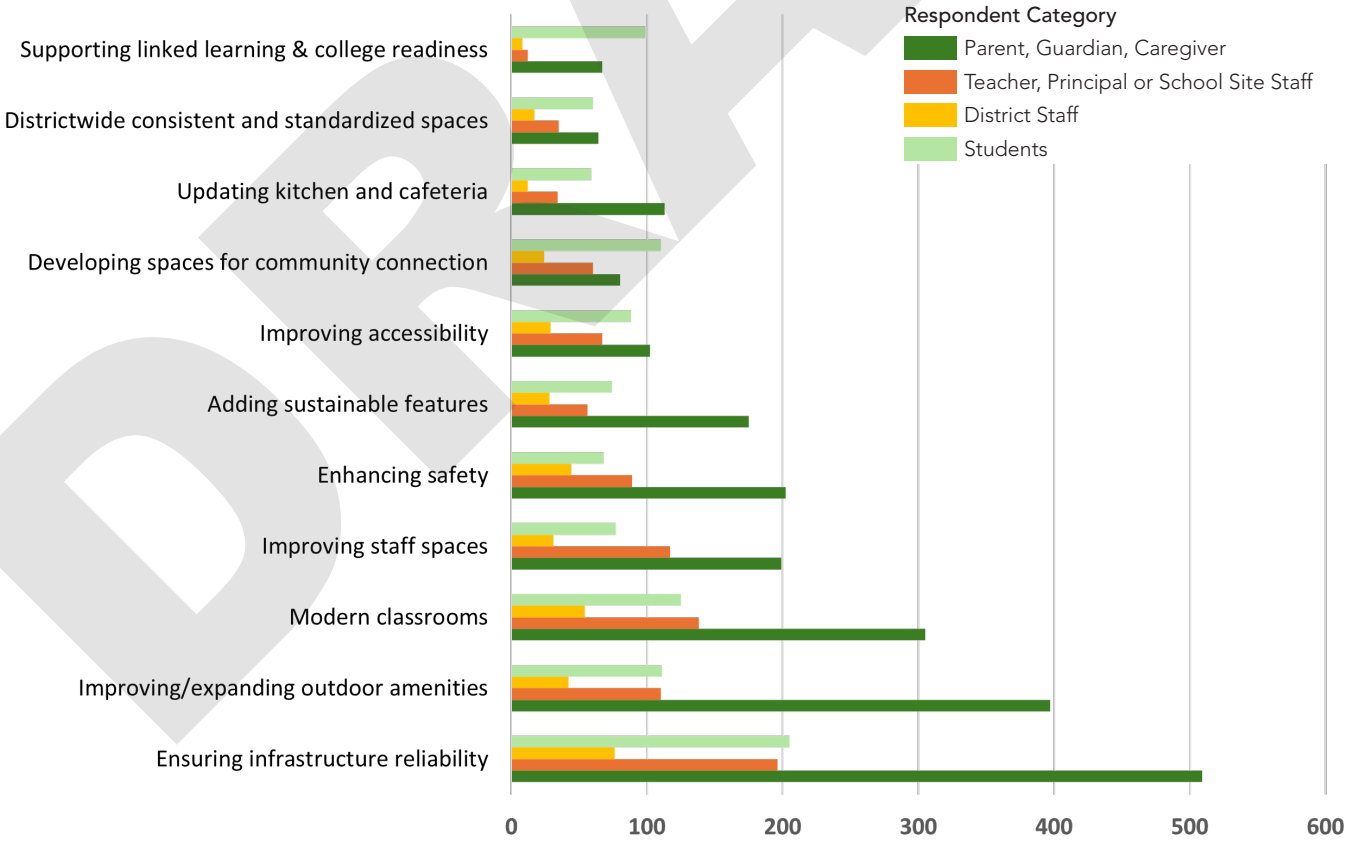


Figure 14 *Survey Results on FMP Priorities*

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4.0 DATA REVIEW

West Oakland Middle School Modernization Project

4 DATA REVIEW

4.1. Introduction

The Facilities Master Plan is grounded in a comprehensive review of data describing the current condition, enrollment, capacity, and educational suitability of OUSD facilities. This review provides the analytical foundation for understanding districtwide needs and identifying patterns and trends across the school portfolio. This section summarizes key findings at the districtwide and regional scale, while maintaining transparency through access to detailed school-level information.

Districtwide summaries highlight system-level conditions, equity considerations, and shared needs across the portfolio. Regional summaries help illustrate how conditions vary across Oakland and where coordinated or place-based investment strategies may be appropriate.

Detailed school-level assessment results and recommendations are provided in the Section 8 - School Profiles, allowing the main report to focus on broader patterns and implications while still ensuring access to underlying information.

The data presented here is intended to inform—not solely determine—decisions. When combined with community input, educational priorities, equity goals, and fiscal realities, it supports a transparent and data-informed approach to long-term facilities planning.

Key outputs of this data review include:

- Districtwide and regional dashboards summarizing conditions, trends, and shared needs
- Identification of the facility systems and campus types driving major capital and maintenance pressures
- A consistent baseline to support prioritization, scenario testing, and investment planning
- School-level profiles and appendices documenting assessment results and recommendations

Data Metrics discussed in this section:

1. Demographics
2. Residential Growth Patterns
3. Enrollment Trends
4. Building Occupancy Rate and Capacity
5. Education Adequacy
6. Building Age
7. Facilities Condition
8. Portables
9. Water Quality
10. HVAC
11. Early Childhood Education

4.2. Demographics

This section summarizes key demographic, staffing, and programmatic characteristics of Oakland Unified School District. Together, these data provide important context for facilities planning by illustrating who OUSD serves, how students and staff experience the system, and the breadth of programs that school facilities must support.

Student Population

As per SY 25-26 data, OUSD serves approximately 33,891 TK–12 students, representing a highly diverse student body. Nearly half of all students identify as Latino, while a significant share identify as African American, Asian, multiracial, or from other racial and ethnic backgrounds. This diversity underscores the importance of culturally responsive learning environments and equitable access to high-quality facilities across the district.

The district also serves a substantial population of multilingual learners. Nearly half of OUSD students speak a language other than English at home, with Spanish being the most common, followed by Chinese, Cantonese, Arabic, Vietnamese, and many additional languages. In total, more than 72 languages are spoken by OUSD families, highlighting the need for schools that support inclusive communication, family engagement, and language-accessible programming.

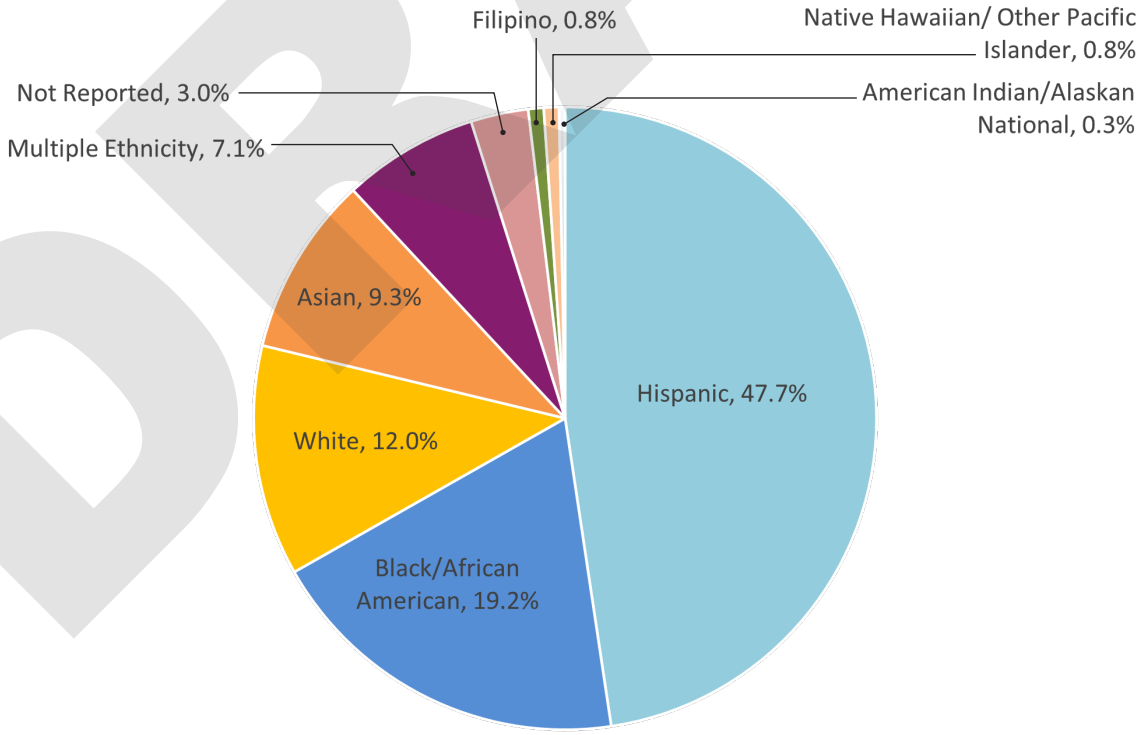


Figure 15 *Ethnicity of Students, SY 2025-26*

Staffing and Workforce Composition

OUSD employs over 2,300 teachers, including TK–12 classroom teachers, early childhood educators, special education teachers, adult education instructors, and other teaching staff. The racial and ethnic composition of the teaching workforce reflects a mix of backgrounds, with White, African American, Latino, Asian, and other educators represented across the district.

In addition to teachers, OUSD employs more than 2,000 other school staff, including principals, assistant principals, child development center administrators, and school support staff. These roles are critical to the daily functioning of schools and require appropriate office space, meeting rooms, staff collaboration areas, and support facilities within each campus.

Facilities planning must account not only for student enrollment but also for the needs of staff who support instruction, student services, administration, and school operations.

Early Childhood Education

OUSD serves over 1,080 pre-kindergarten students in general education and exceptional needs programs. These students are supported by early childhood educators and special education staff across district sites. Early childhood education requires purpose-built spaces that support developmentally appropriate learning, family engagement, outdoor play, and access to health and support services.

As the district considers expansion of early learning opportunities, facilities planning must account for the unique spatial, safety, and programmatic needs of younger learners. Continuing to expand early childhood opportunities is a critical strategy to support OUSD's long-term mission and enrollment plans. As outlined in the recommendations section, investing in early childhood space will be an important part of future bond efforts.

Special Education Services

Special education is a significant component of OUSD's instructional program. Approximately 15.1 percent of students receive special education services, reflecting a broad range of needs and service models. Thousands of students are served through specialized classrooms, inclusive settings, and regional programs supported by special education teachers and service providers.

These data reinforce the importance of facilities that can accommodate specialized instructional spaces, therapy rooms, accessible classrooms, and flexible environments that support inclusive education. As shown later in this plan, improving Special Education learning environments is a critical element of the implementation framework and project identification.

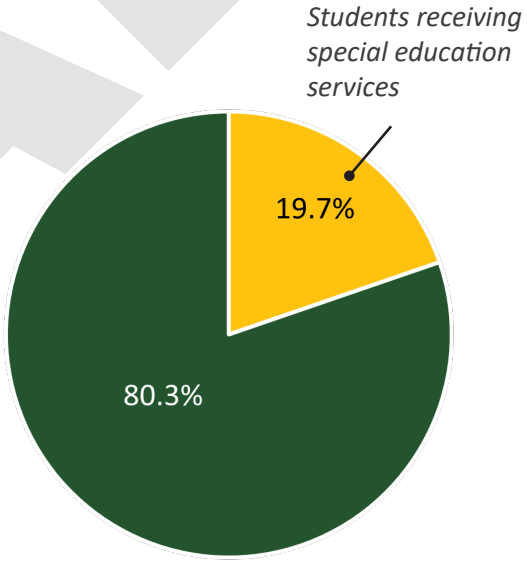


Figure 16 *Special Education Enrollment. SY 2025-26*

Attendance and Student Engagement

The district's average daily attendance rate is almost 90%, with variation across grade levels. Elementary schools demonstrate higher attendance rates than middle and high schools. A significant portion of students are identified as chronically absent, which has implications for academic outcomes and long-term engagement.

Facilities conditions, school climate, accessibility, and the quality of learning environments all play a role in student attendance and engagement. Improving physical conditions and creating welcoming, functional campuses can be an important strategy for supporting improved attendance.

Newcomer Programs

OUSD serves more than 3,000 newcomer students, including refugee students, asylees, and unaccompanied youth. These students are supported through specialized programs offered at multiple school sites, with dedicated staff and instructional leaders.

Facilities that serve newcomer populations must provide supportive, trauma-informed spaces that enable language development, family connection, and access to social and academic supports.

Celebration of completion of the Living Schoolyard project at Joaquin Miller Elementary School

Unduplicated Pupil Distribution by Board District

Unduplicated Pupil Population (UPP) are the students identified as low-income, English learners, or foster youth, counted once for funding and accountability purposes even if they belong to more than one group.

Figure 17 shows the share of the district's UPP by School Board District for SY24–25. The data reveals meaningful differences in student need across the city. Several districts (notably Districts 3, 5, and 7) serve populations where more than 94% of students fall into the unduplicated category, indicating a high concentration of students who may require additional academic, social, and wraparound supports. In contrast, District 4 has a significantly lower unduplicated pupil percentage, suggesting different demographic, programmatic, and support needs.

From a facilities perspective, this matters because schools serving higher-need populations often require more intensive and specialized spaces for intervention, counseling, community services, and extended learning. Capital investment decisions must therefore consider not just building condition, but also the student populations those buildings serve.

Facilities must support multilingual learners, students with disabilities, early learners, newcomers, and students accessing health and wellness services, while also providing functional and supportive environments for educators and staff.

Facilities are a key lever for equity, and this chart underscores the importance of aligning investment with student need, not simply square footage or age.

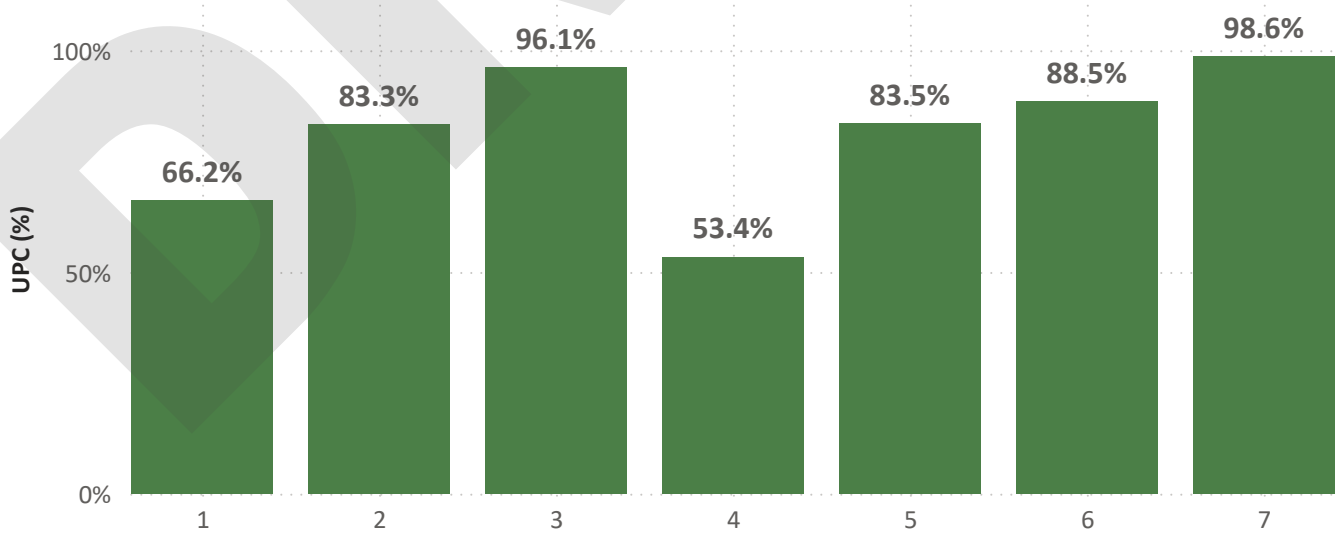


Figure 17 *Unduplicated Pupil Percentage by School Board District SY24-25*

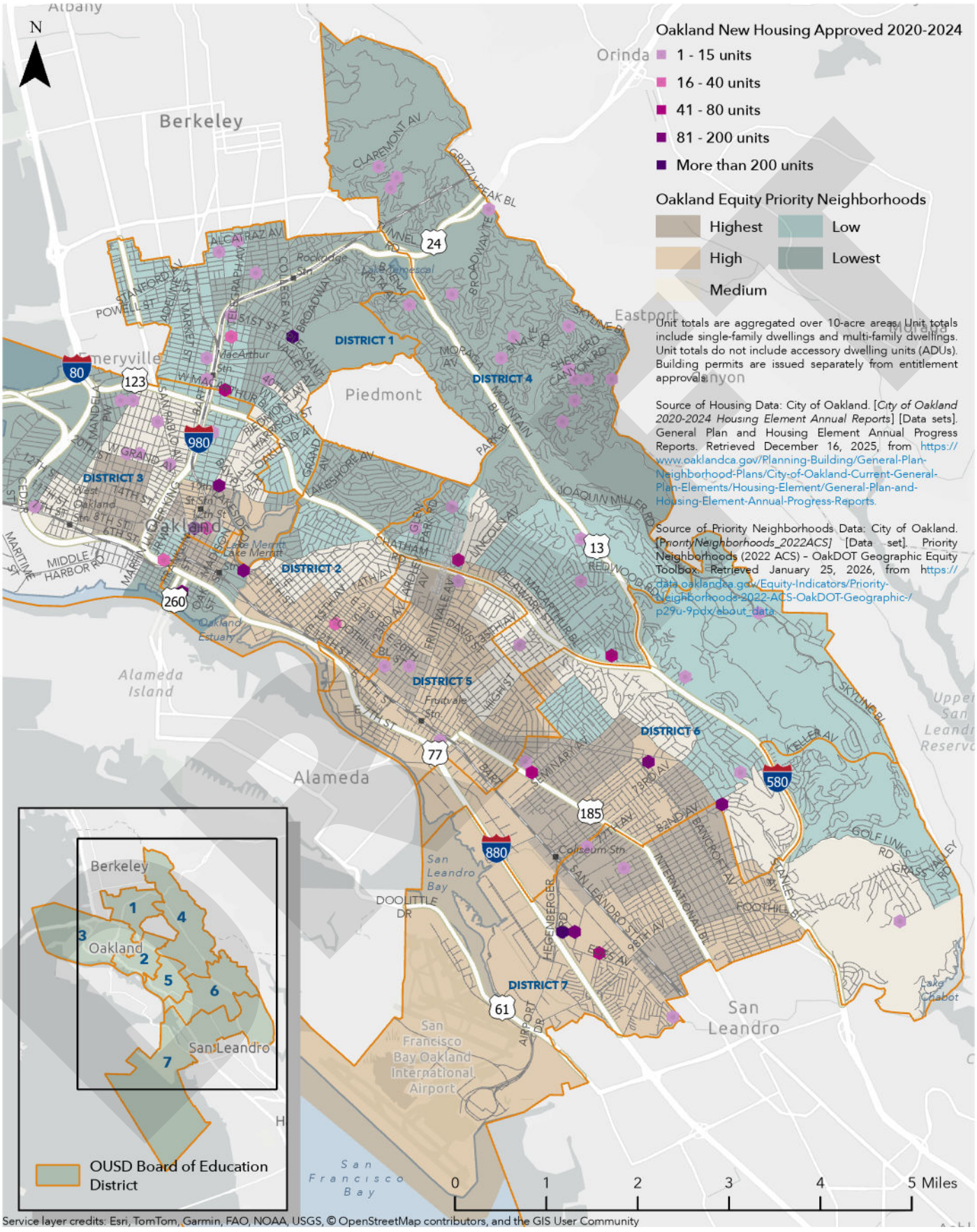


Figure 18 *Density of New Residential Development Entitled in 2024*

4.3. Residential Growth Patterns and Implications for School Facilities

The City of Oakland's 2045 General Plan directly shapes the distribution and intensity of future residential growth, which in turn influences where school-aged populations are likely to change over time. As shown in the housing density mapping in Figure 18, recent and planned residential development is increasingly concentrated along major corridors and activity centers, rather than evenly distributed citywide

Higher-density housing—often ranging from 20 to more than 60 units per acre—is primarily located along corridors such as International Boulevard, Broadway, San Pablo Avenue, MacArthur Boulevard, and within the Downtown and Lake Merritt areas.

From an OUSD perspective, the districts most impacted by projected density increases are:

Board Districts 1 and 3 (West Oakland, Downtown, North Oakland):
Higher-density mixed-use and infill development is concentrated near BART stations and major corridors.

Board Districts 5 and 6 (Central East Oakland, Fruitvale, San Antonio):
Corridor-focused growth along International Boulevard and MacArthur Boulevard is expected to add new housing units.

Coordinating the Facilities Master Plan with 2045 General Plan land use assumptions allows OUSD to better anticipate where future demand may emerge, prioritize modernization or capacity investments in growth areas, and avoid overinvestment in locations where long-term enrollment is unlikely to rebound. This alignment supports more efficient capital planning, improved student access to schools, and a facilities portfolio that reflects both current conditions and future development patterns.

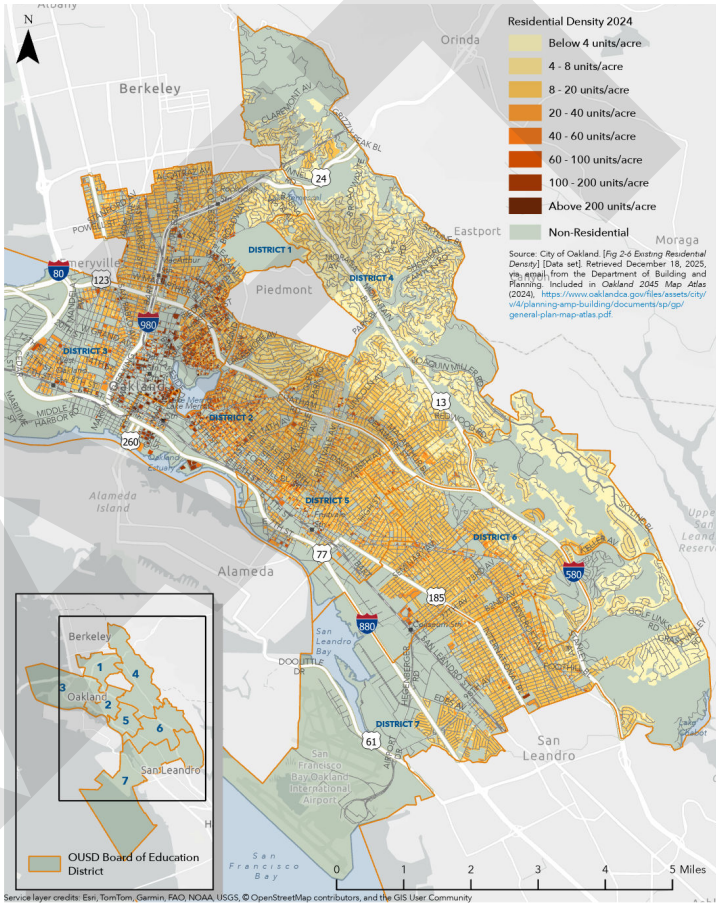


Figure 19 *Density of Existing Residential Development Entitled in 2024*

Future housing growth is concentrated along major corridors in central and western Oakland, meaning school facility needs will be increasingly impacted by localized density increases.

4.4. Enrollment and Demographics

Where Students Live vs. Where They Attend School

Figure 20 adds a critical layer of context by showing how many students living within each board district attend neighborhood schools versus citywide choice schools. In some districts (such as Districts 1, 2, and 4), the majority of students attend schools in their neighborhoods, indicating relatively strong alignment between residential patterns and school locations. In District 4, nearly three-quarters of students attend neighborhood schools, suggesting a more traditional attendance pattern and stronger neighborhood-school relationship.

In other districts, however, a majority of students living in the area attend schools elsewhere in the city. Districts 3, 5, 6, and 7 all show more than half of students attending citywide schools, with District 3 approaching two-thirds. This level of cross-district movement signals that families are actively seeking programs, school models, or facilities outside their immediate neighborhoods—whether due to perceived quality, program specialization, or facility condition.

This dynamic has major implications for facilities and enrollment planning. When students routinely cross district boundaries, capacity, utilization, and facility need cannot be assessed using neighborhood enrollment alone. A school may appear underutilized locally while still serving as a regional draw, or conversely, a neighborhood may have high residential demand but limited local capacity. Understanding this distinction is essential to avoid misaligning investment, consolidating the wrong schools, or underbuilding in high-demand areas.

Implications for Facilities Planning

Taken together, demographic data illustrates the complexity and diversity of the populations served by OUSD schools. Facilities must support multilingual learners, students with disabilities, early learners, newcomers, and students accessing health and wellness services, while also providing functional and supportive environments for educators and staff.

Data shows that OUSD's enrollment landscape is shaped by both student need and family choice, and that these patterns vary significantly across the city. Facilities planning that relies only on utilization or attendance boundaries would miss these underlying dynamics. Instead, effective capital planning must integrate:

- Student need (unduplicated pupil concentrations)
- Residential patterns and neighborhood stability
- Citywide choice behavior and cross-district enrollment flows
- Program location and facility quality
- Capacity and utilization at both local and regional scales

OUSD's enrollment patterns reflect both student need and family choice and vary across Oakland, so facilities planning must go beyond utilization and attendance boundaries to account for equity, housing patterns, choice-driven enrollment flows, program location, facility quality, and capacity at local and regional scales.

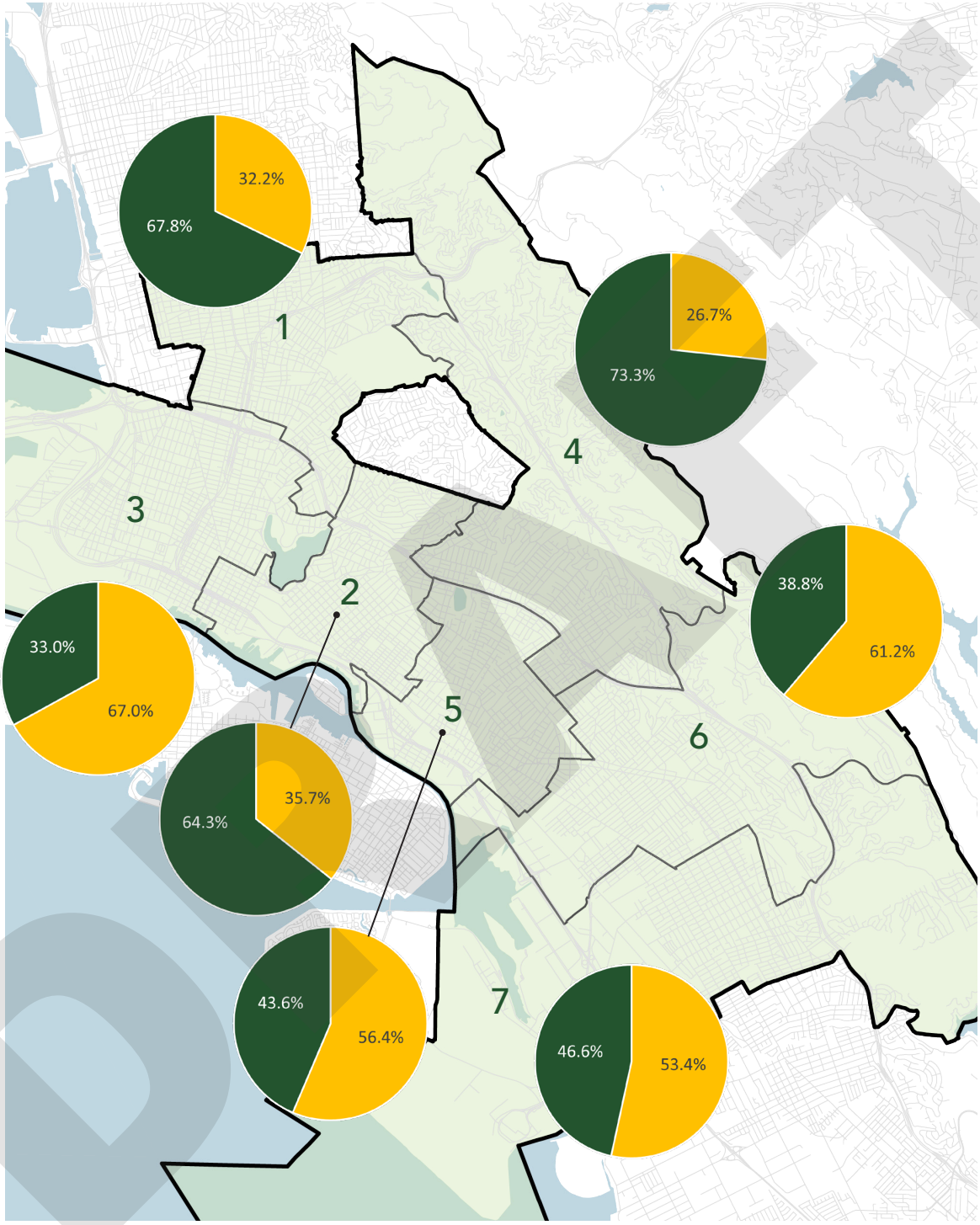


Figure 20 *Students living in District by School Board District and Live Go status*

4.5. OUSD Enrollment Trends

Like many school districts in California and across the country, OUSD has experienced sustained enrollment decline over the past decade. The data shows a clear, long-term shift in where Oakland students are enrolled, with overall enrollment in public school decreasing and a growing share of students attending charter schools. This trend has important implications for how the District plans, operates, and allocates resources.

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

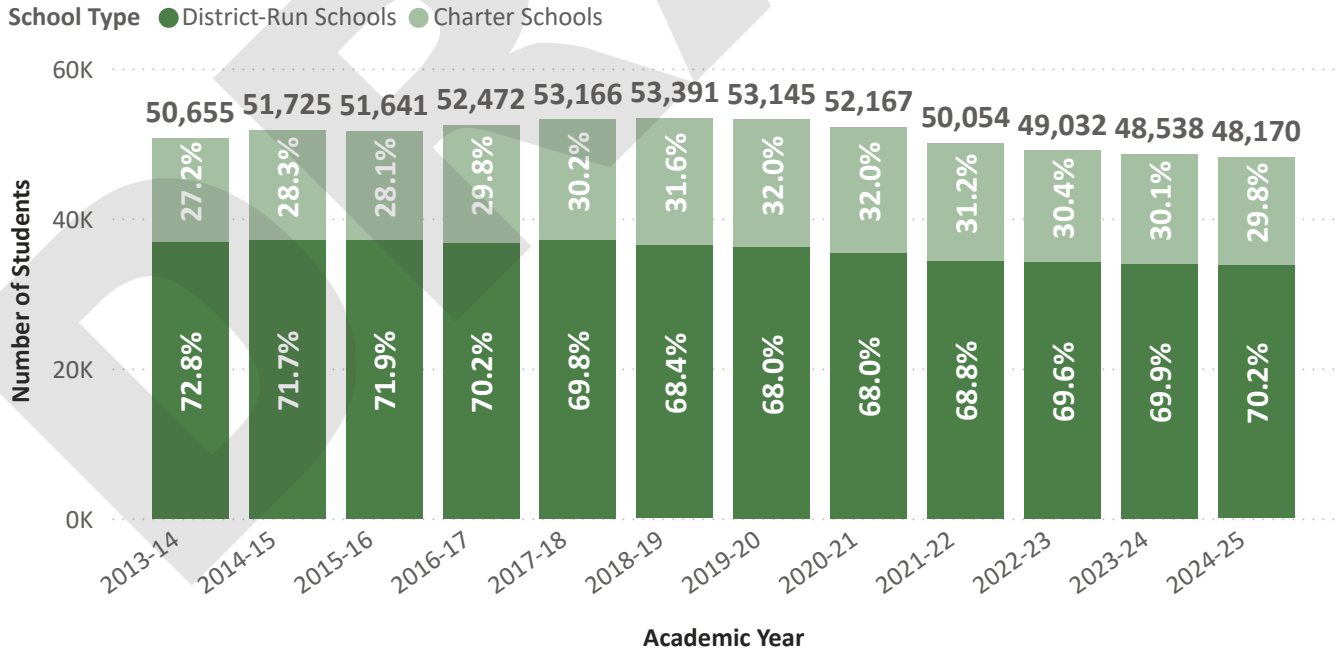


Figure 21 *OUSD and Oakland Charter Schools Enrollment Trends*

Key Trends and Implications

SUSTAINED LONG-TERM DECLINE IN TOTAL ENROLLMENT:

Like many districts across California and nationwide, Oakland is experiencing enrollment pressures driven by long-term demographic and economic shifts. Declining birth rates, rising housing costs, and migration patterns have reduced the number of school-age children in many urban areas. Oakland is experiencing these same forces, which continue to shape local enrollment trends.

Oakland's total public school enrollment has declined steadily over the past eleven years, decreasing from more than 50,000 students in 2013–14 to fewer than 49,000 students in 2023–24. While some individual years show brief stabilization, the overall trajectory remains downward.

CONSISTENT DECLINE IN DISTRICT-RUN SCHOOL ENROLLMENT:

Enrollment in OUSD-operated schools has experienced a slow but continuous decline, falling from approximately 36,800 students in 2013–14 to just under 34,000 students in SY 2025-26.

CHARTER SCHOOL MARKET SHARE:

Charter schools have been a significant part of Oakland's public education landscape for the past two decades. Rapid charter expansion during this period intensified competition for enrollment and contributed to the creation of far more schools across the city than current student demand can sustain.

In the years following the pandemic, many charter schools have since consolidated or closed, and OUSD has begun to see a gradual shift in market share back toward district schools among Oakland families. At the same time, overall citywide enrollment continues to decline, reflecting broader demographic and economic trends affecting all public school systems in Oakland.

MISMATCH BETWEEN ENROLLMENT AND EXISTING FACILITIES:

OUSD's school facilities and campus network were largely planned and built for a significantly larger student population. During periods of growth in the 1990s, the District expanded capacity through increased use of portable classrooms to accommodate rising enrollment. As enrollment declines today, many schools operate below capacity, creating inefficiencies and increasing per-student facility and operating costs.

STRUCTURAL BUDGET IMPACTS:

Because state funding is largely enrollment-driven, declining student counts directly reduce District revenues. At the same time, many costs—such as building maintenance, utilities, and core staffing—do not decline proportionally, creating ongoing structural budget pressure.

IMPLICATIONS FOR EDUCATIONAL QUALITY AND PROGRAM SUSTAINABILITY:

Lower enrollment spread across too many sites can result in smaller schools with limited staffing flexibility, fewer elective offerings, reduced student services, and challenges sustaining specialized or enrichment programs.

SYSTEM-WIDE PLANNING CHALLENGES:

Persistent enrollment decline affects nearly every aspect of District operations, including long-term facilities planning, school consolidation or reconfiguration decisions, staffing levels, transportation planning, and the equitable distribution of resources across neighborhoods.

Small School Patterns in OUSD Compared to Similar Districts and California

Figure 22 provides an important companion story, showing that Oakland Unified has a much larger share of small schools compared to districts of similar size and California as a whole. This analysis is intended to provide context for facilities planning. The FMP does not make decisions regarding school closures or consolidations. However, understanding enrollment distribution is critical to aligning facility investments with long-term sustainability, educational quality, and equity.

OUSD HAS A DISPROPORTIONATELY HIGH NUMBER OF SMALL SCHOOLS

A very high percentage of OUSD schools enroll fewer than 500 students, with many below 400. On the charts, this appears on the left side of the graphs, where OUSD shows noticeably taller bars for schools under 400 and under 500 students than peer districts and statewide averages.

In contrast, schools across California overall show a stronger concentration of campuses enrolling more than 600 or 700 students, which are more likely to have the scale needed to support high-quality, comprehensive programs, foster staff collaboration, and operate efficiently.

EDUCATIONAL AND FINANCIAL STRAIN OF SMALL SCHOOL SIZE

Having so many small schools creates both educational and financial strain. Smaller schools must still provide core programs—such as special education, electives, and student supports—while operating with fewer students generating funding. As a result:

- Cost per student is higher, placing pressure on the general fund.
- Staffing resources are stretched across more campuses, making it harder to hire and retain specialists and highly qualified staff.
- Program offerings can be limited for students and families, as smaller enrollments may not support a wide range of courses, athletics, arts, or advanced learning opportunities.

OUSD stands out statewide and among peer districts for having a disproportionately high share of very small schools. This concentration of small schools, combined with declining enrollment, strains finances and staffing while limiting program breadth and student opportunities.

COMPOUNDING CHALLENGE: SMALL SCHOOLS AND DECLINING ENROLLMENT

OUSD's situation is not simply that schools are small, but that the District has many small schools at the same time overall enrollment has been declining. Compared to similarly sized California districts with 25,000–35,000 students, Oakland stands out as an outlier with the largest share of schools below recommended enrollment thresholds for efficient operation. This places the District in a difficult position relative to peers, as fewer students must be spread across more buildings.

NOT A STATEWIDE CONDITION

Statewide comparisons reinforce that this is not a statewide issue. Districts of many sizes have found ways to consolidate and operate schools with stronger enrollment levels. In Oakland, the large number of small schools means that funding, staff, and programs are diluted across too many locations—affecting the student experience, limiting program growth, and reducing the District's financial flexibility to support innovation.

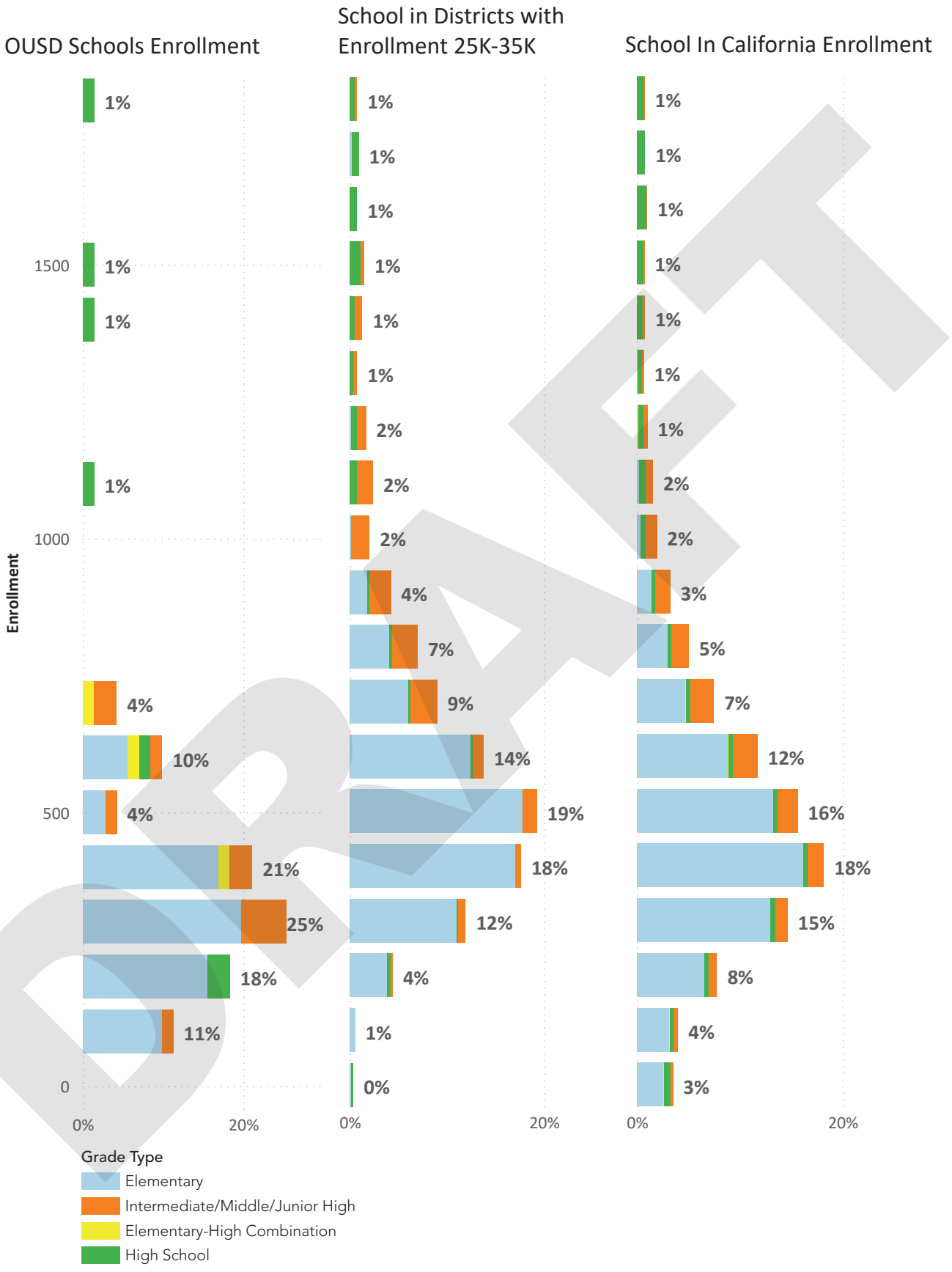


Figure 22 *Share of Schools by Enrollment Size: OUSD in Comparison with Peer Districts and California*

4.6. Building Occupancy Rate and Capacity

UNDERSTANDING THE CAPACITY TERMS IN THE CONTEXT OF OUSD

The occupancy results are built on three different capacity definitions. Together they help explain why the district appears to have capacity that exceeds current enrollment:

PLAN USE CAPACITY

This is the maximum number of students a school was originally built to handle based on the number and size of general classrooms. Rooms larger than 600 square feet are counted as classroom spaces and no adjustments are made for program needs. This capacity reflects the architect's original intentions and creates a theoretical upper limit for what each campus can hold if every space is used for standard instruction.

California Department of Education (CDE) encourages districts to maintain standard of minimum of 960 square feet for new K-12 general classrooms. Kindergarten classrooms often require a larger minimum of 1,350 square feet.

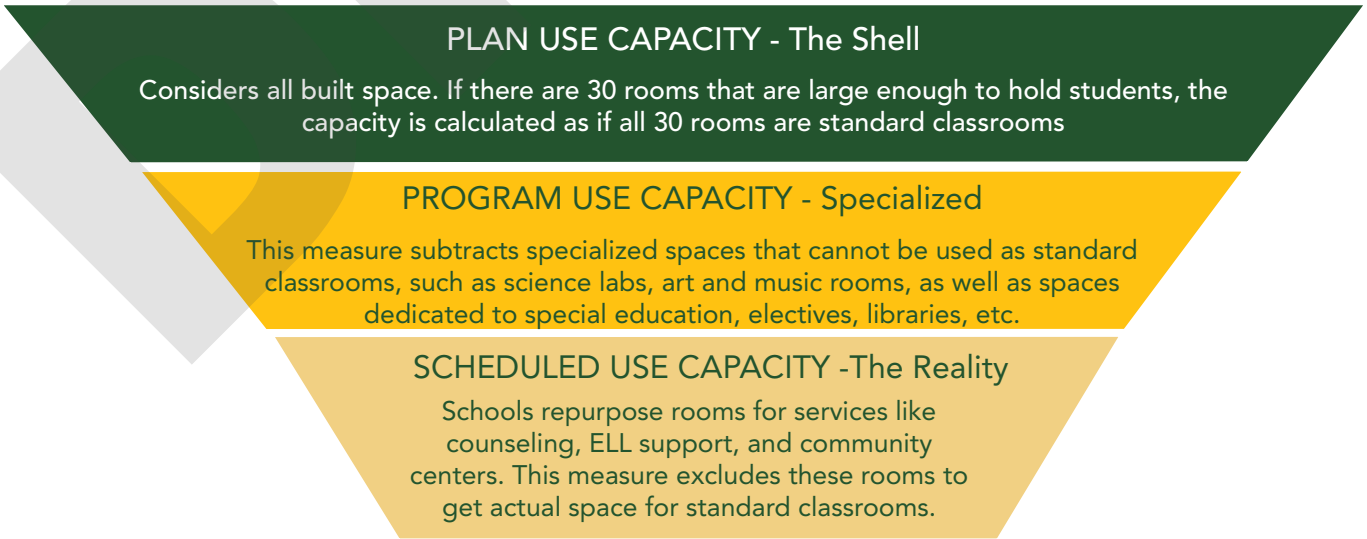
PROGRAM USE CAPACITY

This measure accounts for specialized instructional spaces that cannot function as general classrooms. A science lab, for example, includes specialized infrastructure that make it unsuitable for use as a standard classroom for younger grades. Classrooms are therefore evaluated based on their intended function and required equipment.

It reflects how many students a school can serve while still providing required programs such as science, music, and arts. It also recognizes that special education program placements, conversions of spaces for electives, libraries, and other instructional supports, reduce the number of rooms available for general classroom use and therefore directly impact overall capacity.

SCHEDULED USE CAPACITY

This is the most practical measure because it adjusts capacity based on how schools are actually using space today. As districts evolve, they introduce additional support and enrichment programs such as counseling suites, intervention rooms, language learning support, or community partnership spaces. Scheduled use capacity excludes these rooms from the instructional capacity count. It reflects real-world conditions and educational priorities at each individual campus rather than a one-size-fits-all number.



Enrollment and Capacity

Figure 23 shows three different measures of capacity compared to total enrollment. Scheduled capacity and plan use capacity both exceed current districtwide enrollment, indicating that OUSD has far more space than students to fill it. The total scheduled capacity is near 56,000 seats and plan use capacity rises to more than 65,000 seats, while enrollment is only around 39,000 students districtwide. This imbalance reinforces the idea that the district is maintaining physical space built for significantly larger numbers of students than are currently being served.

Enrollment utilizes approximately 81% of scheduled-use capacity, 70% of program capacity, and 59% of plan capacity, indicating substantial excess capacity across OUSD facilities.

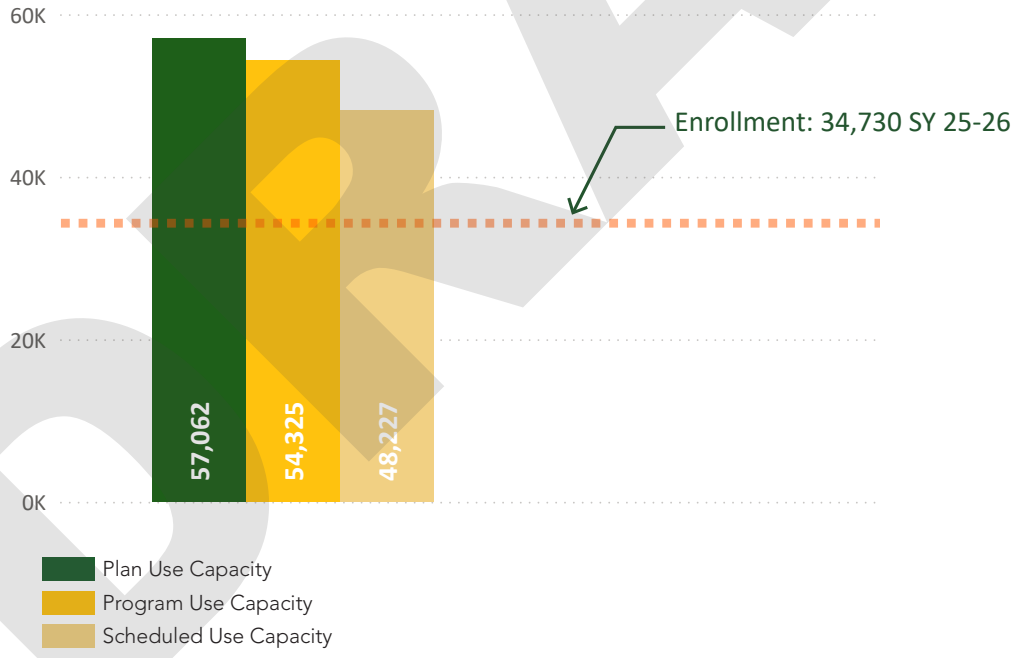


Figure 23 *Capacity of OUSD Schools*

- *Excludes capacity and enrollment of Alternative Education and Charter School sites.*

Program Use Capacity by Grade

Figure 24- shows how occupancy rates vary across grade band. A Box and Whisker Plot is used here because it effectively summarizes these vast ranges and highlights the "outliers" (those few schools over 100%).

- Wide Disparity in Elementary Schools: Utilization varies drastically, with some campuses operating above 90% while many others fall below 70% or even 50%.
- Consistent Pattern Across Grades: This uneven distribution is not limited to elementary schools; it is also observed across middle schools and middle-high campuses.
- Widespread Lower Occupancy Rates: A significant portion of OUSD campuses have low occupancy rate, meaning daily attendance is lower than the intended seat capacity
- Limited Overcrowding: Only a small minority of campuses are operating at over 100% capacity
- Operational Challenges: The imbalance creates a scenario where some schools face overcrowding while others must manage the overhead of empty rooms and excess facilities.

Aligning Facilities with Enrollment Reality

These findings reinforce the challenges associated with schools with low occupancy rates.

- Infrastructure Mismatch: OUSD is maintaining a facilities portfolio designed for a much larger student population, resulting in significant "empty seat" overhead.
- Operational Budget Strain: Carrying excess square footage forces the District to divert funds into utilities, custodial services, and administrative staffing for underutilized buildings rather than direct student services.
- Impact on Program Breadth: Smaller, under-enrolled campuses struggle to offer a full suite of enrichment—such as world languages, athletics, and AP courses—because staffing is tied to student counts that are too low to sustain specialized positions.
- Magnified Inequities: Uneven utilization creates a disparate student experience where neighborhood access to high-quality facilities and diverse programming depends on a school's enrollment.

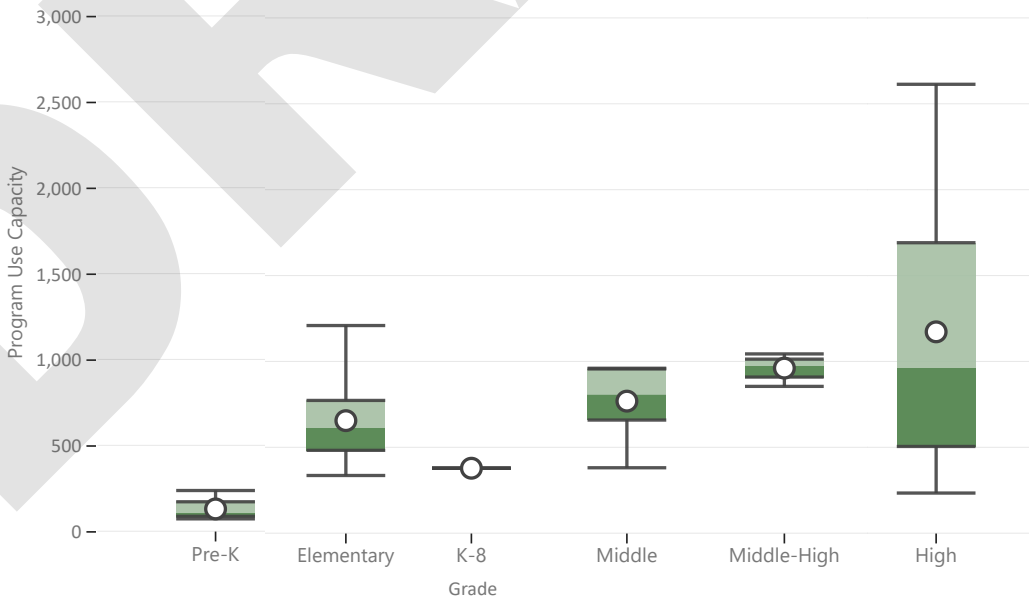


Figure 24 *Program use capacity by grade band*

4.7. Portables

OUSD relies extensively on portable buildings, with approximately 470 portables in the inventory, many of which have exceeded their intended lifespan. Figure 25 shows that nearly 58 percent of portables are approaching the end of their useful life, and another 17 percent have already exceeded it. Only about one quarter remain within their expected lifespan, indicating long-term reliance on structures designed to be temporary.

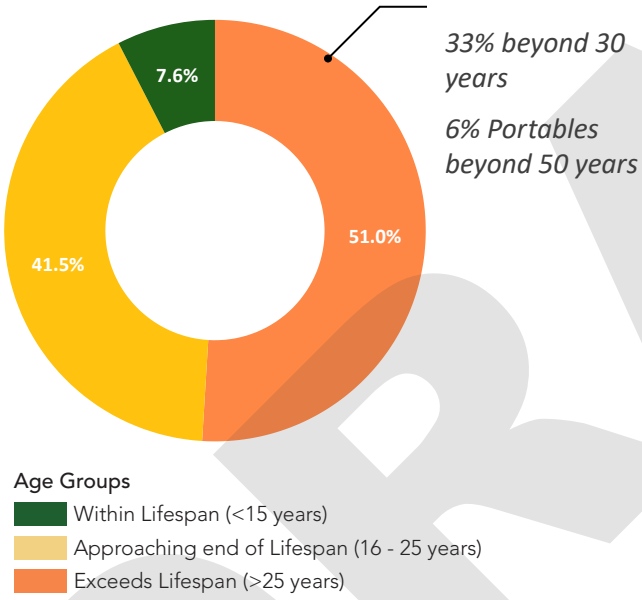


Figure 25 *Age of Portables used by OUSD*

PORTABLES FUNCTION AS PERMANENT INSTRUCTIONAL SPACE

More than 80 percent of portable buildings are used for core instructional purposes. Rather than serving as swing space, storage, or temporary capacity, these units function as daily classrooms. This creates a significant concern for both student experience and long-term capital planning, as the District has become reliant on facilities not designed for decades-long use.

More than 80% of OUSD's portable buildings are at or beyond their useful life, and over 80% are used for daily instruction, underscoring the need to replace temporary structures with permanent classrooms.

LIMITATIONS OF AGING PORTABLES AS LEARNING ENVIRONMENTS

Portable buildings generally do not provide the same quality of learning environment as permanent school facilities. Key limitations include:

- Reduced protection from noise and weather
- Less efficient and harder-to-control heating and cooling systems
- Limited insulation and increased vulnerability to water intrusion and deterioration
- Higher ongoing maintenance needs, especially as units exceed their useful life

Over time, these issues compound, resulting in spaces that are more difficult to teach in, less comfortable for students, and increasingly costly to maintain.

OPERATIONAL AND PROGRAMMATIC CONSTRAINTS

Portables are often located away from main school buildings, requiring students to travel outdoors to access classrooms. This:

- Interrupts instructional time
- Creates supervision and safety concerns
- Disproportionately affects younger students and those with mobility needs

In addition, portables lack flexibility for lab-based instruction, specialized programs, or technology-rich learning, limiting their ability to support evolving instructional models.

FINANCIAL IMPLICATIONS OF CONTINUED PORTABLE USE

From a capital and operational perspective, aging portables represent a long-term burden:

- Frequent repairs are required to maintain safety and basic functionality
- These investments do not meaningfully extend the life of the building
- Funds spent on short-term fixes reduce resources available for permanent solutions.

NEED FOR A CLEAR REPLACEMENT STRATEGY

The number, age, and current use of portables indicate a clear need for a replacement strategy. Many units have exceeded their life expectancy while continuing to serve as core instructional spaces. Transitioning from aging portables to permanent, purpose-built classrooms would:

- Improve safety, comfort, and equity across campuses
- Support modern instructional requirements
- Align with broader district trends, including declining enrollment, small school sizes, and uneven facility utilization

As OUSD evaluates how to optimize its facility portfolio, replacing or removing aging portable buildings should be a central component of its long-term facilities strategy.

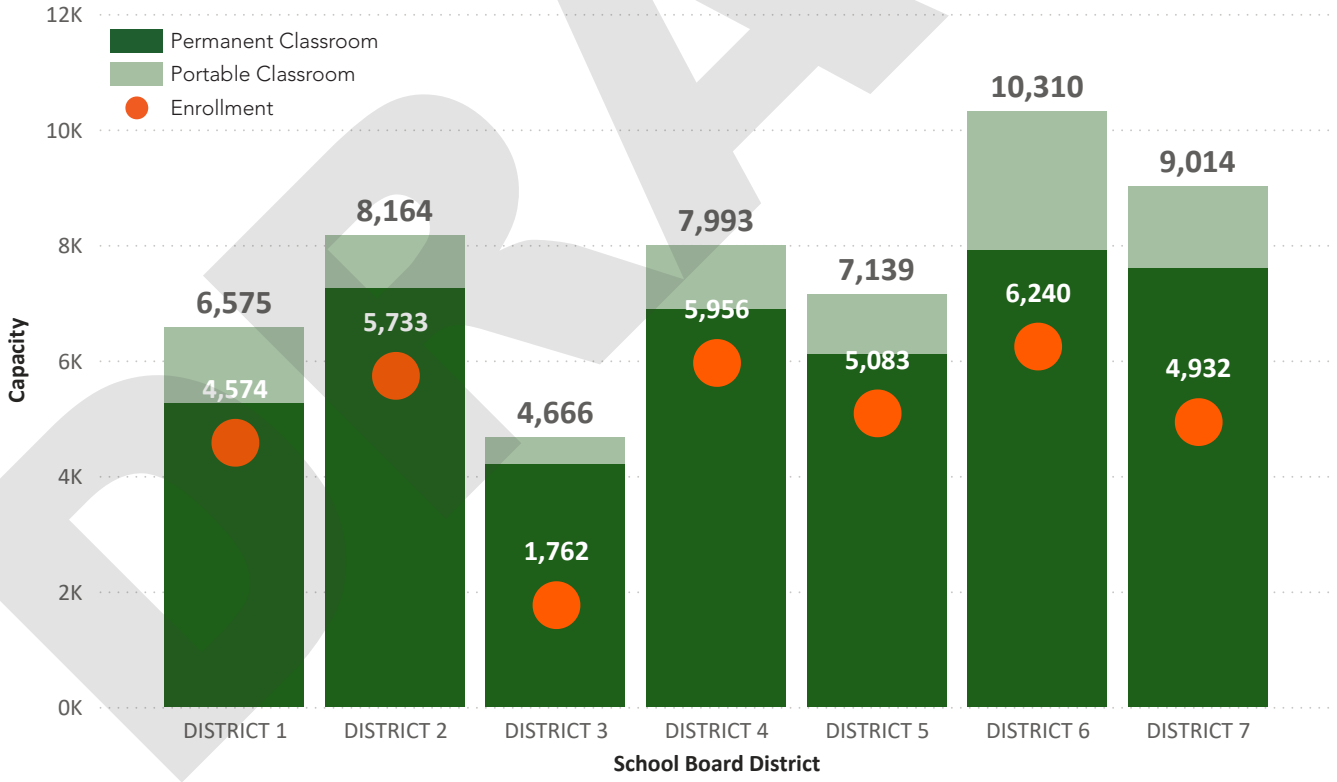


Figure 26 *Portable and Permanent Program Use Capacity and Enrollment by School Board District in SY 2025-26 Includes Pre-K enrollment. Excludes capacity and enrollment of Alternative Education and Charter School sites.*

4.8. Education Adequacy

Educational Adequacy is a central pillar of the OUSD FMP because it evaluates how effectively school facilities support teaching, learning, and student well-being. While facility condition data describes the physical state of buildings, educational adequacy assesses whether spaces are appropriately designed, organized, and equipped to support modern instructional practices and whole-child learning.

As part of this plan, Educational Adequacy Assessments were completed across all OUSD campuses using more than 260 metrics organized into eight categories: presence, safety and security, community, organization, classroom space, environmental quality, assembly, and extended learning. Each campus received ratings that reflect how well its spaces support instructional delivery, collaboration, student services, and community connection.

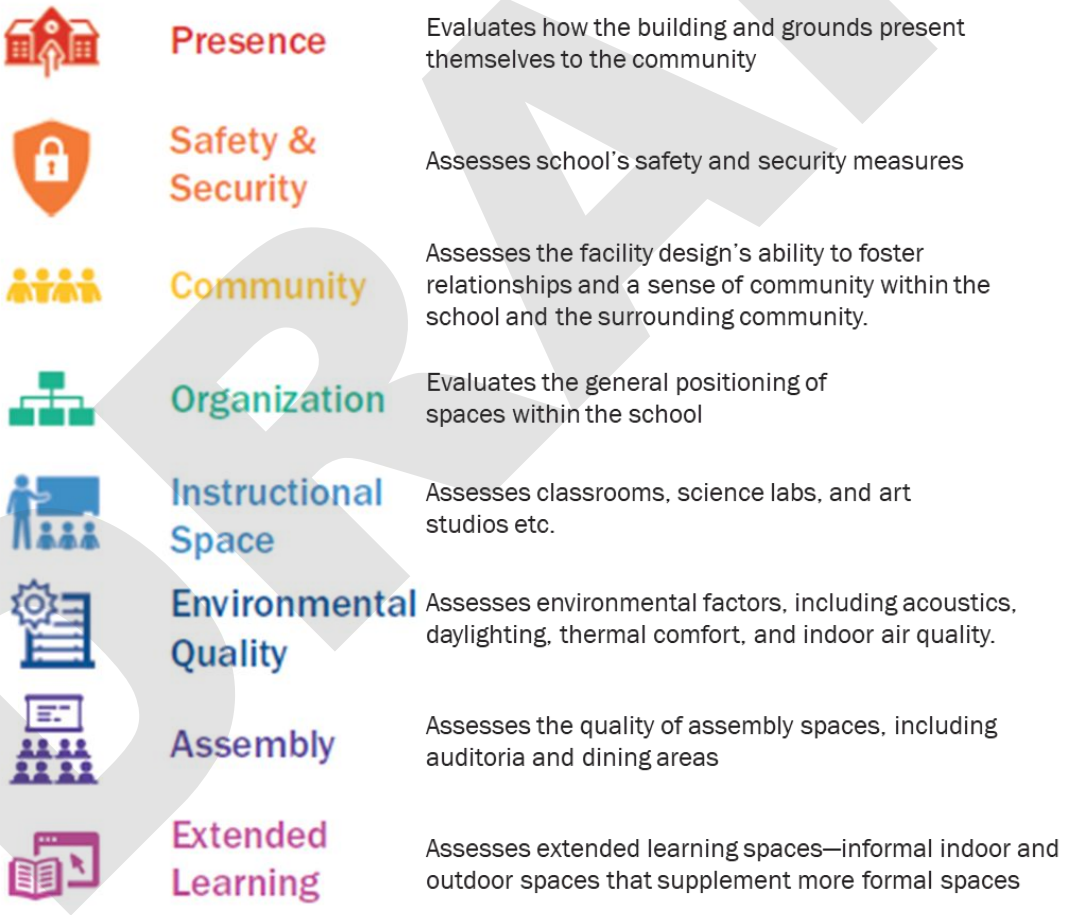


Figure 27 *Education Adequacy Categories*

Educational adequacy results show that OUSD campuses vary widely in how well they support today's teaching and learning needs. Districtwide, approximately 42% of campuses are rated Fair, 42% are rated Good, and 15% are rated Poor, indicating that a meaningful share of schools fall short of contemporary educational expectations even when basic functionality is present.

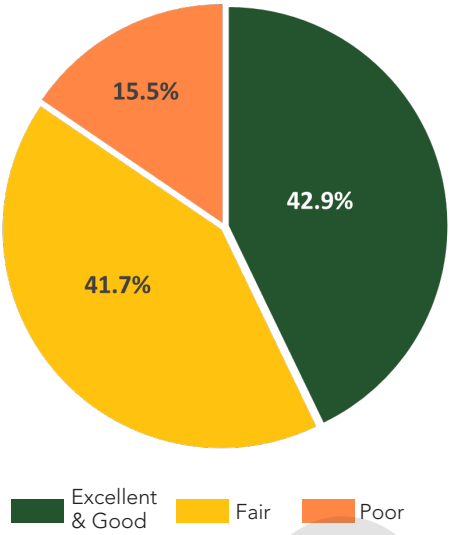
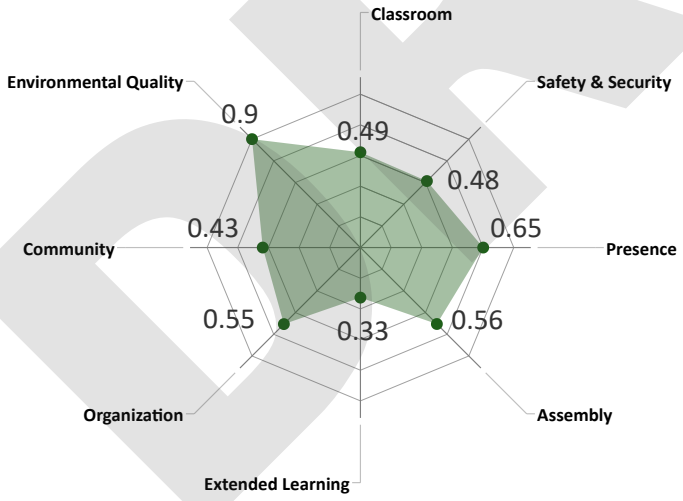


Figure 29 *Districtwide Education Adequacy ratings*



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

Figure 28 *OUSD Schools Overall Rating by EA category*

KEY TAKEAWAYS

- Adequacy gaps often reflect space quality and layout, not just building condition.
- Campuses may perform well in classroom space but lag in environmental quality, organization, extended learning, or support spaces.
- Inadequate classrooms (size, flexibility, acoustics, daylight) can limit instruction and student engagement.
- Missing collaboration, counseling, special education, arts, and STEM spaces can hinder academic and equity goals.
- The data reinforce that even buildings in acceptable physical condition may be educationally inadequate if their layouts and spaces do not align with current instructional models.

By incorporating educational adequacy data into the Facilities Master Plan, OUSD is able to move beyond a narrow focus on building systems and instead evaluate how facilities contribute to learning outcomes. This perspective is critical for prioritizing investments that improve not only the condition of schools, but also their ability to support high-quality teaching, student success, and community trust.

Incorporating educational adequacy data allows OUSD to prioritize investments that improve not only building condition, but also learning outcomes, instructional quality, and student experience.

4.9. Building Age

Building age is a key indicator of both the long-term sustainability of OUSD's facilities portfolio and how well campuses support modern teaching and learning. Many OUSD schools were constructed decades ago—most prior to 1970, with a significant number built before 1950—creating challenges that extend beyond routine maintenance and affect day-to-day performance and educational functionality.

- Older buildings require more frequent and costly repairs to major systems (HVAC, electrical, plumbing, roofs).
- Outdated infrastructure and layouts can limit the effectiveness of incremental upgrades.
- Many campuses were designed for older instructional models and lack flexibility for today's learning needs.
- Many facilities were also not designed to provide adequate working spaces for the diverse array of staff roles needed to support today's scholars.
- Retrofitting for modern programs (technology, inclusive services, collaboration spaces) can be costly and only partially successful.

When evaluated alongside facility condition and educational adequacy, building age helps identify where continued reinvestment may yield diminishing returns and where full modernization or replacement may provide greater long-term value

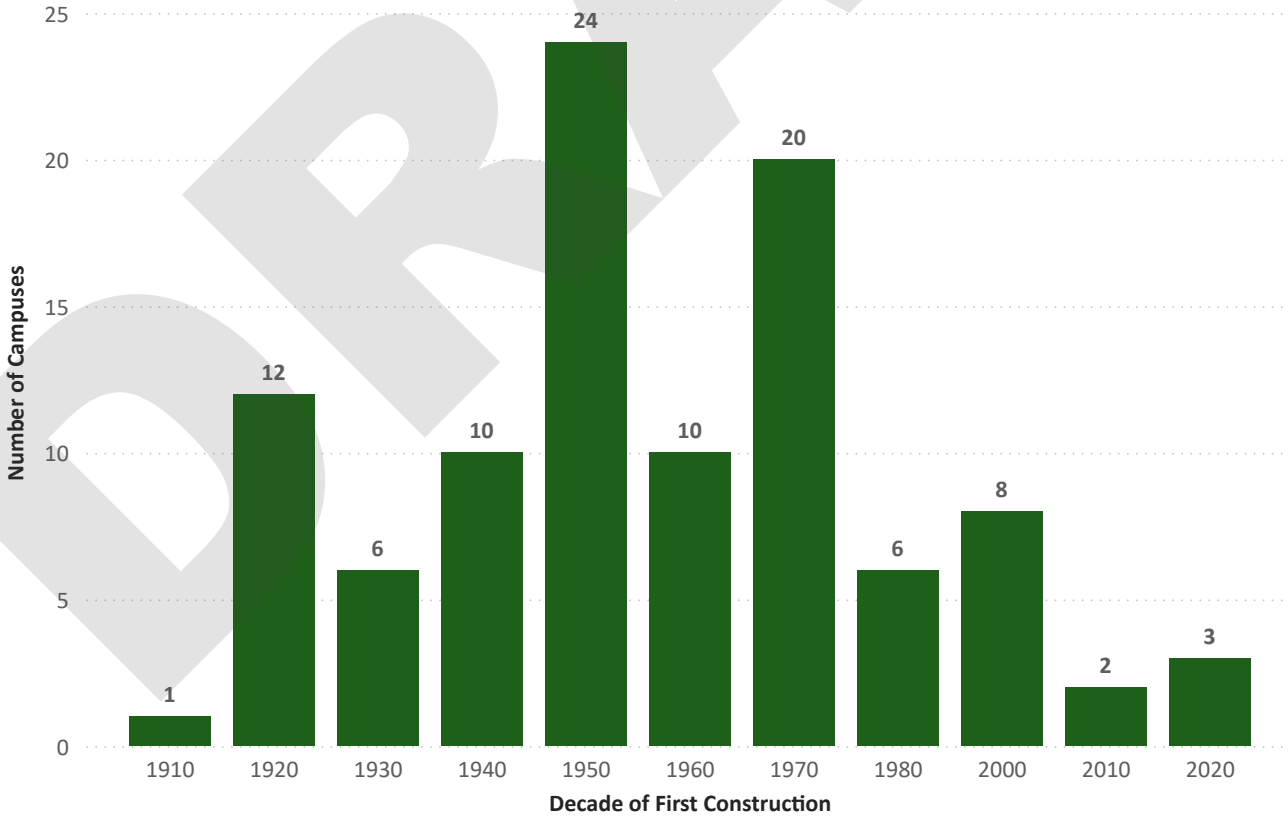
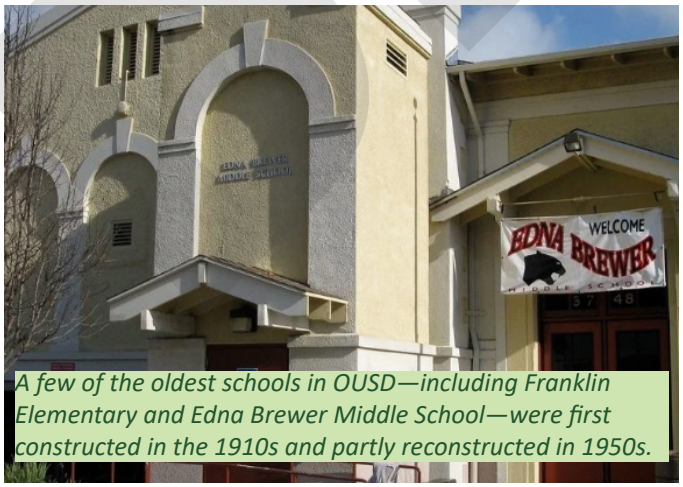


Figure 30 *Original construction year of OUSD facilities*

4.10. Facilities Condition

To support long-range capital planning and future bond development, AECOM conducted comprehensive Facility Condition Assessments (FCAs) at every OUSD campus, evaluating building systems, site conditions, and life-cycle performance across the entire portfolio. These assessments were performed using consistent methodology and industry standards, allowing for direct comparison across schools, grade bands, and system types.

The findings summarized in the following figures represent portfolio-level trends, not project-specific scopes. Detailed, school-by-school FCA reports have been prepared separately and should be used to inform individual project definition, sequencing, and cost development. Together, the portfolio analysis and the campus-level assessments provide a robust foundation for prioritizing investments that balance urgency, equity, and long-term stewardship.



A few of the oldest schools in OUSD—including Franklin Elementary and Edna Brewer Middle School—were first constructed in the 1910s and partly reconstructed in 1950s.

Building Age as a Structural Driver of Capital Need

The distribution of campus construction dates reveals a portfolio shaped largely by mid-century growth, with a significant concentration of facilities constructed between the 1940s and 1970s. This period accounts for the largest share of existing campuses, reflecting historic enrollment expansion and development patterns across the district. While these buildings have served generations of students, they were designed for a fundamentally different educational, environmental, and operational context.

Facilities constructed during this era typically include:

- Mechanical systems that predate modern efficiency and ventilation standards
- Electrical infrastructure that was not designed to support current technology loads
- Limited insulation and envelope performance, contributing to thermal stress
- Structural layouts that restrict flexibility for contemporary instructional models
- Additions layered over time that create system fragmentation and inefficiencies

As shown in Figure 30, relatively few campuses were constructed after 2000, meaning the district's newest facilities represent only a small portion of total square footage. As a result, OUSD is primarily managing buildings that are now 50 to 80 years old—well into the period when major reinvestment is typically required to maintain functionality and safety.

Building age is not merely a historical data point; it is a proxy for cumulative capital risk. Older facilities tend to experience simultaneous degradation across multiple systems, making isolated repairs increasingly ineffective. This reality reinforces the need for bundled system investments and full modernizations where age-driven limitations cannot be addressed through incremental work alone.

Facilities Condition Index

For OUSD, the FCI results indicate that facility needs are widespread and significant across the portfolio. Using common thresholds (excellent <0.1, good <0.2, fair <0.4, poor <0.6, deficient >0.6), 37% of schools are rated deficient, 29% are fair, and 10% are poor, while only 24% fall within the good or excellent range. This distribution suggests that many campuses are beyond routine maintenance and require substantial reinvestment.

IMPLICATIONS:

These trends point to a districtwide lifecycle challenge, where deferred maintenance increases costs, elevates risk of system failures, and contributes to uneven learning environments across the District. The high share of campuses in poor or deficient condition reinforces the need for a multi-cycle capital strategy that combines near-term stabilization with targeted modernization.

USING FCI AS A PLANNING TOOL:

FCI helps OUSD prioritize investments by identifying which campuses face the greatest physical risk and deferred maintenance burden. It supports transparent decision-making by providing a consistent, comparable measure of condition across schools, helping the District group projects into districtwide repair programs (e.g., roofs, HVAC, electrical) and target deeper reinvestment where the scale of need is highest. When paired with educational adequacy, enrollment/utilization, and equity factors, FCI becomes a powerful input for developing bond priorities and sequencing capital improvements over time.

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

The Facility Condition Index (FCI) shows how much reinvestment a building needs relative to its replacement value—lower FCI scores indicate better condition, while higher scores indicate greater deferred maintenance and capital need.

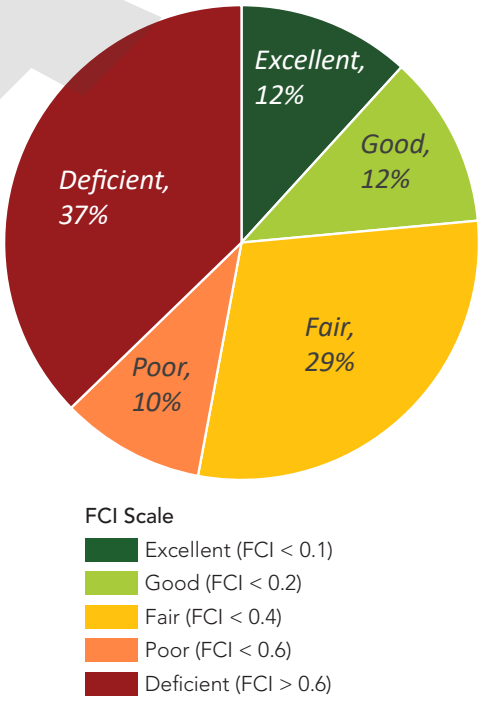


Figure 31 *Facilities Condition Index for OUSD facilitues*

System Costs and the Escalating Cost of Inaction

The financial implications of these conditions are illustrated in the comparison between projected near-term capital investment and the estimated 2040 "do nothing" cost, shown by grade band in Figure 32 Across every school type, the cost of deferring investment dramatically exceeds the cost of planned intervention. In elementary and high schools—where both square footage and system age are highest—the gap is particularly pronounced.

This differential represents the compounding effect of deferred maintenance: when systems are not replaced on time, failures cascade, damage spreads to adjacent components, and replacement costs escalate. In many cases, deferred systems require full replacement rather than targeted repair, eliminating the opportunity for lower-cost interventions.

The system-level cost breakdown in Figure 31 further clarifies where the district's largest financial exposures lie. Structural systems, HVAC, electrical infrastructure, and building envelope represent the majority of total construction cost. These are not discretionary improvements; they are the backbone of safe, functional, and durable facilities. When these systems fail, the impacts extend far beyond the individual component, affecting safety, operations, and educational continuity.

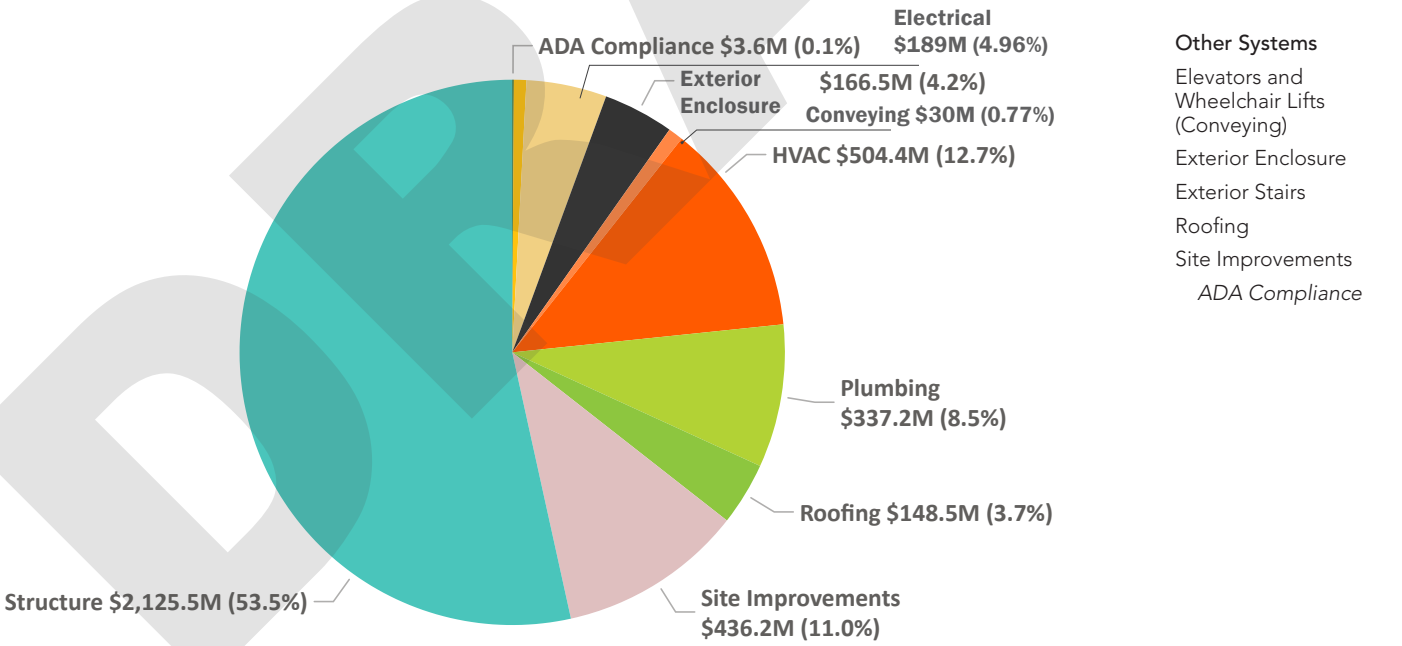


Figure 32 *Total construction cost (2026) by system*

This gap reflects deferred maintenance compounding over time—delayed replacements lead to cascading failures, broader damage, and higher costs, often requiring full replacement instead of lower-cost repairs.

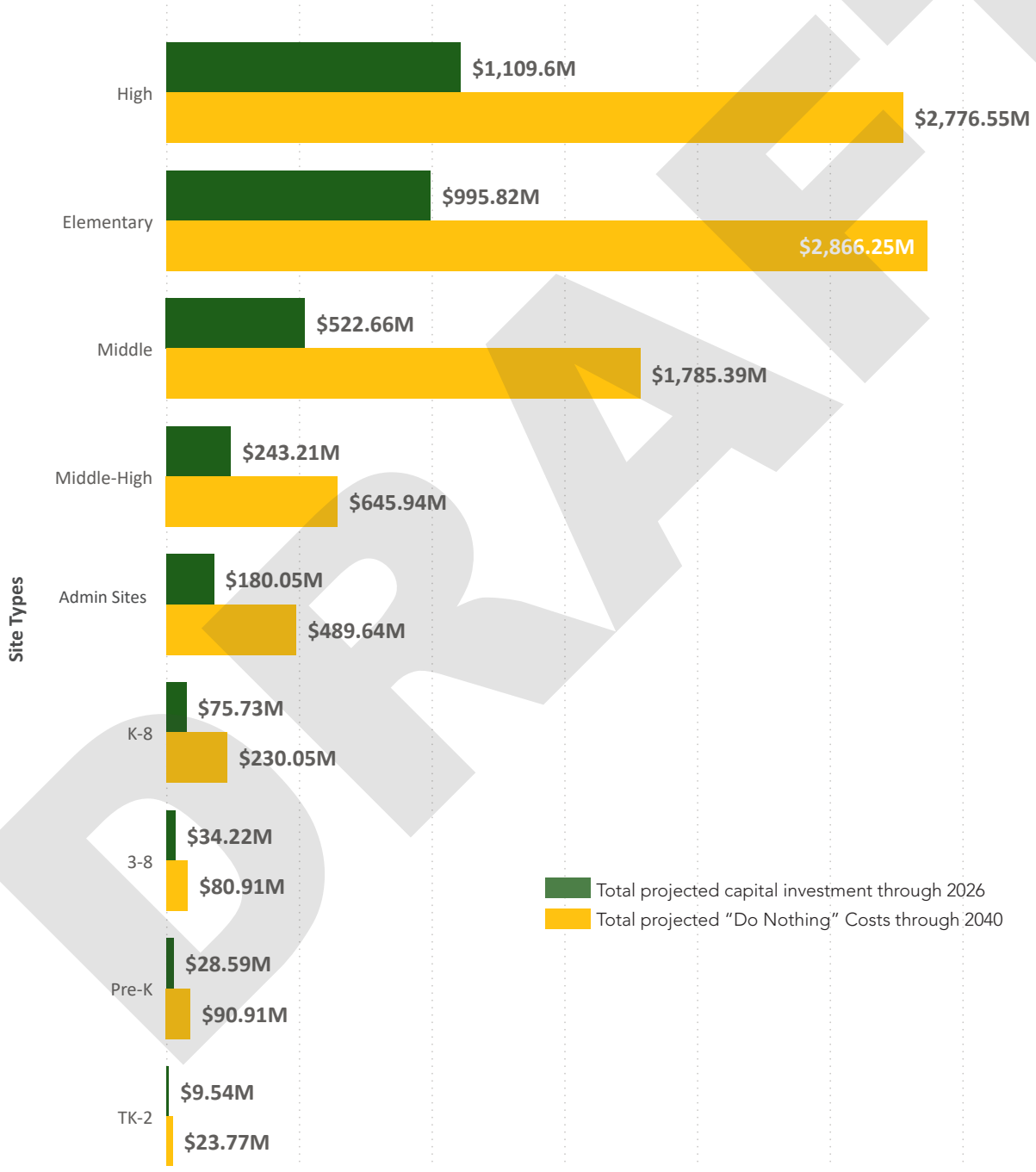


Figure 33 *Projected Capital Investment needed in 2026 and 2040 ("Do nothing" cost) by grade*

Implications for Future Bond Planning

BOND PLANNING FRAMEWORK: FROM FCA FINDINGS TO STRATEGIC INVESTMENT

Taken together, these findings establish a clear framework for future bond development. The FCA data shows that OUSD's capital challenge is not limited to isolated buildings or systems—it is a portfolio-wide lifecycle issue that requires an intentional, multi-cycle investment strategy.

The detailed campus-level FCA reports prepared by AECOM provide the technical foundation for project-specific decisions. The portfolio analysis presented here provides the strategic context for those decisions, helping ensure future investments are proactive, equitable, and financially responsible, while preserving OUSD facilities for the next generation of students

FACILITY CONDITION DATA AS A BASELINE (NOT THE ONLY DRIVER)

Facility condition data is essential for understanding physical risk and long-term capital liability across the portfolio. Building age, remaining useful life, and system costs provide critical insight into where infrastructure is failing and where deferred maintenance is creating long-term financial exposure. However, facilities exist to support educational programs—not simply to be maintained as assets. Capital planning must therefore balance technical needs with educational, operational, and strategic considerations to align investments with the District's long-term goals.

INTEGRATED CAPITAL PLANNING APPROACH

For this reason, OUSD's capital planning framework pairs facility condition findings with additional datasets, including:

- Educational adequacy (EA)
- Occupancy Rate and enrollment trends
- Programmatic needs
- Equity considerations
- Long-range district strategy

This integrated approach supports more nuanced decision-making. For example, a campus with significant facility needs may warrant a different level of investment if enrollment is declining or programs are likely to be consolidated. Conversely, a high-utilization campus serving strong educational demand may justify accelerated reinvestment even if some systems are not yet at end of life.

By combining these inputs, OUSD can move beyond reactive maintenance toward a holistic investment model—one that prioritizes projects not only based on what is failing, but on where investment will deliver the greatest educational, operational, and community value over time.

Glenview Elementary School Major Modernization Project funded with Measure Y

4.11. Water Quality

Challenge: Lead in Drinking Water

Like many school districts across California and the nation, OUSD has identified elevated lead levels at some drinking water outlets, primarily due to aging infrastructure and legacy plumbing materials common in older buildings. Even when municipal water meets regulatory standards, lead can be introduced within school buildings through internal plumbing components, corrosion, or stagnant water conditions.

Following extensive remediation efforts—including repeated testing, filtration systems and fixture improvements—now only four* drinking water fixtures across the district are failing the tests.

However, addressing the root causes such as aging plumbing infrastructure, remains an ongoing challenge. This FMP establishes a path forward to systematically address these long-term infrastructure needs.

**None of these 4 fixtures are in operation*

OUSD approach

OUSD has implemented a comprehensive and proactive **LEAD IN DRINKING WATER PROGRAM** to ensure that students, staff, and the broader school community have access to safe and healthy drinking water.

OUSD implements a multi-step testing and remediation process to identify and address potential lead exposure in drinking water outlets across campuses. This approach allows the District to quickly respond when elevated levels are detected and ensure outlets are safe before returning them to service. Key steps include:

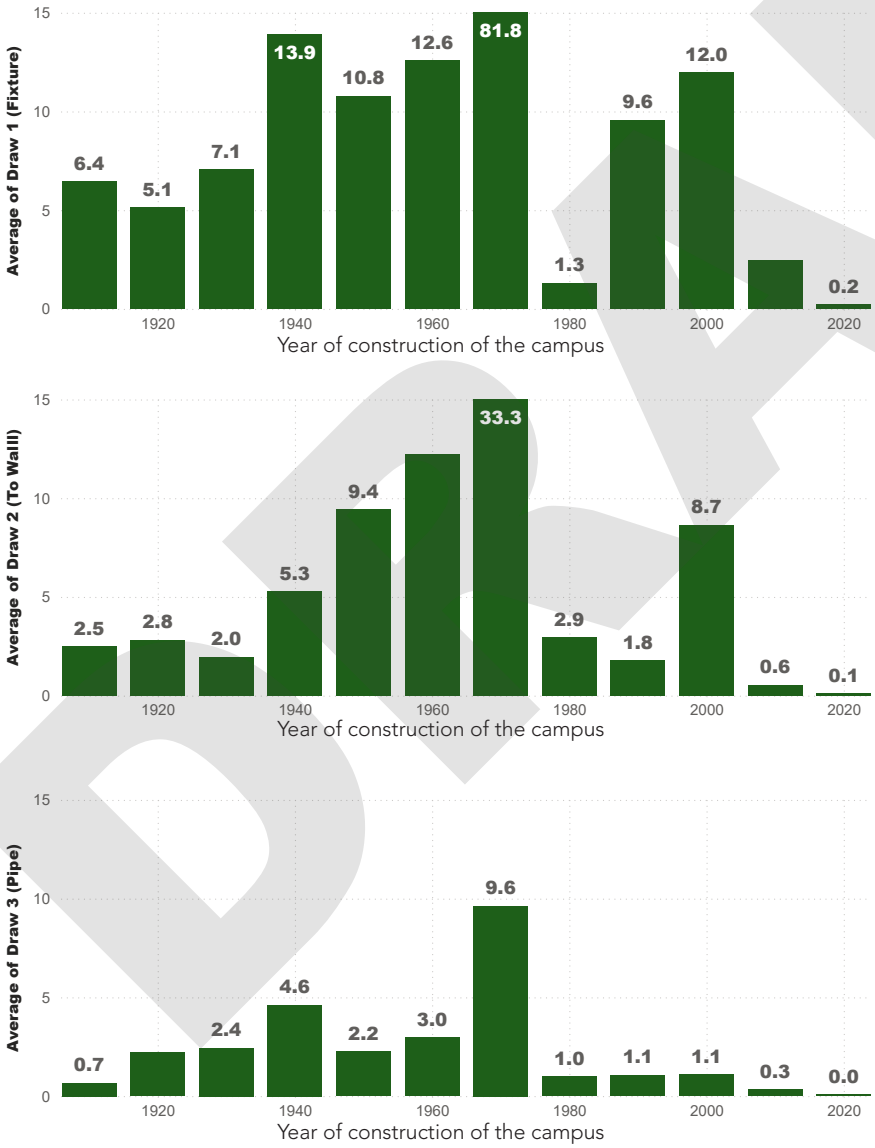
- Baseline Testing: Conduct sequential draw testing in accordance with EPA's 3T guidelines at consumable outlets to determine whether lead originates at the bubbler, angle stop and its components, or deeper plumbing systems within building.
- Immediate Corrective Action: Remove fixtures from service ensuring water is closed when elevated levels are detected. Appropriate signage or lock is placed.
- Fixture Repair or Replacement: Replace or repair fixtures and related components where appropriate.
- Filtration & Alternative Water Access: Install point-of-use filtration systems or deploy filtered water stations to provide safe drinking water access.
- Verification Testing: Conduct follow-up testing to confirm remediation effectiveness before outlets are returned to service.

As a result, while comrehensive testing identifies elevated lead levels, post-remediation water quality now meets safety standards across campuses, and exposure risk is being actively managed.

Summary of Initial Baseline Testing Results by Draw

Figure 34 summarize results from the comprehensive testing prior to remediation, showing average lead concentrations by decade of construction of the campus and by draw type. The top chart (Draw 1) reflects fixture-level conditions, the middle chart (Draw 2) reflects near-fixture plumbing such as angle stops and short branch lines, and the bottom chart (Draw 3) reflects upstream piping conditions.

As expected, the highest average lead levels are observed in buildings constructed prior to 1986, when lead-containing plumbing materials were more common. These older buildings show elevated values at the fixture and near-fixture levels, with some continued contributions from upstream piping. Newer buildings generally show much lower average lead concentrations across all three draws, although isolated exceedances still occur, reinforcing the need for a districtwide approach rather than a focus on age alone.



OUSD follows EPA's 3Ts (Training, Testing, and Taking Action) approach.

It goes beyond minimum compliance by adopting a stricter 5.0 ppb standard*, removing fixtures from service until remediation and retesting confirm safe conditions, and publicly reporting results.

**Current lead standards:*
California- Equal or less than 15 ppb
Federal - Equal or less than 10 ppb

ppb= Parts per biilion

Figure 34 *Baseline testing results for tests done in Summer 2025*

Importantly, the data shows a clear decline in average lead levels from Draw 1 to Draw 3, indicating that many exceedances originate at fixtures or nearby components rather than the entire plumbing system. This finding validates the district's remediation strategy, which emphasizes filtration and targeted fixture replacement as effective short-term controls. At the same time, the presence of upstream contributions in some buildings highlights where plumbing renewal should be considered as part of larger capital projects rather than addressed through repeated operational fixes.

Draw Number	# Devices Tested	% of Devices >5.0ppb from initial Test
Draw 1	2,447	20.40%
Draw 2	2,155	11.60%
Draw 3	2,155	7.00%

Figure 35 *Percentage of fixtures testing positive at the three draws*

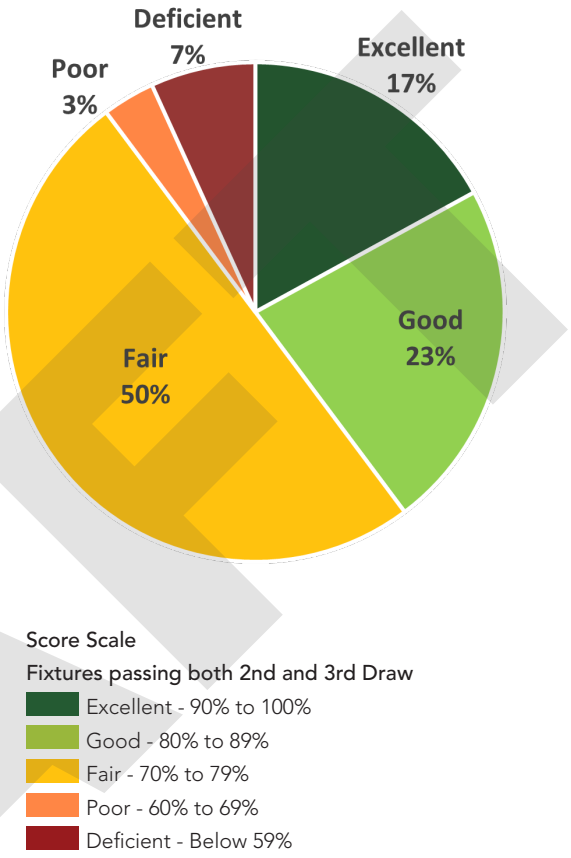


Figure 36 *Plumbing infrastructure scores derived from Draw 2 and Draw 3 baseline testing results*

Integrating Water Quality Findings into Capital Planning

While operational measures such as filtration and fixture remediation have been effective in maintaining safe drinking water, testing data now provides an opportunity to guide long-term capital investments through the Facilities Master Plan.

- Prioritize Plumbing Renewal: Buildings with repeated upstream exceedances can be prioritized for plumbing replacement as part of major renovation projects.
- Target Operational Controls: Buildings with localized issues can continue to rely on fixture-level remediation and filtration measures.
- Inform Capital Prioritization: Integrating water quality data into facility condition assessments supports strategic investments that permanently eliminate lead sources over time.

For detailed information and school-level results, see Appendix 7.8.

4.12. Heating, Ventilation and Air Conditioning (HVAC)

Facility Condition Assessments (FCA) indicate that much of the district's older building stock relies on aging heating systems and limited mechanical ventilation, with many campuses lacking adequate cooling. Community engagement also consistently identified classroom cooling as one of the top facility concerns. As climate conditions continue to change, providing safe and comfortable learning environments requires modern HVAC systems capable of supporting year-round school operations.

Aging HVAC Systems

Aging Heating and Ventilation Systems

Many schools rely on heating and ventilation systems that are reaching or exceeding their useful life, resulting in reduced efficiency, increased maintenance needs, and limited ability to maintain consistent indoor comfort.

Air Quality Monitoring

OUSD is advancing a districtwide approach to improve indoor air quality by combining pilot initiatives with systemwide monitoring tools that support healthier learning environments and data-driven facility decisions.

An Indoor airquality pilot program identified solutions such as upgraded filtration, portable HEPA units, and opportunities for automated ventilation controls

SYSTEMWIDE CALSHAPE TEMPERATURE & CO_2 SENSORS (STATE GRANT):

Deployment of CalShape sensors is underway to monitor ventilation performance and support data-driven indoor air quality improvements and future grant applications. At least one sensor is being installed on every campus, with eight campuses already completed, and results will be made accessible to the community.

Cooling as a Critical Operational Need

Cooling systems are now essential for safe and effective school operations, not discretionary upgrades. Rising temperatures, longer warm seasons, and more frequent heat events increasingly affect instructional time, student health, and building performance, with many schools experiencing unsafe indoor temperatures during months within the academic year.

IMPACTS ON STUDENTS, STAFF, AND FACILITIES

Excessive heat contributes to student fatigue and health risks, reduces instructional effectiveness, and may lead to schedule changes or lost learning time. It also accelerates wear on building systems and limits community use of school facilities during evenings and summer months. Modernizing HVAC systems and expanding cooling capacity is therefore critical to educational adequacy, operational continuity, and long-term climate resilience across OUSD facilities.

ONGOING DISTRICTWIDE HEAT MITIGATION STRATEGIES TO PROVIDE PARTIAL RELIEF:

- Investments for wildfire smoke resilience and safer indoor spaces
- Districtwide Energy Audit
- Living Schoolyard Design: Mitigates heat through added trees, shaded play structures, nature exploration areas, and removal of asphalt surfaces.

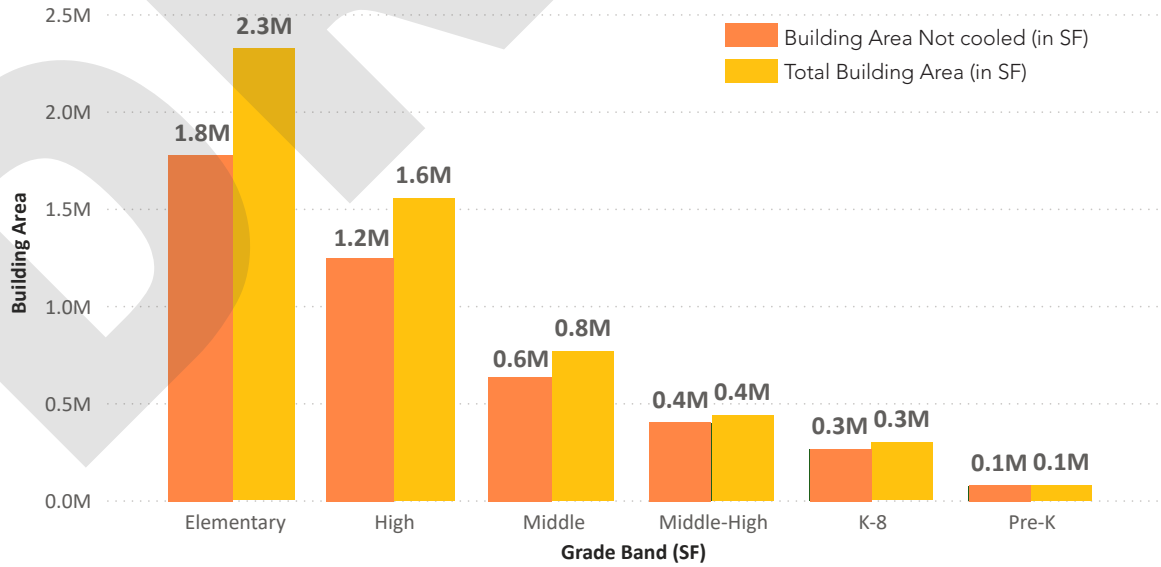


Figure 37 *Gaps between total building area and areas with cooling*

What the Portfolio Data Reveals

When examining OUSD facilities through this lens, a clear pattern emerges: while progress has been made, cooling coverage remains incomplete and uneven across the district. Comparing total building area to the area currently served by cooling systems shows that gaps persist across school types, resulting in inconsistent learning conditions during warm periods.

- Cooling coverage remains partial and uneven across the facilities portfolio.
- Elementary schools show the largest gap between total area and cooled area, despite serving the youngest students and representing a major share of district square footage.
- Middle and high schools often have partial coverage, creating inconsistent conditions across classrooms, wings, or additions.
- Even smaller K–8 and Pre-K facilities face elevated risks due to student age and developmental needs.

Overall, cooling availability has not yet been aligned with where students and instructional time are concentrated, reflecting a legacy of buildings designed for different climate conditions.

Implications for Future Bond Planning

As the district looks ahead to future bond cycles, cooling system upgrades should be elevated as a strategic, district-wide priority. The data clearly shows that relying solely on full modernizations to resolve cooling gaps will leave many students in vulnerable conditions for years to come.

Future bond planning should therefore:

- Treat cooling as a health, safety, and resilience investment, not just a comfort upgrade
- Prioritize elementary schools and other high-occupancy facilities with the largest cooling gaps
- Integrate cooling upgrades into Tier 1 district-wide projects, alongside electrical, envelope, and energy efficiency improvements
- Ensure all major renovations and additions deliver full, equitable cooling coverage
- Use cooling availability as a screening criterion for project identification and sequencing, similar to structural condition or capacity need

By addressing cooling intentionally and at scale, the district can protect students and staff, preserve instructional continuity, and extend the life of its buildings while responding proactively to the realities of a warming climate.

4.13. Early Childhood Education

Early Childhood Education (ECE), and in particular California's Transitional Kindergarten (TK) program, represents one of the most powerful investments a district can make in long-term student success. Research consistently shows that access to high-quality early learning improves kindergarten readiness, literacy and numeracy outcomes, social-emotional development, and long-term academic persistence. For families, TK and Pre-K programs also provide critical childcare stability, workforce participation support, and a reliable entry point into the public education system. As California moves toward universal TK, districts like OUSD are on the front line of translating policy into meaningful, equitable access on the ground.

The data shows clearly that demand for TK in OUSD significantly exceeds current capacity, and that unmet demand is not evenly distributed across the city. As shown in Figure 38, average annual TK waitlists from 2022–2024 vary dramatically by school board district, with some districts experiencing sustained waitlists several times larger than others. District 4, in particular, stands out with an average annual waitlist of more than 650 students, while Districts 1 and 2 also show substantial unmet demand. These waitlists are not temporary fluctuations; they represent persistent, structural gaps between community need and available seats.

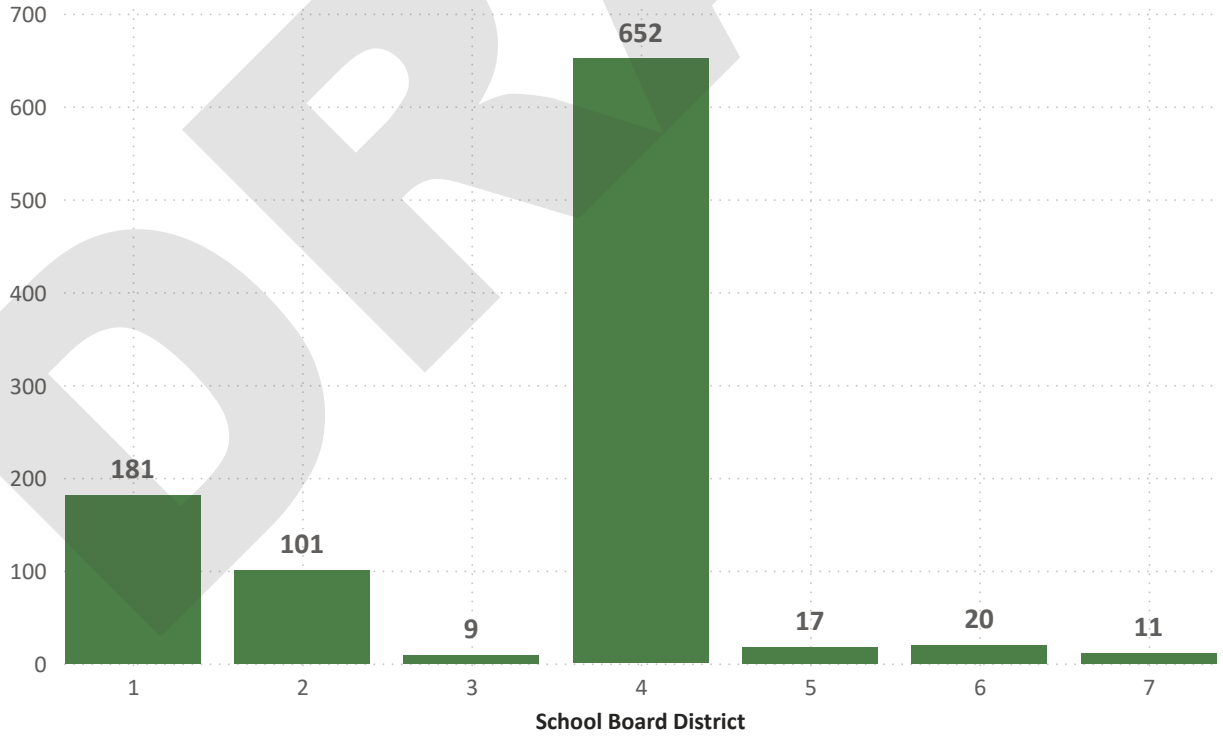


Figure 38 *Average annual TK waitlist (2022-2024) by school board district*

Mismatch between demand and supply

When these trends are mapped spatially, the mismatch between demand and supply becomes even more evident. Figure 39 shows the current distribution of TK programs across the district, distinguishing between sites with waitlists and those without. This map highlights a critical planning challenge: while TK programs exist in many areas, they are not always located where demand is strongest, nor are they consistently sized to meet neighborhood need. In some high-demand zones, a small number of campuses are absorbing overwhelming pressure, while nearby facilities may have limited or no TK presence at all.

This spatial imbalance reinforces inequities in access, particularly for families who lack transportation flexibility or whose work schedules require neighborhood-based options.

Together, these figures underscore a clear conclusion: expanding early childhood capacity is not only an educational priority, but a facilities planning imperative. TK growth cannot be addressed solely through programmatic changes; it requires intentional capital investment in classrooms, restrooms, outdoor learning areas, food service, and drop-off infrastructure designed specifically for young learners. Many existing elementary schools were not built with universal TK in mind, and retrofitting space without capital support places strain on both instructional quality and building systems.

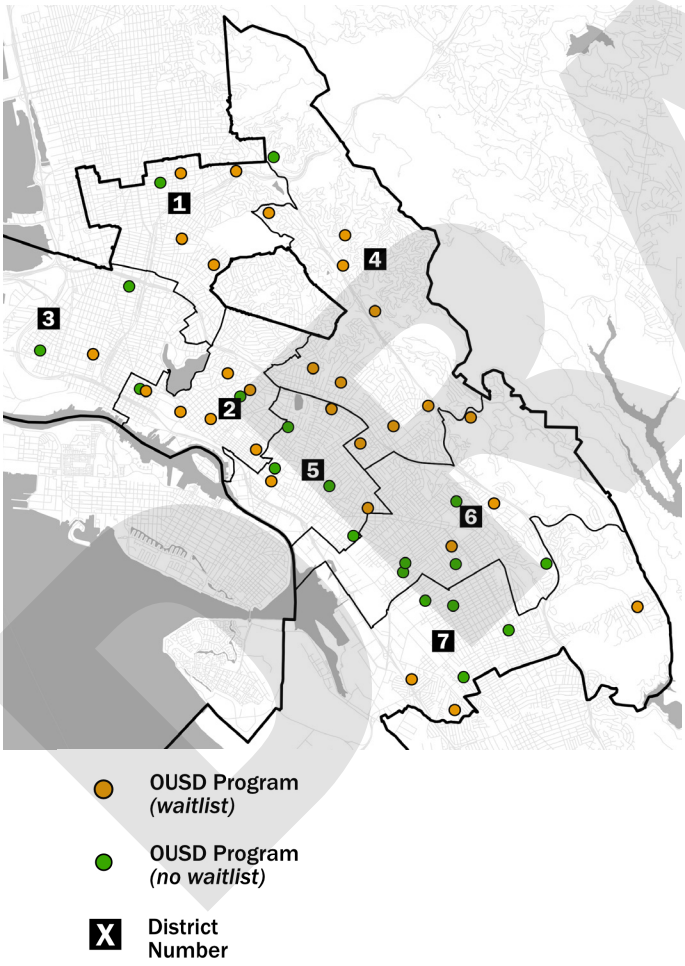


Figure 39 *Current distribution of TK programs across the district*

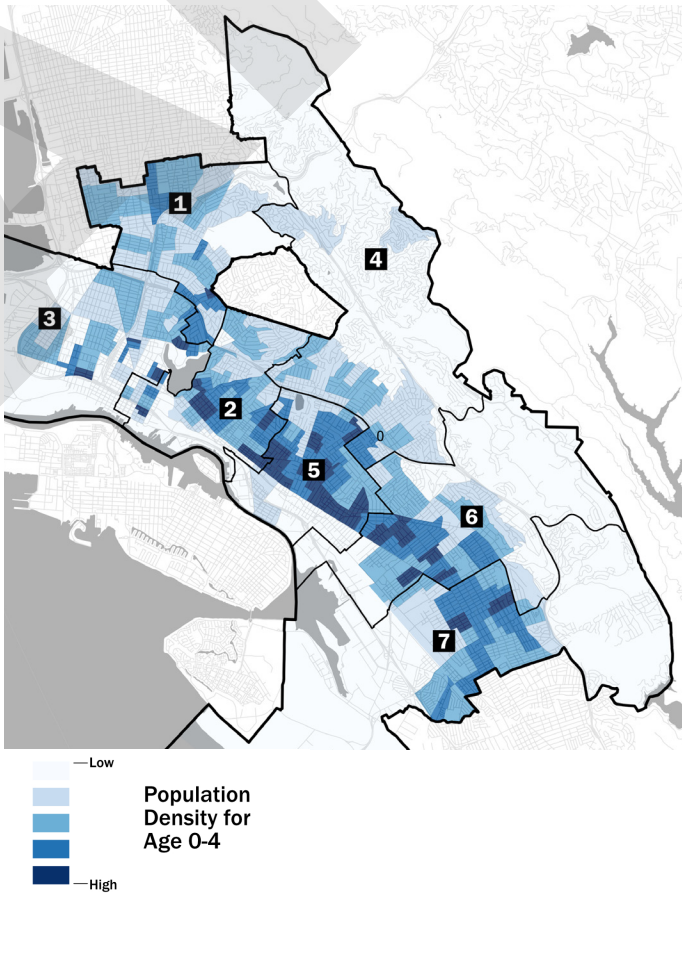


Figure 40 *Distribution of age 0–4 population, indicating areas of potential future demand*

Implications for Future Bond Planning

As the district looks ahead to future bond cycles, early childhood expansion should be treated as a strategic, community-responsive investment. This includes:

- Targeting new TK classrooms in high-demand geographies identified through demographic analysis (See Figure 40). Equity analysis should be conducted to ensure that seats are going to where they are needed the most.
- Expanding or reconfiguring facilities at campuses with sustained waitlists
- Integrating TK into modernization projects to avoid piecemeal retrofits
- Ensuring facilities meet developmental, safety, and accessibility standards for young learners
- Using ECE expansion as a lever for long-term enrollment stabilization and community trust

Ultimately, early childhood facilities are enrollment strategy, equity strategy, and academic strategy all at once. The charts and maps presented here provide a clear, data-driven foundation for action. By aligning capital investment with demonstrated community demand, OUSD can ensure that every family who wants access to TK has it.

5.0 INVESTMENT FRAMEWORK

Claremont MPR Modernization Project

5 Investment Framework

5.1. Developing an Investment Strategy

As OUSD considers how to allocate limited capital resources in a way that improves learning environments, supports long-term district sustainability, and responds to community priorities, the Facilities Master Plan identifies a clear problem:

NEEDS ARE WIDESPREAD, BUT THE DEPTH OF NEED IS UNEVEN ACROSS THE PORTFOLIO, REQUIRING A STRATEGY THAT BALANCES EQUITY WITH IMPACT.

The Problem OUSD Must Solve

The District faces two challenges:

First, every school requires baseline facility improvements to protect health and safety, support daily operations, and provide learning environments that meet minimum standards of comfort and functionality.

Second, some campuses face deeper and more complex conditions—such as major building deficiencies, persistent enrollment pressures, or programmatic needs—that cannot be addressed through incremental repairs alone. These campuses may require larger-scale modernization, redesign, or long-term reinvestment to meet both educational and operational goals.

This reality is further shaped by limited capital availability and the need to balance equity with impact. If investments are spread too thinly, the District risks making only small improvements without resolving major issues. If investments are focused only on a few campuses, the District risks leaving other schools behind and widening gaps in facility quality.

TO ADDRESS THIS CHALLENGE, THE FACILITIES MASTER PLAN IS INTRODUCING A T-SHAPED INVESTMENT STRATEGY.

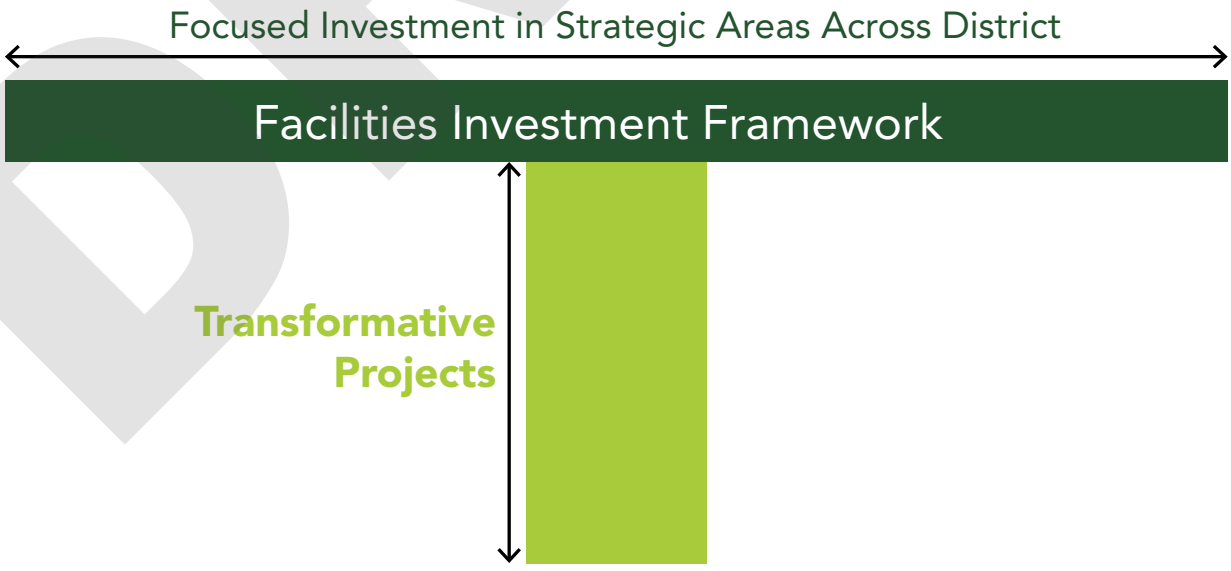


Figure 41 *T-Shaped Investment Strategy*

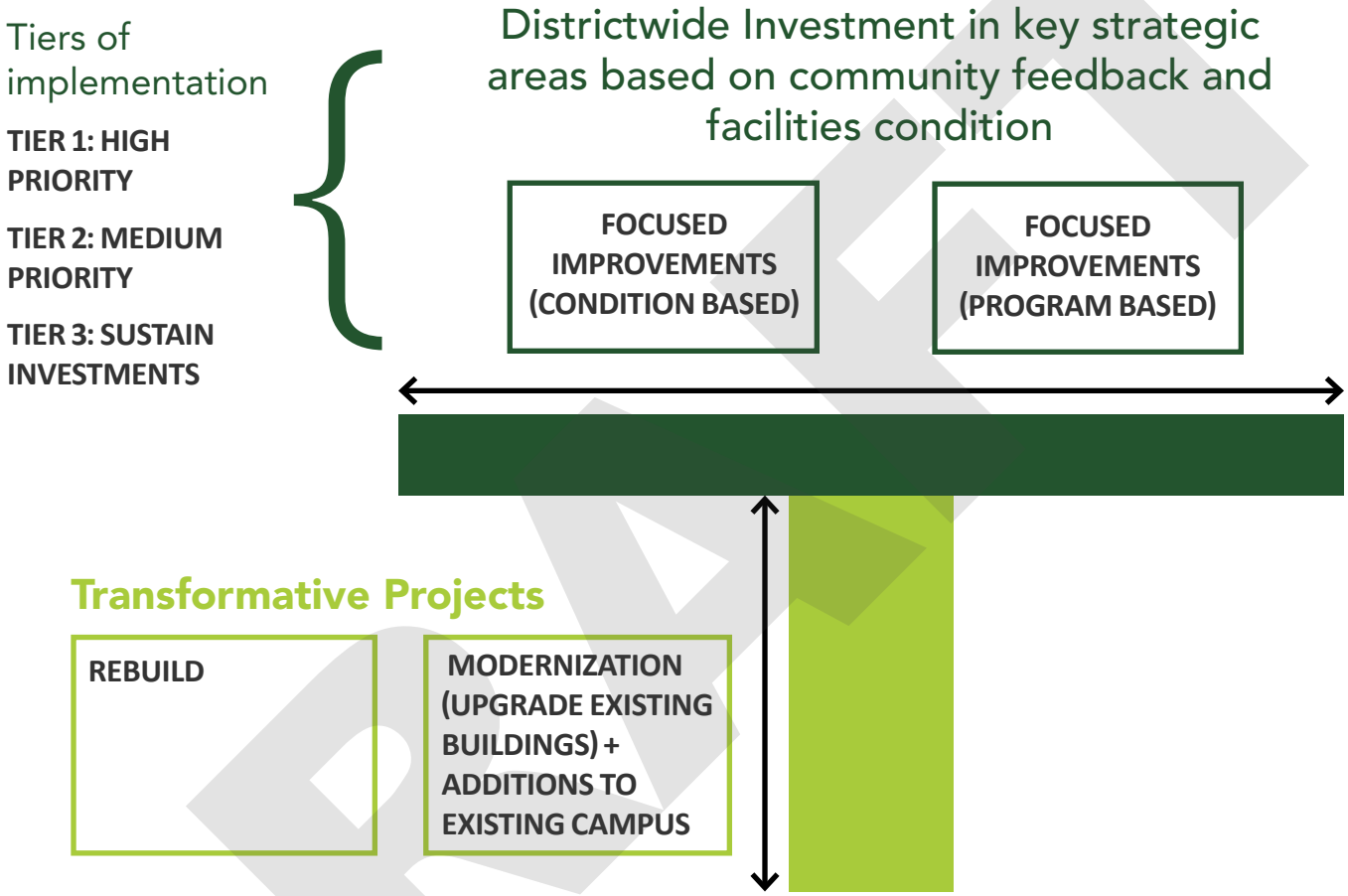


Figure 42 *Tiers of Implementation*

5.2. T-shaped Investment Strategy

This framework provides a structured approach that supports consistent improvements across the entire portfolio while also enabling transformative change where it is most needed. It allows OUSD to advance districtwide priorities through a shared baseline of investments, while also identifying and resourcing a smaller set of transformative projects.

A PREDICTABLE AND TRANSPARENT WAY TO BALANCE

This strategy provides a predictable and transparent way to balance the need for widespread improvements across all schools with the need for deeper, transformative investments at a smaller number of campuses. It recognizes that every school requires safe, functional, and modern learning spaces, yet also acknowledges that some campuses face conditions or programmatic needs that require a more comprehensive and long-term capital solution.

THE T SHAPED INVESTMENT MODEL INCLUDES TWO COMPLEMENTARY COMPONENTS.

The top of the T represents districtwide focused priorities. These investments are smaller in scope, highly targeted, and implemented across many schools. The purpose is to address the most urgent needs that affect day-to-day operations and the quality of the core learning environment for the greatest number of students.

The vertical stem of the T represents deep investments at a limited number of schools. These projects are major in scale and have the potential to fully transform facilities through new construction, significant modernization, or complete campus rebuilds.

Together, these strategies create a balanced approach that meets immediate needs while advancing long-term district goals.

USING THE T-SHAPED STRATEGY TO GUIDE FUTURE DECISION MAKING

The T-shaped strategy provides a balanced and equitable framework that supports both near-term improvements and long-term transformation. Districtwide investments address the immediate needs that students and staff face every day, while deep investments advance the structural changes needed to ensure sustainability, modern learning environments, and improved operational efficiency.

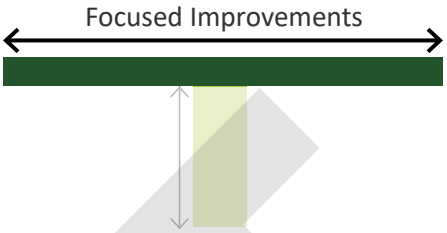
This balanced approach allows OUSD to:

- Improve conditions for all students through widespread focused investments
- Identifies a smaller number of schools for major, high-impact projects that address multiple priorities at once
- Align capital planning with enrollment trends, district educational priorities, and long-term financial considerations
- Provide consistent, predictable upgrades across the district while also creating transformative campuses that serve as community anchors.

The T-shaped investment strategy balances smaller upgrades across all schools with larger, transformative investments at a few campuses.

This approach improves day-to-day learning conditions while strengthening community trust, and supporting future academic and operational goals.

5.3. Districtwide Focused Improvements



Districtwide improvements are essential because they address the basic reliability and functionality of school buildings across the entire portfolio. These upgrades are often condition based or program based and can be sequenced over time to bring consistent improvements to all OUSD students.

Focused Improvements (Condition Based)

These projects target the physical conditions that most directly affect health, safety, and the core learning environment. Examples include:

- Educational adequacy improvements that enhance classroom usability and support instructional practice
- Facility system improvements such as HVAC, plumbing, electrical upgrades, lighting, and flooring
- Restroom modernization
- Fencing, seismic, and safety upgrades
- Addressing deferred maintenance needs that have accumulated across aging buildings

These projects typically do not require substantial reconfiguration of the campus and can be implemented at many schools within a short period of time. Their purpose is to keep buildings functional, compliant, and safe for students and staff.

Focused Improvements (Program Based)

Program-based investments support district initiatives, educational pathways, and student experience goals. Examples include:

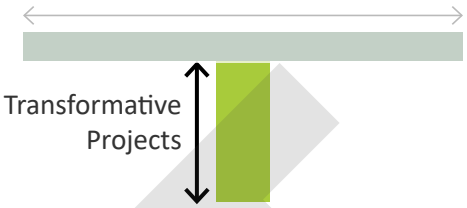
- Space expansion for TK and early childhood programs
- Specialized program upgrades such as STEM, arts, and CTE
- Special education supportive spaces
- Living schoolyards, outdoor learning areas, and safety improvements
- Technology enhancements to support 21st-century classrooms

These investments often respond directly to enrollment needs, programmatic goals, or equity commitments. They improve the learning experience and support school communities without requiring a complete rebuild.

Focused improvement: Claremont Middle School Kitchen

Program Expansion: Kaiser Early Childhood Center

5.4. Transformative Projects



While districtwide improvements provide essential upgrades across many schools, some campuses require a more comprehensive capital solution due to major facilities deficiencies, high replacement value, aging systems at end of life, and the scale of deferred maintenance that cannot be resolved through incremental repairs.

Rebuilds

These projects involve rebuilding a school through new construction and completely reimagining the campus. They provide:

- Modern classrooms with flexible learning spaces
- Energy-efficient systems and updated infrastructure
- Full replacement of legacy systems and high deferred maintenance
- Strong alignment with emerging instructional models
- Improved campus identities that support enrollment and attract families

Transformative projects also allow the district to reset building age, reduce operational costs over time, and create flagship campuses that serve as models for future development. They often require boundary adjustments and thoughtful planning related to temporary relocation during construction.

Modernization (Upgrade Existing Buildings Or Additions to existing campus)

Major modernization retains existing structures but significantly upgrades systems, learning environments, and campus functionality. Advantages include:

- Lower initial cost because it builds on existing infrastructure
- Ability to improve learning environments without full displacement
- Extension of building life and preservation of community-valued spaces
- Flexibility to target essential systems or site-specific needs

These projects offer meaningful improvements with less disruption, although they may not fully resolve legacy infrastructure challenges or reimagine the campus to the same extent as a full rebuild.


Fremont High School Rebuild


Madison Park Academy Modernization

5.5. Implementation Tiers for Districtwide Focused Improvements

The Master Plan organizes districtwide investments into three tiers. These tiers help the district sequence projects based on facilities conditions, school enrollment, gaps in education adequacy, align them with community priorities, and create a manageable and predictable capital program.

Tier 1: High Priority Area

PRIORITIZE HEALTH, SAFETY, AND THE CORE LEARNING ENVIRONMENT.

The purpose of Tier 1 is to protect the basic functionality and safety of schools. Projects in this tier include:

- HVAC modernization and air quality improvements
- Water quality, plumbing, and electrical system upgrades
- Restroom modernization
- Fencing, lighting, seismic upgrades, and other safety improvements
- Deferred maintenance for roofs, floors, and similar needs

These investments respond to the most urgent and non-negotiable facility concerns.

Tier 2: Medium Priority Area

BUILD WHOLE-CHILD EXPERIENCES, EDUCATIONAL EQUITY, AND LONG-TERM INNOVATION.

Tier 2 investments modernize learning spaces and strengthen the academic experience. Examples include:

- TK and early childhood expansion
- Specialized program upgrades, including STEM, arts, and CTE
- Special education facility improvements
- Multipurpose spaces, dining hall upgrades, and kitchen modernization
- Technology infrastructure improvements

These investments significantly elevate the student experience and help the district advance equity and programmatic goals.

Tier 3: Sustain Investments

MAINTAIN PARTNERSHIP, PRIDE, AND LONG-TERM SUSTAINABILITY.

Tier 3 focuses on long-term campus quality and community use. Projects include:

- Athletic field and gym upgrades
- Outdoor learning environments and shaded areas
- Energy efficiency, solar, and EV infrastructure
- Maintenance of solar systems through ongoing operations and maintenance to preserve long-term energy savings.

These investments sustain the quality and functionality of school campuses and strengthen community connection.

Living Schoolyard project at Joaqin Miller Elementary School

5.6. Using the FMP to Support Future Decision Making on District Restructuring

With significant number of OUSD schools serving fewer than 400 students, the district faces both financial and programmatic challenges that affect its ability to deliver the learning experiences that families expect and that students deserve.

- Small schools often struggle to offer a full range of academic programs, enrichment opportunities, and student supports.
- They may lack the specialized spaces needed to house modern instructional models, such as STEM labs, arts programs, or early childhood expansion.
- Maintaining a large number of small campuses increases operating costs and pulls resources away from educational priorities.

The planning work completed through this Master Plan now gives the district a stronger platform for evaluating its long-term footprint. OUSD now has a far more comprehensive understanding of which campuses are well-positioned for continued investment and which face significant challenges that may not be feasible to resolve through minor improvements. This information, when combined with future financial planning and community conversations, can support a thoughtful and transparent exploration of restructuring.

The FMP provides a clear, data-informed foundation for evaluating district restructuring in response to widespread small, under-enrolled schools. Linking restructuring to strategic capital investments allows OUSD to consolidate resources, modernize facilities, and expand access to high-quality programs.

The Need to Explore Restructuring with the Community

Given the number of small schools and the cost pressures associated with operating them, the Master Plan recommends that OUSD begin a structured conversation with the community about potential restructuring strategies. Restructuring should not be seen as a cost-cutting exercise but rather as an opportunity to create stronger, more vibrant schools that can offer robust academic programs, modern learning environments, and equitable access to resources.

Any restructuring effort should be grounded in community partnership and guided by clear goals. These goals may include:

- Improving the quality and consistency of educational programs
- Supporting whole-child services and access to specialized staff
- Reducing the strain of maintaining campuses with low occupancy rates
- Advancing equity by ensuring that every student has access to high-quality facilities
- Using capital investments strategically to transform student experiences

Through a collaborative process, OUSD can jointly define with families, staff, and community members what a successful and equitable school system should look like and how restructuring might support these outcomes.

Using Capital Investments and a Future Bond to Support Restructuring

The Master Plan introduces a T-shaped investment strategy that highlights two types of investments: districtwide focused improvements and transformative projects. This framework can be directly linked to future restructuring efforts.

Transformative projects represent a major opportunity. In areas where multiple schools are experiencing declining enrollment, aging facilities, and inadequate spaces for modern programs, it may be appropriate to consider replacing several smaller campuses with one larger, modern, transformative school that can serve as a high-quality anchor for the surrounding community.

A future bond program could fund these large-scale investments and provide the capital needed to build new campuses that meet 21st century instructional expectations.

Such an approach allows the district to:

- Consolidate resources into fewer, higher-performing campuses
- Provide students with improved facilities and access to a broader range of programs
- Reduce long-term maintenance and operational costs
- Reset the age and condition of buildings in neighborhoods with the greatest need
- invest in energy efficiency as a tool for long-term cost control, system resilience, and operational stability.

Transformative investments can also be phased within clusters of schools, focusing first on those with the most critical facility challenges and the lowest enrollment. This targeted approach ensures that restructuring is paired with tangible improvements that families can see and feel.

Key Factors to Explore in Decision Making

If OUSD moves into a restructuring study, the following factors should be examined to guide equitable and transparent choices:

ENROLLMENT AND DEMOGRAPHIC TRENDS

Understanding patterns in population shifts, birth rates, and regional housing development helps identify where long-term demand for school seats is likely to grow or decline.

FACILITY CONDITIONS

Campuses with extensive physical deficiencies, outdated systems, and poor educational adequacy scores may not be cost-effective to modernize and could be considered as candidates for consolidation.

PROGRAMMATIC CAPACITY

Schools need flexible classrooms, specialized program spaces, expanded early learning areas, and modernized environments to deliver the programming that families expect. Facilities that cannot reasonably support these needs may be less viable long-term.

PROXIMITY AND ACCESS

Restructuring decisions must consider how far families will travel and what modes of transportation are realistic for students. This includes:

- Walking routes and pedestrian safety
- Public transportation access
- Road safety, traffic patterns, and neighborhood infrastructure
- Availability of district-provided transportation
- A safe and accessible route to school is essential for any restructuring scenario.

NEIGHBORHOOD CONTEXT AND COMMUNITY IMPACT

Schools serve not only students but also neighborhoods. The district should analyze community needs, partnerships, and the role each school plays beyond academics.

HISTORICAL IMPACT AND EQUITY CONSIDERATIONS

School closures across the country have often disproportionately affected Black, Latino, and low-income communities due to historic racism, housing displacement, and decades of underinvestment in certain neighborhoods. OUSD has the responsibility to approach restructuring with a deep understanding of this history and must commit to a process that avoids repeating past harms.

This means:

- Conducting an equity impact analysis for any closure or consolidation scenario
- Understanding who is affected and how
- Ensuring that students who have historically experienced underinvestment benefit directly from any restructuring
- Engaging communities early and consistently
- Ensuring that families see clear improvements, such as access to a high-quality, modernized, transformative campus
- Restructuring should not deepen inequities but should instead be designed to correct them.

5.7. Using Data to Support Thoughtful and Equitable Decision Making

The Facilities Master Plan brings together one of the most comprehensive collections of facility-related data that OUSD has ever assembled. While this information is essential for understanding the needs of the district, the purpose of the plan is not to promote a purely data-driven approach to decision making. Instead, the goal is to support data-informed decisions that are thoughtful, contextual, and grounded in the lived experiences of students, families, and educators.

> The goal is not to promote a purely data-driven approach but to support data-informed decisions that are thoughtful, contextual, and grounded in the lived experiences of students, families, and educators.

DATA-DRIVEN APPROACH

It risks reducing complex challenges to a single number or threshold. Decisions made through this lens alone can overlook historical context, equity considerations, school identity, community partnerships, and the broader set of values that families and educators hold for their schools. In many districts, data-only decisions have resulted in blind or inequitable outcomes, particularly in communities that have faced decades of underinvestment. For this reason, OUSD must interpret the data within its full social, historical, and educational context.

DATA-INFORMED APPROACH

It recognizes the value of quantitative findings while balancing them with qualitative insights and community priorities. This approach ensures that decisions are grounded in facts but not dictated by them. It also allows the district to evaluate trade-offs, understand the consequences of multiple scenarios, and identify strategies that align with both district goals and community aspirations.

East Oakland Pride

The Importance of Holistic Decision Making

Facilities planning requires more than reviewing data sets in isolation. Facility conditions, enrollment, educational adequacy, program needs, and financial resources intersect in ways that shape the overall experience of students and staff. When viewed together, these data sources create a more complete picture of the health and needs of each school. This holistic perspective is critical for identifying root causes of challenges and for designing solutions that address both immediate needs and long-term goals.

For example, a school that appears under-utilized based solely on enrollment data may also be a school with strong community ties, specialized programming, or strategic location. A campus with high facility needs may also have a strong instructional culture that families value. Educational adequacy challenges may be driven not only by facility condition but also by outdated design that does not align with current instructional models. These complexities are not visible when data are reviewed independently.

By examining the data as an interconnected system, OUSD can:

- Understand how conditions, enrollment, and program offerings influence one another
- Identify areas where investment can have the greatest positive impact
- Recognize inequities that have been masked or complicated by years of system-wide challenges
- Avoid oversimplified conclusions that underestimate the full context of community needs

Holistic analysis also supports more strategic planning. For instance, clusters of schools with similar challenges may benefit from a shared solution such as a transformative project or a reconfigured network of campuses. Data viewed through a comprehensive lens allow the district to see possibilities that are not obvious in single-variable evaluations.

A Foundation for Equity-Centered Planning

Using data in a thoughtful and holistic way is also central to advancing equity. Many of the disparities present in OUSD's facilities are tied to historic patterns of disinvestment, segregation, and systemic racism. If data are used without context, there is a risk of reinforcing these patterns, particularly if decisions are made solely on metrics like enrollment size or cost efficiency.

Data-informed decision making requires OUSD to ask not only what the numbers show, but also why the numbers look the way they do. It encourages the district to consider the unique assets and needs of each community, the historical forces that shaped school conditions, and the opportunities to correct past inequities through strategic investments.

A Path Forward

The Facilities Master Plan does not prescribe closures or consolidations. Instead, it provides the detailed information and analytical tools that the district will need if it chooses to explore restructuring.

The plan offers a strong foundation for a community-centered decision-making process that aligns educational goals, financial sustainability, and long-term facility needs.

Through thoughtful planning and meaningful engagement, OUSD can determine whether restructuring, combined with transformative capital investments, can create a stronger and more equitable school system.

The opportunity exists to design campuses that truly reflect the aspirations of students, families, and educators.

By pairing data-informed decisions with community partnership, the district can ensure that any restructuring leads to better outcomes, improved facilities, and a more sustainable future for all students.

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6.0 RECOMMEND-ATIONS

Fremont High School - Bond New Construction

6 Recommendations

6.1. Transformative Project Recommendations

Using Capital Investment to Restructure the System, Advance Equity, and Strengthen Communities

OUSD is at a pivotal moment that requires the district to evaluate its school portfolio holistically, rather than school by school. Declining enrollment, a growing number of small and underutilized campuses, inequitable access to high-quality programs, fiscal constraints, and rising operating and maintenance costs are creating structural challenges that cannot be solved through incremental repairs alone. These pressures are interconnected, and addressing them effectively requires a system-level strategy that aligns facilities, enrollment, programming, and community priorities.

As the district considers its long-term sustainability, re-envisioning and restructuring the school portfolio should be part of the conversation. This begins not with buildings, but with how OUSD can best serve students and families with the resources available. In many cases, the current configuration of numerous small schools limits distribution and access to high-quality programs, strains staffing models, and creates inequities in access to arts, athletics, advanced coursework, student support services as well as other community school services.

Within this context, transformational investments become a strategic tool for re-envisioning and restructuring, not simply a response to aging facilities. Major capital projects can be used to replace multiple small or aging campuses with modern, right-sized schools designed to support comprehensive programming, operational efficiency, and long-term fiscal sustainability.

As a guiding target, OUSD should seek opportunities to create schools approaching 600 students, a scale that allows for:

- Robust academic and enrichment programs
- Sustainable staffing and leadership structures
- Efficient operations and lower per-pupil costs
- Greater scheduling flexibility
- Stronger student support services
- Increased community use and shared resources

When paired with thoughtful boundary design, transportation planning, and early community engagement, these investments can enhance neighborhoods, improve program delivery, and create high-quality community anchors.

Prioritizing Projects Through Community and Board Partnership

While data helps identify schools that qualify for major investment consideration, final portfolio and investment decisions must be made through a collaborative process involving the Board of Education, district leadership, and school communities. Data alone cannot determine which projects or decisions should move forward first. Prioritization must reflect both quantitative need and community values.

If a school is not selected for a transformative capital project, it should become a top candidate for focused districtwide investment strategies, ensuring that all schools receive upgrades to address critical needs related to health and safety, climate control, accessibility, educational adequacy, and other high-priority areas (Tier 1).

This partnership-based approach ensures that major investments advance equity, build trust, and improve the overall health of the OUSD portfolio, rather than creating isolated improvements disconnected from community priorities.

Transformative Investment as a Strategy for Restructuring and Right-Sizing

As OUSD evaluates re-envisioning and restructuring options, transformational investments offer a strategic approach to replace fragmented, under-enrolled, and aging facilities with modern, efficient, and program-rich schools. In neighborhoods where several schools face declining enrollment, aging infrastructure and poor facility conditions, or limited programmatic capacity, the district may choose to merge multiple campuses into a single new or fully modernized facility.

These investments enable the district to create schools near the 600-student target, a scale that supports comprehensive academic and enrichment programs while improving staffing and operational efficiency. By consolidating investment into fewer, stronger facilities, OUSD can reduce long-term operating and maintenance costs, improve sustainability, and expand access to specialized programs and student support services.

Transformative investments also create opportunities to redesign attendance boundaries to promote integration, equity, and diversity, while establishing modern schools that serve as long-term community anchors.

When done intentionally, these investments are reinvestments that strengthen communities and educational opportunity. When evaluating these scenarios, the district must consider:

- The size, configuration and suitability of potential sites for expanded enrollment
- The capability of existing infrastructure to support new construction or major modernization
- Whether consolidation will improve program offerings and the student experience
- Opportunities to maintain community identity through design and engagement
- Building clear feeder patterns from PK to 12 based on neighborhood or programming alignment
- Accessibility and transportation patterns for families and students

These factors may result in identifying schools for further study even if they do not initially meet every metric described below. Re-envisioning and estructuring efforts and capital planning must be aligned so that the district's school portfolio becomes more efficient, equitable, and sustainable.

Consolidating investment into schools near the 600-student target enables OUSD to support comprehensive programs, improve staffing and operational efficiency, reduce long-term costs, and expand access to specialized programs and student supports.

Data Used to Identify Transformative Project Candidates

Transformative projects may emerge through portfolio restructuring discussions, where merging or reconfiguring multiple schools creates an opportunity for reinvestment. At the same time, there remain individual schools with facility conditions that warrant substantial investment regardless of restructuring considerations. For this reason, OUSD uses consistent, transparent metrics to identify campuses that qualify for consideration as major investment projects.

These metrics allow the District to focus limited capital resources on sites where investment can deliver the greatest system-wide benefit.

Criteria Used to Identify Transformative Project Candidates

Metric	Threshold	Indication
1. Campus Facility Condition Index (FCI)	Greater than 0.6	Indicates buildings with substantial repair or replacement needs
2. Overall Educational Adequacy (EA) score	Less than 0.6	Indicates that spaces do not support modern instructional expectations
3. Current or potential enrollment capacity	Approaching grade-span standards: ~600 (Elementary), ~800 (Middle / 6–12), ~1,200 (High School)	Ensures investment is focused on schools capable of supporting comprehensive programs, operational efficiency, and long-term fiscal sustainability
4. Office of Public School Construction (OPSC) State Funding Eligibility	Eligible	Sites eligible for state matching funds provide opportunities to leverage local bond dollars, and accelerate delivery of major improvements.
5. Equity Framework Indicators	Higher relative need	Includes unduplicated pupil count, students with disabilities, multilingual learners, and other indicators of student need to ensure alignment with equity priorities and resource allocation.
6. Enrollment Health Score	Moderate to strong	Combines birth rates, local capture rates, and historical and projected enrollment trends to assess long-term sustainability, community demand, and alignment between investment and realistic enrollment capacity.
7. Proximity to City-Owned or Publicly Controlled Properties	Within or adjacent	Proximity may enable shared use, joint development, or co-location of services (e.g., health, recreation, early childhood), strengthening community outcomes and maximizing public investment.

Figure 43 *Criteria Used to Identify Transformative Project Candidates*

Contextual Factors for Prioritization

Beyond the initial data metrics used to identify transformative project candidates, OUSD must consider a broader set of contextual factors when determining which major investments should move forward and in what sequence. These considerations ensure that capital decisions are not only technically sound, but also equitable, strategic, and responsive to community needs.

Together, these factors allow the district to integrate both the technical and social dimensions of school planning into decision-making, ensuring that investments advance educational quality, equity, and long-term system sustainability.

Additional Factors to Consider

HISTORIC DESIGNATION AND ARCHITECTURAL SIGNIFICANCE

Buildings with historic protections or architectural value may require tailored modernization approaches rather than full replacement. These constraints should be incorporated early in feasibility analysis to identify appropriate investment strategies.

PROXIMITY TO OTHER SCHOOLS (WITHIN 0.5 MILES)

High-density clusters of schools may benefit from combined solutions, shared infrastructure, or a single transformative project serving multiple communities. In these contexts, consolidation or co-location strategies may improve efficiency while expanding program offerings and community access.

GEOGRAPHIC DISTRIBUTION OF BOND PROJECTS AND SOCIOECONOMIC CONDITIONS

The District should consider the geographic distribution of major investments to ensure that capital projects are equitably spread across communities and aligned with local socioeconomic conditions. Historically underserved neighborhoods may require prioritized investment to address compounding impacts of aging facilities, limited access to high-quality programs, and reduced community resources. Evaluating projects through this lens helps ensure that capital planning does not inadvertently reinforce inequities, but instead contributes to balanced investment and districtwide fairness.

HISTORIC DISINVESTMENT AND THE LEGACY OF REDLINING

In evaluating transformative projects, OUSD should explicitly consider the lasting impacts of historic disinvestment, redlining, and other discriminatory practices that shaped neighborhood development, attendance boundaries, and access to public resources. Many of the District's oldest and most under-resourced facilities are located in communities that experienced decades of systemic neglect. As new investments are made, the District should consider opportunities to create school boundaries that reflect socio-economic, cultural and racial diversity.

COORDINATION WITH THE CITY OF OAKLAND GENERAL PLAN

Coordinating the Facilities Master Plan with the City of Oakland's General Plan allows OUSD to better anticipate where future enrollment demand may emerge based on planned land use, housing development, and population growth. This alignment helps the District prioritize modernization or capacity investments in growth areas while avoiding overinvestment in locations where long-term enrollment is unlikely to rebound. Integrating citywide planning assumptions supports more efficient capital planning, improves student access to schools, and ensures the facilities portfolio reflects both current conditions and future development patterns.

These contextual factors ensure that transformative investments are evaluated not only through the lens of facility condition, but also through equity, access, community stability, and long-term district strategy, allowing OUSD to make decisions that are both responsible and forward-looking.

Determining New Construction vs. Major Modernization

Deciding whether a campus should receive a new building or a modernization requires careful analysis. OUSD should conduct feasibility studies, supported by architectural and engineering expertise, to assess:

- The cost difference between rebuilding and modernizing
- The remaining life and structural soundness of existing buildings
- The ability of the current campus layout to support modern instructional models
- Opportunities to improve safety, accessibility, and community use
- Phasing options that minimize disruption to students
- Community priorities and preferences

Regardless of the approach, any major investment must allow the school to deliver a high-quality, future-ready learning environment.

Bridges Academy Elementary School

Maintaining a Dynamic List of Candidate Schools

As facility conditions, enrollment projections, program needs, and community preferences evolve, the district will need tools to regularly update this list. The Master Plan provides OUSD with the structure and criteria to **REVISIT CANDIDATES ANNUALLY AND ADJUST PRIORITIES AS NEEDED.**

This approach ensures that the capital program remains flexible and responsive to change, while still grounded in clear principles and transparent criteria.


Manzanita Elementary School

6.2. District-Wide Focused Projects

District-wide focused projects are a core component of the Facilities Master Plan and represent a strategic approach to improving learning environments across the OUSD portfolio. These projects address critical building condition and educational adequacy issues that directly affect the daily experience of students and staff. While smaller in scale than major modernization or transformative projects, district-wide focused projects are essential to stabilizing facilities, addressing long-standing deficiencies, and ensuring that all schools benefit from targeted investments.

Unlike transformative projects, which are limited to a small number of campuses, district-wide focused projects are designed to be implemented at many schools over time. These investments improve health, safety, functionality, and program delivery without requiring full campus rebuilds or large-scale reconfigurations. Together, they form the foundation of an equitable capital strategy by ensuring that improvements reach a broad set of schools, even in the absence of major capital funding.

By focusing on smaller, more manageable scopes of work, district-wide projects allow the district to make steady progress across its portfolio, even when funding is limited.

Purpose and Role of District-Wide Focused Projects

District-wide focused projects are intended to address needs that are widespread across the district and that can be resolved through targeted interventions. Many of these needs are identified through Facility Condition Assessments, Educational Adequacy Assessments, and direct site observations, as well as through the lived experience of students, educators, and staff who use these buildings every day.

These projects allow OUSD to:

- Improve basic building functionality and reliability
- Address health, safety, and compliance concerns
- Support instructional quality and student well-being
- Extend the useful life of existing facilities
- Respond to community-identified priorities in a timely manner

Types of District-Wide Focused Projects

District-wide focused projects fall into two primary categories. While distinct, these categories often overlap and are best understood as complementary strategies.

CONDITION-BASED FOCUSED PROJECTS

Condition-based projects respond to deficiencies identified through formal assessments and on-the-ground experience. These investments address the physical condition of buildings and systems that are critical to safe and effective school operations.

Common examples include:

- HVAC upgrades and air quality improvements
- Plumbing and water quality improvements
- Electrical system upgrades to support modern technology
- Roof replacements and weatherproofing
- Restroom modernization
- Accessibility and ADA improvements
- Safety and security enhancements
- Flooring, lighting, and interior finish upgrades

ELIGIBILITY

Primary Eligibility Factors: Determined through Facility Condition Assessments, Educational Adequacy assessments, and building system or space evaluations

Contextual Review: Informed by site walk-throughs, staff feedback, and maintenance records to ensure data are interpreted in context.

Targeted Qualification: Schools may qualify for condition-based focused projects even if overall need rankings are lower, particularly when a specific system is failing or nearing the end of its useful life.

Skyline High School Restroom Renovation

Oakland Tech Gym Floor Renovation

PROGRAM-DRIVEN FOCUSED PROJECTS

Program-driven projects are designed to support district educational priorities and respond to evolving student needs. These investments focus on creating or improving spaces that enable specific programs and services, even when the overall facility condition may not warrant a major capital project.

Examples of program-driven focused projects include:

- Early childhood and transitional kindergarten expansion
- Special education learning environment improvements
- Career Technical Education pathway development
- STEM and science lab upgrades
- Visual and performing arts space improvements
- Outdoor learning environments and living schoolyards
- Student wellness and support spaces

ELIGIBILITY

Eligibility Factors: Informed by enrollment trends, program participation and demand data, program vision, and district strategic priorities.

Program Alignment: Projects ensure facilities can support instructional models and services valued by families, regardless of a school's age or overall condition.

Kaiser Early Childhood Center

Using Data to Identify Eligible Projects

The Facilities Master Plan includes a preliminary list of district-wide focused project types, along with the primary data sources used to determine eligibility. This information is summarized in Figure TK, which identifies each project type and the key assessment or data source used to flag need.

In addition, a detailed table in the appendix provides school-level recommendations for each focused project type. These tables are intended to support transparency and provide a starting point for future capital planning discussions. They allow the district to see where needs are concentrated and how different types of projects may be distributed across the portfolio.

It is important to emphasize that eligibility does not guarantee funding or implementation. The identification of need reflects technical analysis and professional judgment, but actual project selection will depend on available funding, project sequencing, community priorities, and Board direction.

Implementation and Prioritization

As outlined in Section 5, district-wide focused projects will be grouped into implementation tiers. These tiers reflect community feedback and district priorities and provide a clear framework for sequencing work over time.

Tiering allows the district to:

- Address the most urgent health and safety needs first
- Balance condition-based and program-driven investments
- Align capital work with funding availability
- Provide transparency and predictability to school communities

The exact projects included in each tier, as well as their scope and budgets, will be determined through future planning efforts. OUSD, the Board of Education, and the community will work together to refine project lists and adjust priorities as funding becomes available.

A Flexible and Equitable Investment Approach

District-wide focused projects play a critical role in ensuring that capital investments benefit all students, not just those attending schools slated for major modernization or transformation. They provide flexibility, allowing the district to respond to emerging needs, address inequities, and make steady improvements across the system.

As facility conditions evolve, programs expand, and community priorities shift, the list of focused projects will continue to be updated. The Facilities Master Plan provides the tools needed to evaluate new data, revisit eligibility, and ensure that investment decisions remain responsive, transparent, and aligned with district goals.

6.3. Bond Strategy Recommendation

As OUSD looks ahead to the next phase of facilities investment, there is an opportunity to position future bond programs not simply as a continuation of repairing and maintaining schools, but as a deliberate strategy to reshape the District's long-term facilities footprint. Previous bond programs have played a critical role in addressing health, safety, and deferred maintenance needs. The next generation of investment can build on that foundation by using transformative projects as a lever to intentionally design the school system Oakland wants for future generations of students and families.

A potential framework for this next phase is to structure each bond cycle around a small number of highly intentional, high-impact modernization projects, complemented by district-wide investments that address critical needs across the full portfolio. The following considerations should be made in future bond efforts:

- At a programmatic level, each bond could prioritize investment in one early childhood center or hub strategically located to support dense neighborhoods. Where feasible, these early learning facilities would be integrated into elementary campuses to create a seamless PK–5 continuum.
- In addition, each bond cycle could include two transformative elementary school projects that integrate early learning on-site, replace outdated facilities, and are designed for long-term sustainability.
- This framework would also include one transformative middle school project and one transformative high school project per bond cycle.

While these full-scale modernizations form the backbone of each bond program, the strategy also emphasizes the importance of district-wide projects focused on Tier 1 priorities.

THE TIER 1 INVESTMENTS WOULD ADDRESS CRITICAL, SYSTEM-WIDE NEEDS SUCH AS LIFE-SAFETY, CORE BUILDING SYSTEMS, ACCESSIBILITY, AND OTHER HIGH-PRIORITY DEFICIENCIES ACROSS THE PORTFOLIO.

By advancing these projects in parallel with major modernizations, the District can ensure that all schools benefit from bond investments, not only those undergoing comprehensive reconstruction.

AS BOND CAPACITY ALLOWS, TIER 2 AND TIER 3 PROJECTS CAN BE STRATEGICALLY LAYERED INTO THE PROGRAM TO ADDRESS ADDITIONAL NEEDS AND ENHANCEMENTS.

This flexible approach enables the District to respond to evolving conditions, leverage efficiencies as projects are bundled or sequenced, and maximize the overall impact of available funds. Together, Tier 1, Tier 2, and Tier 3 investments create a balanced capital program that combines urgency, equity, and long-term vision.

Each bond cycle could include two transformative elementary projects, plus one middle school and one high school project, integrating early learning, replacing outdated facilities, and supporting long-term sustainability.

Using a Bond to Right-Size the Portfolio

As individual modernization projects are scoped, the District can look for opportunities to strengthen long-term sustainability by consolidating small, outdated campuses into modernized sites that better support today's programs and student needs. This approach helps ensure modernization investments improve both educational outcomes and operational efficiency.

Key elements of the strategy:

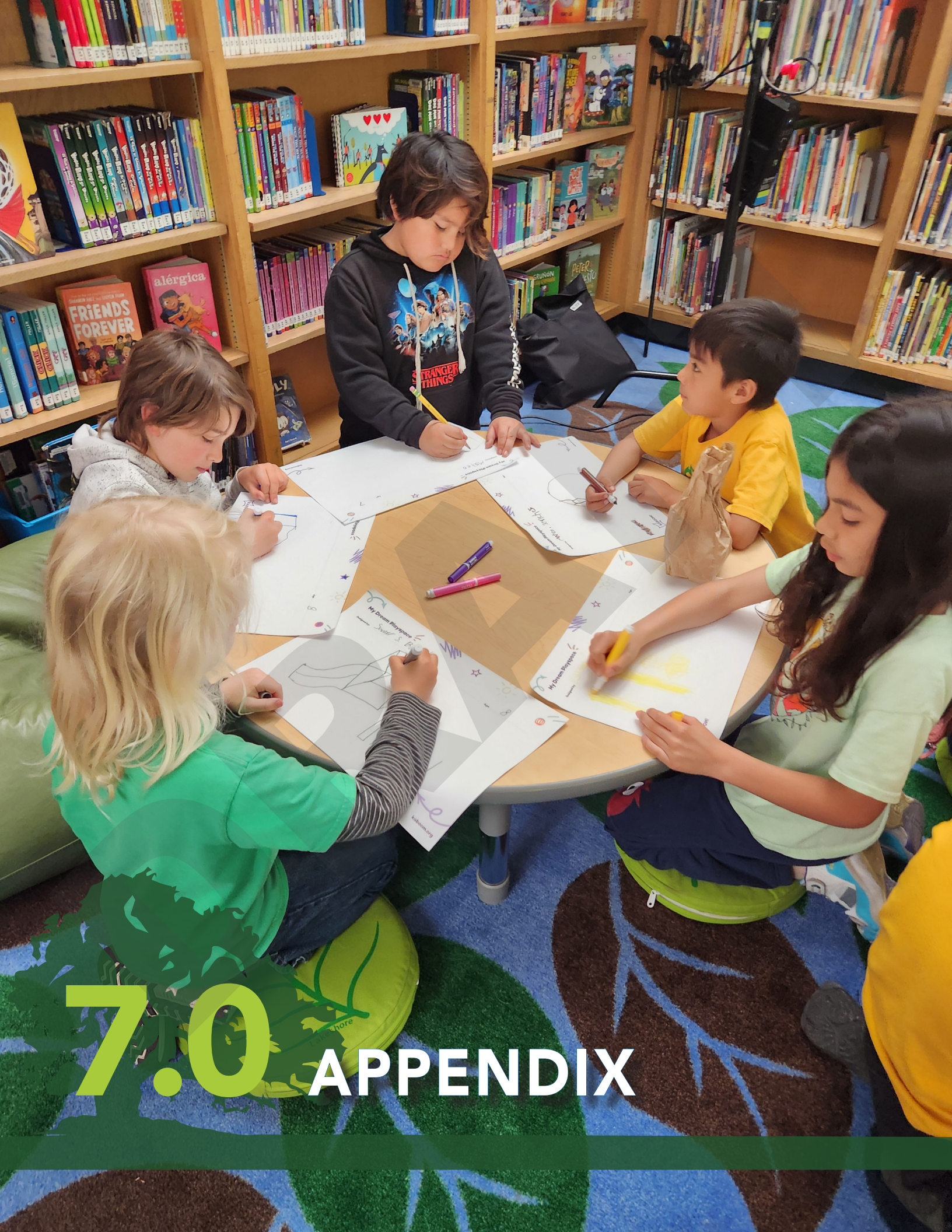
- Merge school communities where feasible into stronger, modernized campuses that support robust programming, collaboration, and student services
- Prioritize replacement of portables that are beyond their useful life with permanent, high-quality learning spaces
- Improve utilization and reduce long-term operating inefficiencies across the portfolio
- Support campuses capable of sustaining integrated community school services

Over a sustained planning horizon of approximately three bond cycles (20–25 years), this strategy provides a pathway to right-size the facilities portfolio in response to enrollment trends. It allows time for continued community engagement while gradually shifting from maintaining many aging facilities to sustaining fewer, stronger, fully modernized campuses built to contemporary standards.

State Funding Consideration

An important shift embedded in this strategy is the explicit use of state funding eligibility as a core criterion in project sequencing and prioritization. By aligning bond investments with projects that maximize eligibility for the State School Facility Program, the District can significantly extend the impact of local bond dollars. This leverage allows Oakland to do more with each bond cycle while maintaining flexibility to address district-wide needs and long-term strategic priorities.

Taken together, this bond strategy reframes facilities investment as a coordinated, long-term transformation of the District's physical and educational environment. By pairing transformative modernizations with district-wide Tier 1 investments and selectively layering Tier 2 and Tier 3 projects, Oakland can balance immediate needs with future readiness and deliver high-quality, sustainable learning environments for decades to come.


alérgica
FRIENDS FOREVER
STRANGER THINGS
My Dream Playspace
My Dream Playspace

7.0 APPENDIX

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7 Appendix

7.1. Survey Form for Staff and Community

Oakland Unified School District - 2025 Facilities Master Plan Feedback Form

The OUSD Facilities Planning and Management Department is developing the 2025 Facilities Master Plan to shape the future of our school facilities. This plan will focus on improving facilities to better serve students, staff, and the community and align with the OUSD mission. Your input will help inform the vision and guiding principles for the future of OUSD's facilities.

For any inquiries or questions, please use the following email: ousdfacilities@ousd.org

1. Which OUSD school are you mainly connected to?

_____

2. Which of the following ethnicities best describes you?

- ❑ African American/Black
- ❑ Asian
- ❑ Filipino
- ❑ Hispanic/Latino/a/x
- ❑ Native American
- ❑ Pacific Islander
- ❑ Caucasian/ White
- ❑ Multiple Ethnicities
- ❑ Other
- ❑ Prefer not to disclose

3. Which of the following best describes you?

- ❑ District Staff
- ❑ Oakland Resident/Community Member
- ❑ Parent, Guardian, Caregiver
- ❑ Teacher, Principal or School Site Staff
- ❑ Other

4. What do you believe are the top priorities for OUSD school facilities?

Please select 4 options.

- ❑ Ensuring infrastructure is reliable and in good repair (e.g., HVAC, plumbing, electrical systems)
- ❑ Enhancing safety (e.g., secure entrances, camera systems)
- ❑ Improving accessibility for students with disabilities
- ❑ Upgrading classrooms and learning spaces for modern education
- ❑ Improving/expanding outdoor amenities(e.g., playgrounds, gardens, sports fields)
- ❑ Improvements to update kitchen and cafeteria spaces
- ❑ Adding sustainable/energy-efficient building features
- ❑ Consistent and standardized spaces across the District
- ❑ Developing spaces that serve and support the community schools' vision
- ❑ Enhancing facilities to support linked learning and college & career readiness
- ❑ Improving schools and classroom spaces to support staff growth and retention
- ❑ Other _____

Page 1 of 3

5. How well does your school facility accommodate the following programs?
Please rate the extent to which your school facilities support the following programs and services. For each program, consider both space and facility quality. Choose your rating from the following options:

A. Fully
B. Partially - needs more space
C. Partially - needs facility improvements
D. Minimally - needs both space and upgrades
E. Not applicable

Dedicated spaces for Early childhood programs: Classrooms with restrooms, age-appropriate play structures, and specialized environments for young learners.

❑ A ❑ B ❑ C ❑ D ❑ E

Specialized classrooms to support Career Technical Education (Linked Learning): Spaces designed for vocational and technical training (e.g., workshops, labs, tech classrooms).

❑ A ❑ B ❑ C ❑ D ❑ E

Athletic programming: Gyms, sports fields, weight rooms, or fitness centers that support physical education and extracurricular sports.

❑ A ❑ B ❑ C ❑ D ❑ E

Classrooms specifically designed to support science, technology, engineering, and math (STEM): Laboratories, tech rooms, and spaces equipped with tools and technology for STEM learning.

❑ A ❑ B ❑ C ❑ D ❑ E

Spaces dedicated to supporting Visual and Performing Arts and Music: Classrooms, studios, and performance spaces for arts programs (e.g., dance, theater, music, visual arts).

❑ A ❑ B ❑ C ❑ D ❑ E

Spaces for After School Learning Opportunities: Dedicated rooms or areas for afterschool enrichment, tutoring, and extracurricular activities.

❑ A ❑ B ❑ C ❑ D ❑ E

Spaces that support students with special education needs: Fully accessible facilities, including classrooms integrated into the school program for a seamless learning experience for students with disabilities.

❑ A ❑ B ❑ C ❑ D ❑ E

Spaces for additional student support services: Areas for intervention, tutoring, counseling, wellness programs, and newcomer support.

❑ A ❑ B ❑ C ❑ D ❑ E

Other: _____

_____

❑ A ❑ B ❑ C ❑ D ❑ E

6. What facility improvements would you prioritize to enhance teaching and learning environments that prepare students for college, career, and community success?

_____

_____

_____

7. Please share any additional suggestions and comments below.

_____

_____

_____

7.2. Survey Form for Students

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Oakland Unified School District - 2025 Facilities Master Plan
Feedback Form for OUSD Students

The OUSD Facilities Planning and Management Department is developing the 2025 Facilities Master Plan to shape the future of our school facilities. This plan will focus on improving facilities to better serve students, staff, and the community and align with the OUSD mission. Your input will help inform the vision and guiding principles for the future of OUSD's facilities.

For any inquiries or questions, please use the following email: ousdfacilities@ousd.org

1. Which OUSD school are you mainly connected to?

_____

2. Which grade are you in?

_____

3. Which of the following ethnicities best describes you?

- ❑ African American/Black
- ❑ Asian
- ❑ Filipino
- ❑ Hispanic/Latino/a/x
- ❑ Native American
- ❑ Pacific Islander
- ❑ Caucasian/ White
- ❑ Multiple Ethnicities
- ❑ Other
- ❑ Prefer not to disclose

4. What is your favorite place at school? Where do you like to spend the most time or enjoy learning the most? (Pick one)

- ❑ The classroom
- ❑ Science Labs and Technology rooms
- ❑ Art, Music Room
- ❑ Library, Media Center
- ❑ Gym/PE Room
- ❑ Cafeteria, Lunchroom
- ❑ Playground, Field
- ❑ Spaces for Counseling, Wellness, Tutoring
- ❑ Hallways, Common Areas

5. What do you think are the most important things to fix or improve in OUSD school buildings? (Pick 4)

- ❑ Making sure the school buildings are in great shape, like heating, plumbing, and electrical systems
- ❑ Making schools safer with things like secure entrances and cameras
- ❑ Creating better access for students with disabilities
- ❑ Upgrading classrooms and spaces for modern learning
- ❑ Improving outdoor spaces, like sports fields, gardens, and playgrounds
- ❑ Updating the cafeteria and kitchen spaces
- ❑ Adding eco-friendly and energy-efficient features
- ❑ Ensuring schools have consistent and updated spaces across the district
- ❑ Creating spaces that help both students and the community thrive
- ❑ Enhancing buildings that prepare students for college and careers
- ❑ Improving schools to help teachers and staff grow and succeed
- ❑ Other (please share your ideas!) _____

_____

6. Please share any additional suggestions and comments below.

_____

_____

_____

7.3. OUSD Assets

Map Key	Occupant	OUSD Function
A	Dr Marcus A Foster Leadership Center	Administration
B	Central Kitchen	Operations
C	Facilities/Buildings & Grounds	Operations
D	Warehouse	Operations
E	Non-OUSD School	Leased
F	Non-OUSD School	Leased
G	Non-OUSD School	Leased
H	Non-OUSD School	Leased
I	Non-OUSD School	Leased
J	Non-OUSD School	Leased
K	Non-OUSD School	Leased
L	Non-OUSD School	Leased
M	Non-OUSD School	Leased
N	Non-OUSD School	Leased
O	Non-OUSD School	Leased
P	Non-OUSD School	Leased
Q	Vacant	Vacant
R	Vacant	Vacant
S	Vacant	Vacant
T	Vacant	Vacant
U	Vacant	Vacant
V	Vacant	Vacant
W	Vacant	Vacant
X	Vacant	Vacant
Y	Vacant	Vacant
Z	Vacant	Vacant
AA	Vacant	Vacant
BB	Vacant	Vacant
CC	Vacant	Vacant
DD	Vacant	Vacant

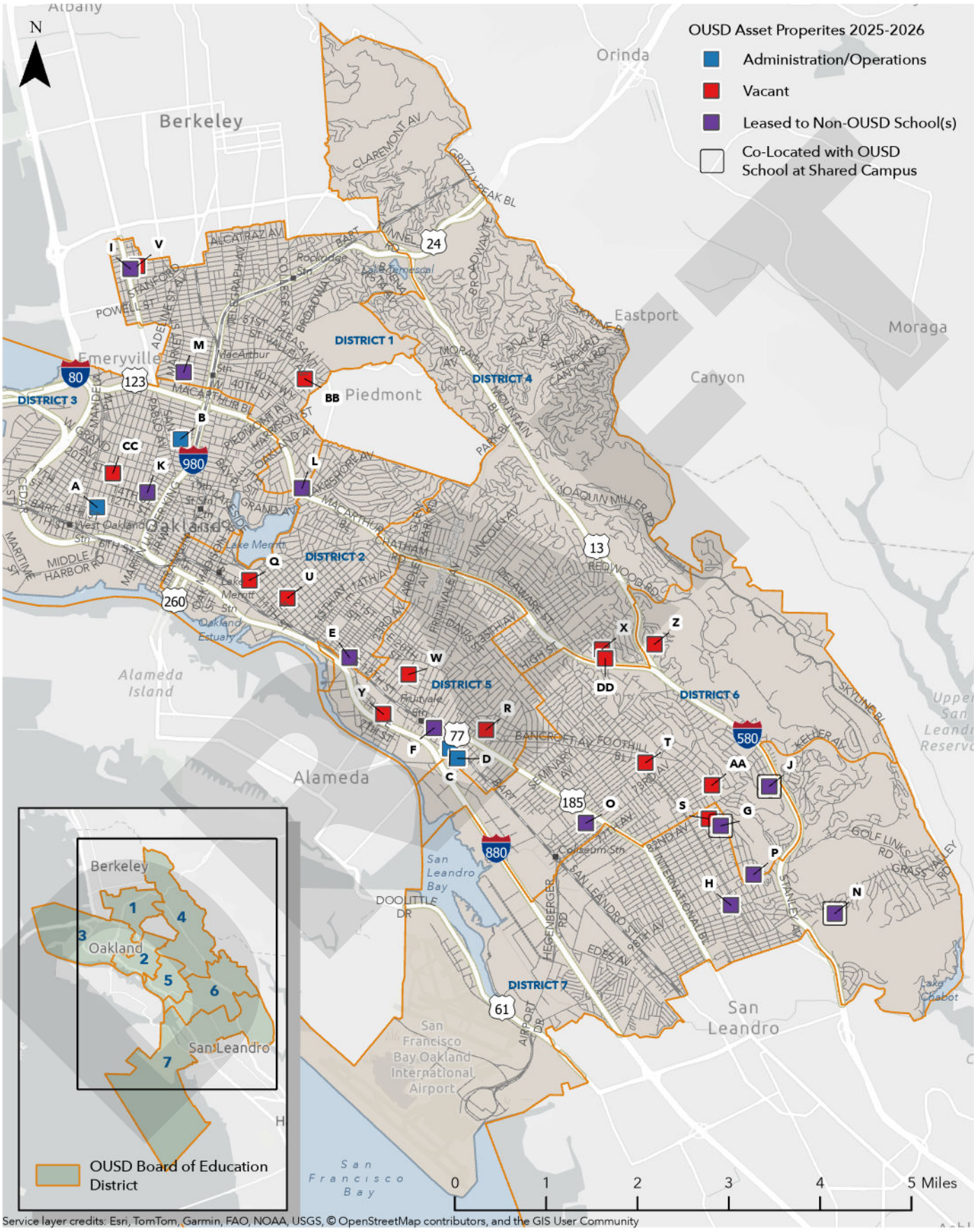
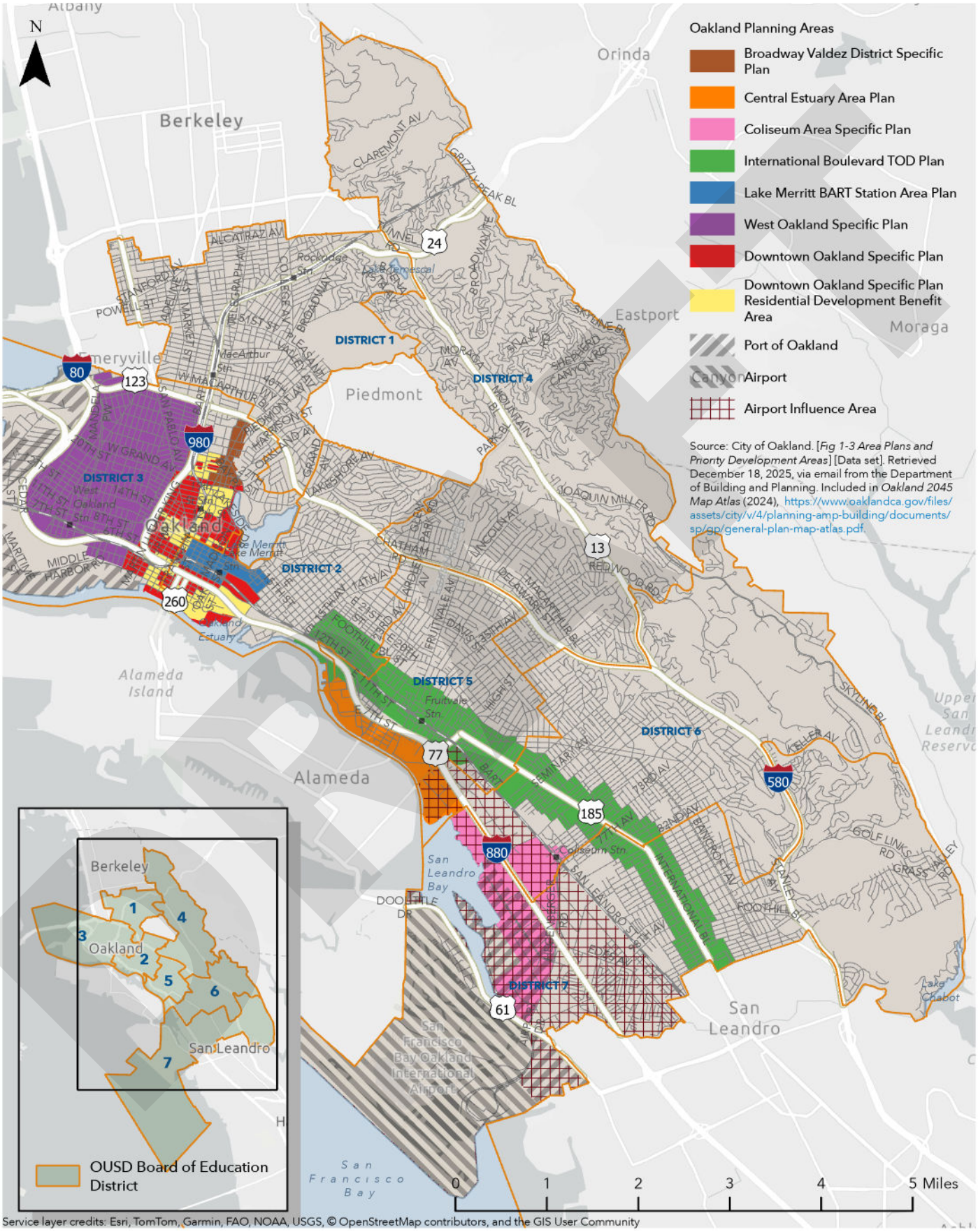
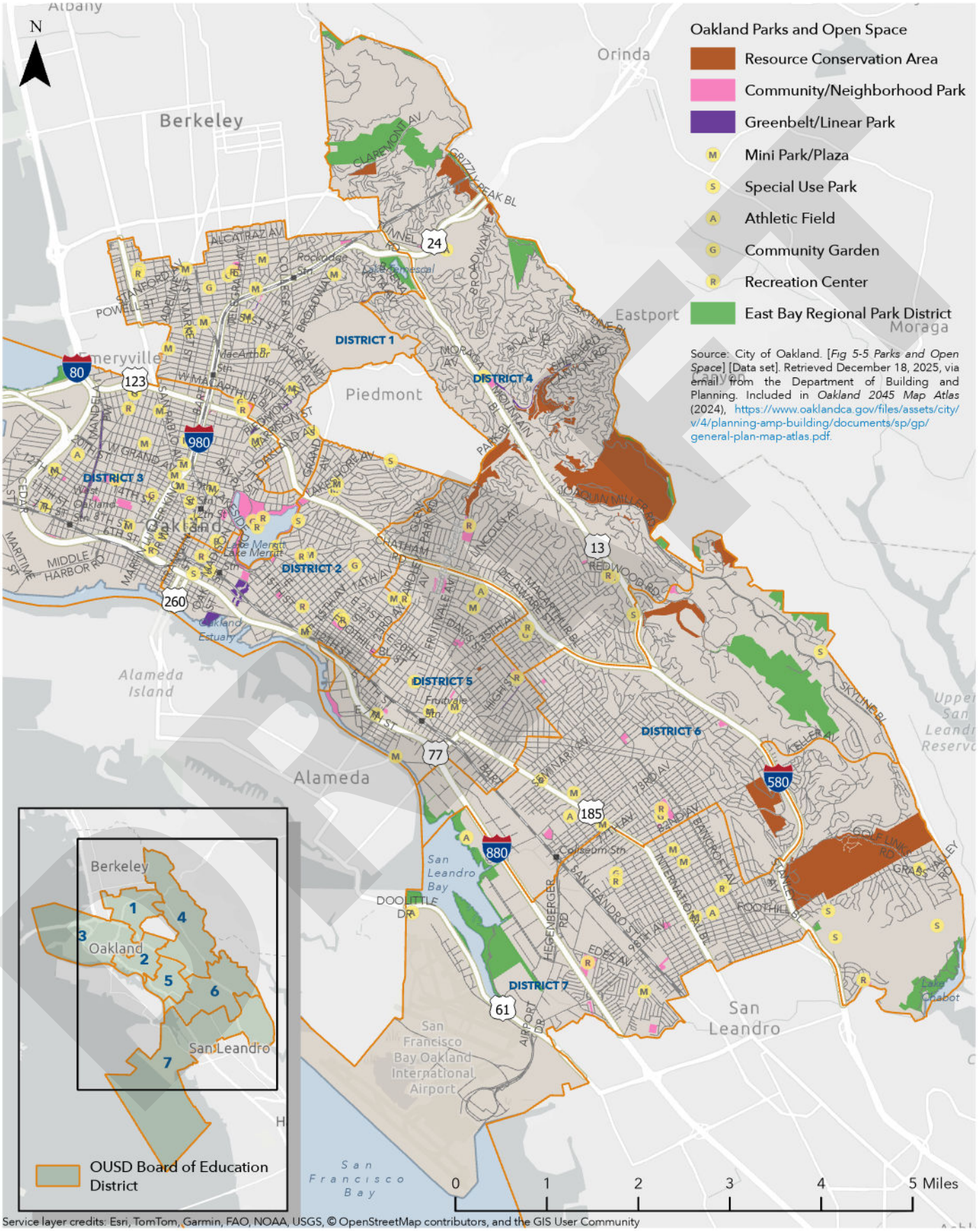


Figure 44 *OUSD Assets*

7.4. City of Oakland Planning areas



7.5. City of Oakland Parks and Open Spaces



7.6. Joyful School Metrics

All schools are evaluated using the established eight Joyful School metrics. The analysis presented below illustrates where schools perform well and where deficiencies remain across these measures.

The Joyful Schools initiative provides a policy framework for evaluating how school facilities, enrollment patterns, and resource allocation support consistent and effective program delivery across the district.

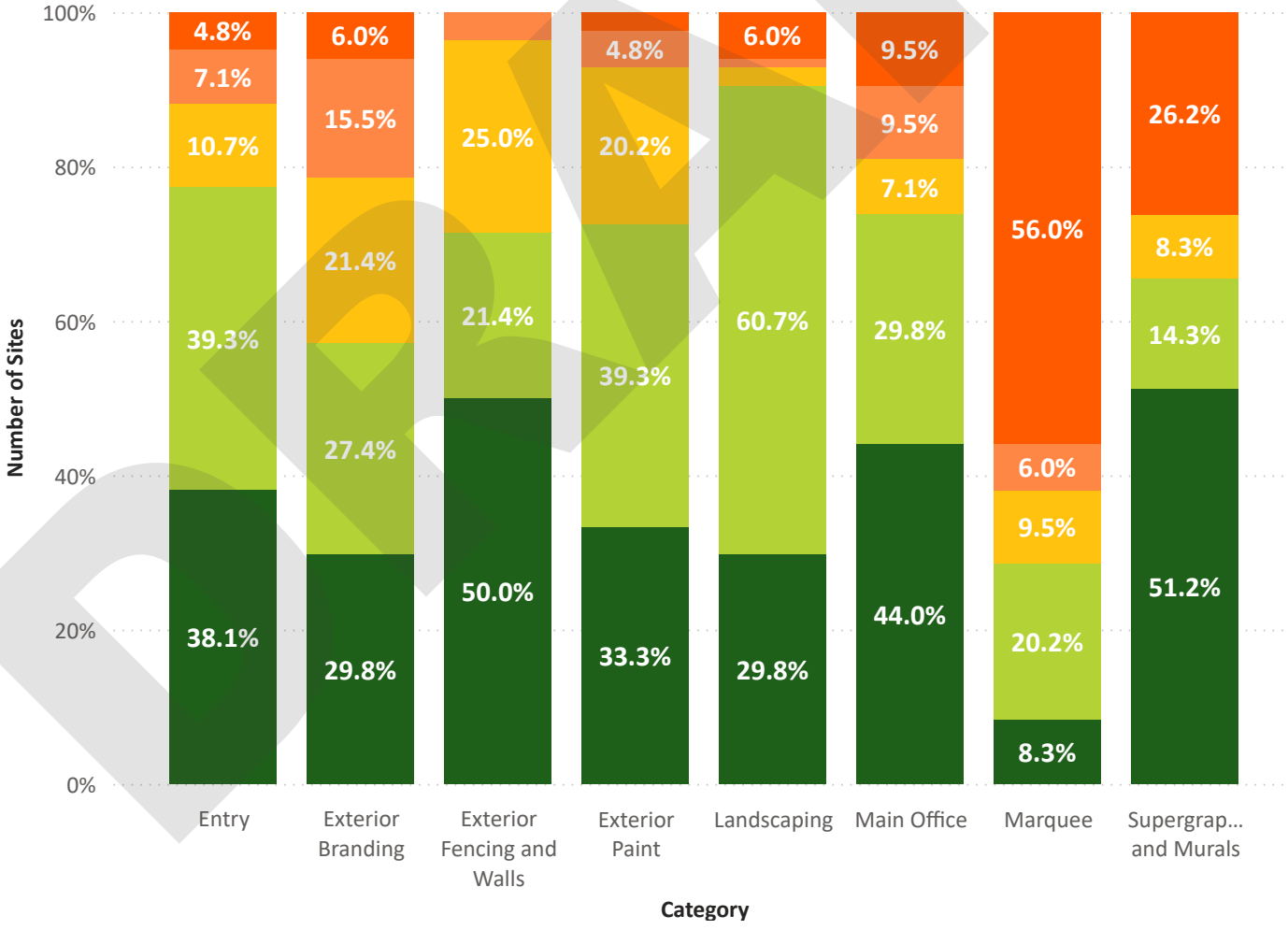
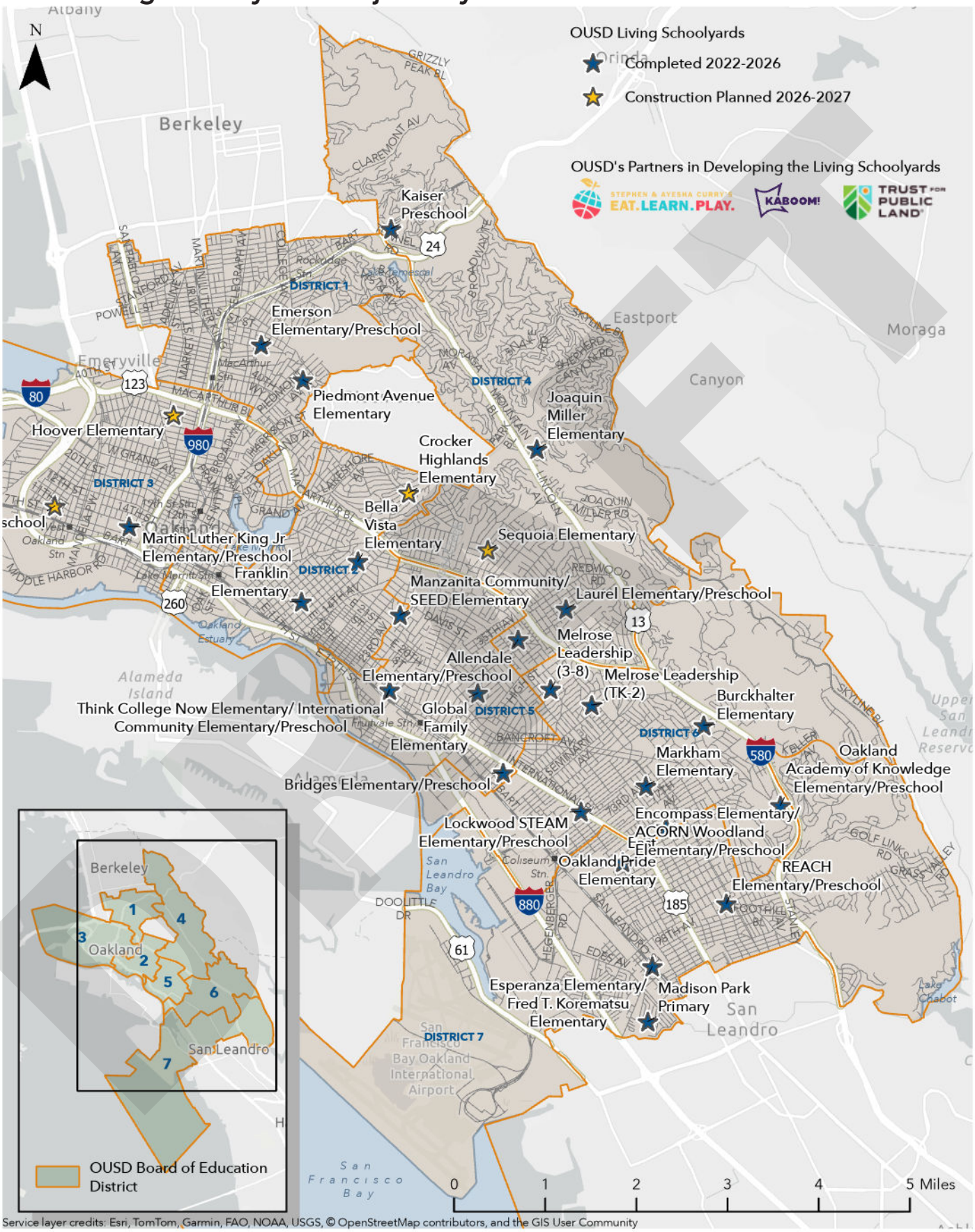


Figure 45 *SY24-25 Joyful School Ratings*

7.7. Living Schoolyards Projects by School Sites



7.8. Lead in Drinking Water: Program Review and Long-Term Strategy Recommendations

7.8.1. Evolving toward a balanced operational and capital strategy

OUSD's current Lead in Drinking Water Program has appropriately prioritized rapid exposure reduction through operational measures such as point-of-use filtration, outlet remediation, and fixture replacement etc. These actions have been essential to ensuring safe drinking water access for students and staff while OUSD created short term and long term action plans. The operation measures that OUSD have implemented play an important and ongoing role in managing risk, particularly in facilities where upstream plumbing improvements cannot be immediately implemented due to funding constraints, construction timelines, and the need to coordinate with larger capital projects.

As the program continues, there is an opportunity to evolve toward a more balanced model that blends operational controls with increasing levels of capital investment. While filtration and fixture-level interventions are effective, integrating targeted plumbing renewal into capital projects allows the district to gradually reduce long-term operational demands while permanently eliminating lead sources where feasible.

Over time, this shifts the program from one that is primarily operational in nature to one that is paired with increasingly capital-driven, aligning water quality improvements with broader facilities renewal efforts and reducing the need for perpetual interim controls. This evolution does not replace the current program; rather, it builds on its successes by ensuring that today's protective measures are paired with long-term infrastructure solutions that are financially and operationally sustainable for the district.

7.8.2. Overview of the issue and why it matters

Many school districts across California and the United States, including Oakland Unified School District (OUSD), have identified elevated levels of lead in drinking water at certain outlets across their school facilities. This issue is not unique to OUSD and is a well-documented challenge for districts with aging infrastructure and complex internal plumbing systems. Even when municipal water meets all regulatory standards, lead can be introduced within buildings through internal plumbing components, corrosion, or the release of accumulated scale during stagnation. In schools built prior to 1986, components such as pipes, brass, solder, valves, and fixtures are known contributors of lead, along with other factors.

As per US EPA 3T's Program's firld guide "There is no safe blood lead level in children." Therefor, for school districts, lead in drinking water represents a health concern due to the vulnerability of children, particularly those 6 and under, for whom even low levels of exposure can have cognitive and developmental impacts. Elevated lead therefore requires not only technical remediation but also a transparent and reliable programmatic response for families, staff, and the community.

OUSD has taken a proactive stance by adopting an action threshold more protective than federal and state minimums and by investing in comprehensive testing and remediation. This report places OUSD's work in regulatory and technical context, summarizes findings from the 25/26 testing data, and outlines how the program can evolve to provide near-term protection and long-term source elimination.

Standard followed by	Lead Threshold
Federal	Equal or less than 10 ppb
California	Equal or less than 15 ppb
OUSD	Equal or less than 5 ppb

Figure 46 *Lead concentration standards*

7.8.3. Regulatory context: federal and state expectations for lead in school drinking water

At the federal level a framework was developed that relies on treatment techniques and action thresholds that trigger required responses. Historically, the 1991 Lead and Copper Rule established a 15.0 ppb action level, but the 2024 Lead and Copper Rule Improvements lowered this to 10.0 ppb and strengthened expectations of water systems around monitoring and replacement planning.

In California, AB 746 requires water supply systems that serve public K-12 schools built before 2010 to test for lead and uses the 15.0 ppb threshold as the formal action level for required response. In addition, both state and federal guidance explicitly encourage schools to test for lead and to act at lower levels where feasible. In this context, OUSD's adoption of a 5.0 ppb standard for consumable outlets reflects a health-protective approach that aligns with emerging national best practice rather than minimum compliance. This approach helps ensure safety of the OUSD community.

OUSD Board Policy (BP) 3511.3 Clean Drinking Water (2018) mandates sampling and establishes 5.0 ppb as the actionable level for lead in drinking water throughout the district. If outlets are found to be in exceedance of 5.0 ppb, the district will eliminate the use of the outlet until post-remediation testing is performed and found below 5.0 ppb. It also requires the publishing of results.

In addition to regulatory oversight on lead concentrations in drinking water, the International Building Code (IBC) provides minimum requirements for the number of drinking fountains for a school. According to the code, for K-12 schools, there shall be a minimum of 1 drinking fountain per 100 occupants and for accessibility at least one high and one low fountain. This code is followed by OUSD.

7.8.4. OUSD's testing, remediation, and interpretation of results

OUSD's Lead in Drinking Water Program is designed as a comprehensive, multi-step process that integrates diagnostic testing, immediate remediation, and verification to ensure safe access to drinking water across all school facilities. The program begins with sequential testing of consumable outlets in accordance with EPA 3T guidelines to identify where lead may be introduced within the plumbing system.

When elevated levels are identified, OUSD implements corrective actions including replacement of plumbing components, installation of point-of-use filters, replacement with new stainless steel drinking fountains, and deployment of filtered water filling stations at a target ratio of 100 students per station to maintain adequate access to safe drinking water.

In parallel, the district has completed major kitchen modernizations, including replacement of sinks and associated plumbing components such as installation of three-compartment sinks, to address lead risk in food preparation areas. These measures are supported by signage, public communication, and follow-up testing to verify effectiveness before outlets are returned to service. Together, these steps ensure immediate protection for students and staff while generating data to guide long-term capital planning and permanent plumbing improvements.

Testing is conducted using a multi-draw sequential sampling strategy for unfiltered outlets and a single-draw strategy for filtered outlets, consistent with EPA 3T guidance. This approach allows the district to distinguish between lead introduced at the outlet, near-fixture components, or deeper within the building distribution system.

When elevated lead levels are found, outlets are immediately taken out of service with appropriate signage or locks while repairs begin. Remediation actions include fixture replacement, installation of filtration, deployment of filtered water systems, or removal of outlets when necessary. Follow-up testing verifies the effectiveness of interventions before outlets are

restored. District investments in filtration systems have consistently demonstrated very low post-filtration lead concentrations, providing reliable protection even where upstream sources cannot yet be eliminated.

The multi-draw testing strategy provides critical insight into the likely source or sources of lead. When exceedances occur only in the first draw, the source is typically the bubbler and its components itself or particulate accumulation at the outlet, such as in aerators or strainers where lead-bearing scale can collect over time. Exceedances in the second draw suggest contributions from nearby components, including angle stops, valves, fittings, or short branch lines immediately upstream of the fixture. Elevated results in the third draw indicate sources deeper within the building plumbing system, such as older soldered joints, fittings, or supply branch piping, and often signal the need for broader plumbing interventions rather than device-level fixes.

The analytical review of OUSD's SY 2025-26 testing data for operational outlets shows that exceedances generally decline across the three draws. The data also demonstrates that fixture replacement alone is often insufficient when elevations were present in the 2nd and 3rd draws, while filtration provides consistent and reliable exposure reduction regardless of where lead is introduced in the system. This finding reinforces the district's emphasis on filtration as a critical protective measure while longer-term plumbing renewal is planned and funded.

Draw Number	# Devices Tested	% of Devices >5.0ppb from initial Test
Draw 1	2,447	20.40%
Draw 2	2,155	11.60%
Draw 3	2,155	7.00%

Figure 47 *Lead exceedances by draw (SY 2025–26)*

The SY 2025-26 testing cycle included all outlets identified as either operational or temporarily out of service for repair, providing a comprehensive view of conditions across the district. Figure 47 identifies the number of devices that exceeded 5.0 ppb levels at each draw phase. It is important to note that only 4 schools have elevated levels at 1 fixture after remediation efforts and those fixtures were taken offline while being remediated. Water remains closed while those fixtures while the issue is being resolved.

Plumbing Grade	% of Devices <5.0 ppb in Initial Test	Number of Schools
A	90%-100%	18
B	80%-89.9%	15
C	60%-79.9%	36
D	40%-50.9%	10
F	<40%	2
Total		81 schools

Figure 48 *Percentage of drinking water outlets at each school that tested below 5 ppb for lead during initial baseline testing, prior to any repairs or remediation*

Across the 81 campuses evaluated, the plumbing grades reflect results from the initial round of baseline testing, prior to any remediation actions being implemented.

This baseline distribution provides an important snapshot of system performance before any corrective measures were applied, and serves as a critical input for prioritizing remediation strategies, capital planning, and future retesting to confirm long-term improvement.

It is important to note that many OUSD campuses consist of multiple buildings, often constructed in different eras and with varying renovation histories, which means plumbing conditions are not uniform across a single site. A single exceedance at one building therefore reflects localized conditions rather than campus-wide system failure. Viewed through a planning lens, this information is critical for understanding capital and maintenance implications across the district. The distribution of exceedances across fixture-level, angle stop, and upstream piping draws highlights where operational controls are sufficient and where targeted building- or zone-level plumbing renewal may be required to permanently eliminate lead sources.

Draw Type	No. of buildings where fixtures tested above permissible level	% of buildings where fixtures tested above permissible level
Draw 1 (Fixture)	167	81%
Draw 2 (Angle Stop)	106	51%
Draw 3 (Pipe)	71	34%

Figure 49 *Number of buildings across district where fixtures tested above 5 ppb for lead during initial baseline testing, prior to any repairs or remediation*

7.8.5. What the analytical review suggests about program performance and risk

PROGRAM EFFECTIVENESS AND EXPOSURE REDUCTION:

The review confirms that OUSD's lead in drinking water program is effectively reducing exposure at student and staff drinking water outlets. Post-remediation results—especially at filtered outlets and filling stations—show consistently low lead levels, ensuring safe access to drinking water while longer-term infrastructure solutions are planned.

DISTRICTWIDE NATURE OF LEAD OCCURRENCE:

Lead exceedances occur across a range of building ages and facility types, not just older schools. This reinforces the need for continued, comprehensive testing with standardized protocols across all campuses rather than a limited legacy-building approach and a plan to ensure continued maintenance of repairs and timely filter replacements.

EFFECTIVENESS OF POINT-OF-USE FILTRATION:

One of the most significant technical findings is that point-of-use filtration is a reliable and effective remediation measure regardless of where lead is introduced in the plumbing system. Filtration provides consistent exposure protection and serves as a dependable interim solution while capital investments are developed and implemented.

DATA CAPTURE AND PROGRAM MANAGEMENT RISKS:

Reliance on spreadsheets and manual data entry creates the potential for manual data entry errors. Strengthening data systems would support capital planning, and sustain program credibility

VALUE OF UPSTREAM DIAGNOSTICS:

Adding representative school-entry sampling would improve the ability to distinguish localized fixture issues from system-wide conditions, supporting more informed capital investment and plumbing renewal decisions.

7.8.6. Long-term intervention pathways: evolving from response to source control

SHIFT FROM RESPONSE TO SOURCE CONTROL:

OUSD's current program effectively prioritizes rapid exposure reduction, but long-term reliance on controls such as filtration does not eliminate underlying lead sources and can create ongoing cost, staffing, and maintenance burdens. The next phase focuses on pairing exposure control with permanent source elimination through capital investment.

INTEGRATION WITH CAPITAL PLANNING:

Incorporating water quality risk into the Facilities Master Plan allows plumbing work to be coordinated with major renovations and modernization projects, reducing lifecycle costs, avoiding redundant work, and minimizing disruption to school operations.

TRANSITION TO LONG-TERM SOLUTIONS:

Over time, this integrated approach enables OUSD to move from managing lead risk through ongoing operations to eliminating it through planned capital improvements, while maintaining continuous protection for students and staff.

7.8.7. Program gaps and next-generation best practices OUSD should consider

As OUSD moves their current program forward, several additional practices should be considered to strengthen long-term effectiveness, efficiency, and public confidence.

SCHOOL-ENTRY SAMPLING AND DIAGNOSTIC PRECISION

One identified gap is the lack of routine school-entry sampling, which would allow the district to distinguish between lead introduced within building plumbing and lead potentially present before water reaches school's internal systems. Adding this layer of testing at representative campuses, particularly those with repeated exceedances, would improve capital targeting and reduce the risk of investing in the wrong level of intervention.

TESTING TIMING AND PROTOCOL STANDARDIZATION

Developing a testing protocol should be a formal program requirement. Having an established, published program strengthens accountability, increases community confidence, and should be replicated annually. The district should continue sampling procedures across all sampling events and outlet types, with the three draws on both filtered / unfiltered, initial testing, and retesting.

OUTLET COVERAGE AND DRINKING WATER ACCESS

If outlet removal without replacement remains a considered remediation step, the available drinking water sources will reduce over time. OUSD should continue ensuring adequate access to drinking sources ensuring at least 1 source per 100 students.

In addition, the definition of consumable outlets should be periodically reviewed. Beyond drinking fountains and kitchen sinks, the district should consider whether water is consumed from other outlet types, including ice makers, used for drinking, health suites, lactation rooms, staff lounges, and similar locations.

INTEGRATION WITH CAPITAL PLANNING AND FACILITIES FRAMEWORKS

OUSD would also benefit from formally linking water quality risk to its capital planning and facilities condition frameworks. Currently, water quality interventions operate somewhat independently from modernization planning. Integrating these systems would allow the district to decide when filtration is an appropriate interim control versus when plumbing renewal should be accelerated as part of a larger project.

A related opportunity is the development of formal asset management for drinking water infrastructure. Treating outlets, and its related components, as a managed asset, complete with facility, location, outlet type, general maintenance, testing data (past and present), and remediation steps would allow the district to shift from a spreadsheet to a repeatable and reliable platform. This should include, but not limited to, all tested outlets, such as removed. Current baseline testing from SY 2025-2026 could be included. Over time, this data would also allow OUSD to evaluate trends, identify highest risk facilities / outlets, and prioritize corrective action accordingly.

PREVENTIVE MAINTENANCE AND OPERATIONAL CONTROLS

To supplement the Lead in Drinking Water Program, the district should require routine maintenance of sink aerators, filters, and fountain strainers as part of standard facilities operations. At a minimum:

- **Sink aerators and fountain strainers** should be inspected and cleaned at least twice per year, and more frequently in buildings with known exceedances or low water use.
- **Point-of-use filters** should be replaced in accordance with manufacturer specifications, typically every 6–12 months or after a defined volume of use, with replacement schedules tracked centrally.
- **Filtered filling stations and bottled-water systems** (if used) should be inspected quarterly to verify proper operation, flow rate, and signage, with service documented in the asset management system.
- **Aerators, strainers, and filters** should be inspected following any upstream plumbing work, as construction activity can release accumulated lead-bearing particulates.

Collectively, these enhancements would move OUSD's program from a strong exposure-reduction model to a comprehensive, sustainable system focused on permanent risk elimination, capital efficiency, and long-term public confidence.

7.8.8. Integrating water quality testing with the Facilities Master Plan and capital investment strategy

As OUSD continues its lead in drinking water program, a critical next step is to formally integrate testing and remediation data into the Facilities Master Plan (FMP) process, transforming some lead causing issues into capital projects. The testing program now generates a rich dataset that reveals not only where lead is present, but also where plumbing systems are functionally failing, where materials are reaching the end of their useful life, and where system-level interventions will ultimately be required. Leveraging this information within the FMP framework will allow the district to move from short-term exposure control to long-term infrastructure renewal.

A continued testing protocol, when paired with the tiered program structure outlined in the district's approach, provides a powerful diagnostic tool for capital planning. Elevated results at the bubbler or angle stop level may indicate localized deficiencies that can be managed operationally, while repeated exceedances in upstream piping draws are strong indicators of systemic plumbing deterioration. These conditions are directly relevant to facility condition assessments and should be reflected in updated plumbing system ratings and Facility Condition Index (FCI) calculations.

Under this integrated model, water quality testing results would be used to update the plumbing component scores in the Facility Condition Assessment (FCA). Buildings with repeated upstream exceedances would see corresponding declines in plumbing condition ratings, which in turn would increase their FCI scores and elevate their priority within the capital program. This ensures that plumbing deficiencies identified through water testing are not treated as separate from the district's overall facility needs, but rather as part of a unified understanding of building condition and risk. A rating system based on percentages of outlets above and below 5.0 ppb during the SY 2025-2026 testing cycle is attached.

7.8.9. Operational Testing Tiers

To ensure the long-term sustainability of its lead in drinking water program, options have been developed for a tiered testing and remediation framework that provides a range of implementation options aligned with available resources, operational capacity, and risk tolerance. Rather than defining a single, fixed approach, the tier structure allows the district to scale its program based on funding conditions while maintaining a consistent technical methodology and health-protective intent. Each tier represents a different balance between coverage, frequency, and level of proactive control and has its own pros and cons enabling decision-makers to adjust the program without compromising its core principles.

The tiers are intentionally designed to function as incremental steps, not isolated alternatives. At the lower tiers, testing and filtration focus on targeted sampling and manufacturer-provided controls to manage risk efficiently within constrained budgets. As funding increases, the program expands to broader sampling during regular building use, reflexive filtration, and eventually complete system testing paired with proactive filtration across all consumable outlets. This structure ensures that OUSD can continue protecting students and staff in the near term while building toward a fully integrated, data-driven system that supports capital planning, long-term infrastructure renewal, and permanent risk reduction

The cost provided is subjective, based on contractor performed services, and does not account for future cost increases. These operational tiers are meant to pair with capital investment to ensure there is a blended operational and capital approach.

APPROACH TAKEN BY OUSD IN SUMMER 2025

Tier 1 Program and Testing ($600,000.00)	Tier 2 Program and Testing ($900,000.00)	Tier 3 Program and Testing ($1,350,000.00)
"A Third of the Schools" Sampling	"Half of the Devices" Sampling	"Complete System" Sampling
Database Management / District Communication / Signage	Database Management / District Communication / Signage	Database Management / District Communication / Signage
Perform testing at a third of the schools each year (3-year cycle)	Perform testing at all schools	Perform testing at all schools
Test all devices designated as consumable at each school	Test only half of the devices designated as consumable at each school	Test all devices designated as consumable at each school
Approximately 800–900 devices tested annually	Test the second half of the devices the following school year (2-year cycle)	Approximately 2,500 devices tested annually
Retest a device after each remediation step until passing results are achieved	Approximately 1,200–1,300 devices tested annually	Retest a device after each remediation step until passing results are achieved

Tier 1 ($400,000) "From the Manufacturer" Filtration	Tier 2 ($750,000) "Reflexive" Filtration	Tier 3 ($1,690,000) "Proactive" Filtration
Devices where filters come pre-installed from the manufacturer	Devices where filters come pre-installed from the manufacturer	Devices where filters come pre-installed from the manufacturer
Filters replaced annually and as needed based on usage	Chosen as a remediation approach to high test results	Install filters on all consumable devices throughout OUSD
Results in smallest number of filters needing annual replacement	Could also consider filter installation on any device that has tested high in the past	Replace filters on devices as part of remediation after high results
Approximately 250–300 devices filtered plus undocumented manufacturer-filtered devices	Filters replaced annually and as needed based on usage	Filters replaced annually and as needed based on usage
Con: Does not account for prior or future remediations	Results start with fewer filters but increase as remediations occur	Largest number of filters to install, maintain, and replace annually
		Approximately 2,000–2,500 devices require filters

Tier 1	Tier 2	Tier 3
Plumbing upgrades during substantial renovations / modernizations	Plumbing upgrades during substantial renovations / modernizations	Plumbing upgrades during substantial renovations / modernizations
FTE Support Staff	FTE Support Staff	FTE Support Staff

7.8.10. Comparative assessment of testing and filtration tiers: benefits, limitations, and risk considerations

The tiered framework provides OUSD with flexibility to align its lead in drinking water program to available funding, but each tier carries distinct advantages, limitations, and risk profiles that should be clearly understood. The tiers are best viewed as increasing levels of program completeness and risk reduction, with corresponding increases in cost, operational complexity, and long-term effectiveness.

TIER 1:

Targeted testing with manufacturer-based filtration offers the lowest-cost entry point and allows the district to maintain a baseline level of monitoring and communication during periods of constrained funding. By testing approximately one-third of schools each year and focusing on consumable outlets, this tier ensures that all campuses are periodically assessed while minimizing annual testing volume; and therefore potential remediation cost.

TIER 2:

Expanded testing with reflexive filtration represents a balanced approach that significantly improves both protection and diagnostic value while remaining within a moderate budget envelope. By testing and sampling half of consumable outlets each year, this tier produces a rolling two-year dataset that is robust enough to identify patterns, recurring problem areas, and emerging system-level issues. Reflexive filtration ensures that outlets with elevated results receive immediate protection, and over time this approach builds a more comprehensive filtered network as remediation actions accumulate, as described above.

TIER 3:

Complete system testing with proactive filtration provides the highest level of health protection, data quality, and long-term strategic value. By testing all consumable outlets annually and installing filters on all devices, this approach ensures consistent exposure control across the district and eliminates uncertainty about outlet safety. It also generates reliable data to inform the Facilities Master Plan and capital prioritization, enabling planned plumbing renewal rather than reactive fixes.

TIER 1	TIER 2	TIER 3
Pros	**Pros**	**Pros**
Affordable and operationally simple	• Supports planning-grade data while managing overall costs • Provides a remediation alternative to outlet removal • Aligns with OUSD's current filtration approach	• Provides the highest level of risk elimination and protection • Ensures every consumable outlet is controlled and verified • Strengthens credibility with families, staff, and regulators
Cons	**Cons**	**Cons**
• Slow detection of lead issues • Limited link to capital priorities • No planning for filtration needs • Risk of prolonged undetected exposure	• Filtration coverage grows unevenly across campuses • Some outlets remain unfiltered until tested or flagged • Only half the portfolio is evaluated each cycle • Program remains partially reactive rather than preventive • Risk of elevated levels remaining unidentified	• Highest cost for testing, filtration, and staffing • Significant operational and data management demands • Long-term sustainability depends on stable funding • Difficult to scale back once implemented

7.8.11. Conclusion: positioning OUSD's program for long-term success

OUSD has already taken meaningful steps to protect students and staff by adopting a more stringent action threshold, investing in remedial filtration, and implementing a robust testing protocol.The opportunity ahead is to build on this foundation by adding diagnostic precision, asset management, and capital integration. By doing so, the district can ensure that its investments not only manage risk today, but systematically eliminate it over time, creating a safer and more resilient water infrastructure for future generations.

Figure 50 *Summary of Baseline Drinking Water Testing Results, Remediation Status, and Post-Correction Compliance by Campus*

Campus ID	Campus	Year of First Construction	Enrollment	Devices Present	Devices Removed	Plumbing Grade Based on Initial Water Testing prior to any remediation	No Remediational Actions Needed After Initial Testing	Any Needed Remedaitional Actions Completed After Initial Testing	Remediational Actions Still On-Going After Initial Testing	% of Operational Devices with Passing Results After Baseline Testing or Remediations Completed
101	Allendale	1958	373	40	1	D+	☐	☑	☐	100.0%
102	Bella Vista	1948	321	19	1	A	☐	☑	☐	100.0%
103	Brookfield	1957	201	43	3	C	☐	☑	☐	100.0%
104	Burbank	1980	60	19	-	B+	☐	☑	☐	100.0%
105	Burckhalter	1953	214	18	-	B+	☐	☑	☐	100.0%
106	Chabot	1935	575	32	-	C+	☐	☑	☐	100.0%
108	Cleveland	1977	404	29	-	A	☐	☑	☐	100.0%
110	Cox	1927	423	33	-	C	☐	☑	☐	100.0%
111	Crocker	1925	420	25	1	B-	☐	☑	☐	100.0%
115	Emerson	1978	423	43	-	C-	☐	☑	☐	100.0%
116	Franklin	1955	484	25	1	C	☐	☑	☐	100.0%
117	Fruitvale	1949	238	19	1	D	☐	☑	☐	100.0%
118	Garfield	1960	440	45	-	C	☐	☑	☐	100.0%
119	Glenview	2020	483	41	-	A	☑	☐	☐	100.0%
121	La Escuelita	2012	591	46	-	A	☑	☐	☐	100.0%
122	Grass Valley*	1957	189	29	-	C+	☐	☐	☑	96.6%
126	Highland	1959	453	46	2	A	☐	☑	☐	100.0%
127	Hillcrest*	1949	401	20	-	C-	☐	☑	☐	100.0%
128	Jefferson	1978	442	30	2	C-	☐	☑	☐	100.0%
131	Laurel	1927	549	63	-	C+	☐	☑	☐	100.0%
133	Lincoln	1961	670	44	-	C+	☐	☑	☐	100.0%
134	Lockwood	1953	717	37	2	B-	☐	☑	☐	100.0%
136	Horace Mann	1960	195	27	-	C	☐	☑	☐	100.0%
137	Manzanita	1958	722	63	-	C	☐	☑	☐	100.0%
138	Markham	1948	310	38	-	C+	☐	☑	☐	100.0%
139	Maxwell Park	1936	N/A	21	1	C+	☐	☑	☐	100.0%
141	Melrose	1960	357	40	-	C+	☐	☑	☐	100.0%
142	Joaquin Miller	1949	407	22	-	D+	☐	☑	☐	100.0%
143	Montclair	1936	527	34	1	A	☐	☑	☐	100.0%
145	Peralta	1977	337	20	-	C+	☐	☑	☐	100.0%
146	Piedmont	1940	333	20	-	B	☐	☑	☐	100.0%
147	Prescott	1957	138	38	-	B-	☐	☑	☐	100.0%
148	Redwood Heights	1959	367	19	-	A	☐	☑	☐	100.0%
150	Santa Fe	1957	128	31	2	D-	☐	☑	☐	100.0%
151	Sequoia*	1926	459	29	1	D+	☐	☐	☑	96.6%
153	Sherman	1938	740	22	-	D-	☐	☑	☐	100.0%
154	Sobrante Park*	1958	245	21	1	D	☐	☑	☐	100.0%
155	Stonehurst	1950	655	61	-	A	☐	☑	☐	100.0%
157	Thornhill	1958	393	26	-	C	☐	☑	☐	100.0%
161	Washington	1973	189	34	-	A	☐	☑	☐	100.0%
162	Webster	1926	305	36	-	C+	☐	☑	☐	100.0%
163	Whittier	1956	619	41	-	A	☐	☑	☐	100.0%
165	Woodland*	2003	617	64	2	C+	☐	☑	☐	100.0%
166	Howard	1960	205	36	-	F	☐	☑	☐	100.0%
168	Carl Munck	1961	206	35	-	C-	☐	☑	☐	100.0%
170	Hoover	1976	320	29	-	A	☐	☑	☐	100.0%
171	Kaiser	1963	114	20	-	A	☐	☑	☐	100.0%
182	MLK	1970	318	38	-	D+	☐	☑	☐	100.0%
186	Cesar Chavez	2002	581	60	1	B+	☐	☑	☐	100.0%
201	Claremont	1978	501	28	-	A	☐	☑	☐	100.0%
202	Elmhurst	1978	748	28	2	D	☐	☑	☐	100.0%
203	Frick	1958	357	33	-	A	☐	☑	☐	100.0%
204	Lowell	1957	237	33	-	C+	☐	☑	☐	100.0%
205	Calvin Simmons	1975	783	32	-	C+	☐	☑	☐	100.0%
206	Bret Harte	1959	324	28	1	C	☐	☑	☐	100.0%
207	Havencourt	1975	910	28	5	A	☐	☑	☐	100.0%
210	Edna Brewer	1960	786	25	2	C	☐	☑	☐	100.0%
211	Montera	1957	719	44	1	B	☐	☑	☐	100.0%
212	Roosevelt	1976	501	16	-	B+	☐	☑	☐	100.0%

Campus ID	Campus	Year of First Construction	Enrollment	Devices Present	Devices Removed	Plumbing Grade Based on Initial Water Testing prior to any remediation	No Remediational Actions Needed After Initial Testing	Any Needed Remedaitional Actions Completed After Initial Testing	Remediational Actions Still On-Going After Initial Testing	% of Operational Devices with Passing Results After Baseline Testing or Remediations Completed
213	Westlake	1978	302	40	1	C	☐	☑	☐	100.0%
214	Carter	1978	245	21	3	B-	☐	☑	☐	100.0%
215	Madison	1958	628	35	3	A	☐	☑	☐	100.0%
216	King Estates	1960	243	18	-	D+	☐	☑	☐	100.0%
236	Urban Promise (Whitton)	1949	396	18	-	B+	☐	☑	☐	100.0%
301	Castlemont	1928	676	42	2	C	☐	☑	☐	100.0%
302	Fremont	1931	1211	38	2	B+	☐	☑	☐	100.0%
303	McClymonds	1924	302	19	-	A	☑	☐	☐	100.0%
304	Oakland High	1928	1609	38	-	C+	☐	☑	☐	100.0%
305	Oakland Technical*	1913	N/A	57	1	C-	☐	☐	☑	98.2%
306	Skyline	1959	1177	34	-	C	☐	☑	☐	100.0%
310	Dewey	2002	125	12	-	C+	☐	☑	☐	100.0%
313	Street Academy (Grant)	1927	85	6	-	B-	☐	☑	☐	100.0%
314	ARTS School (Far West)	1960	1805	15	-	B+	☐	☑	☐	100.0%
804	Arroyo Viejo CDC	2012	49	10	1	C	☐	☑	☐	100.0%
805	Bella Vista CDC	2002	56	12	-	C-	☐	☑	☐	100.0%
815	Highland CDC	1982	44	11	-	C-	☐	☑	☐	100.0%
817	Jefferson CDC	1974	47	8	-	C-	☐	☑	☐	100.0%
824	Yuk Yau CDC	1974	85	6	2	A	☐	☑	☐	100.0%
825	Harriet Tubman CDC*	1958	40	28	-	C	☐	☐	☑	92.9%
829	Manzanita CDC	1958	64	7	-	B	☐	☑	☐	100.0%
893	Centro Infantil CDC	1974	30	6	3	F	☐	☑	☐	100.0%

Figure 51 *Campus-level lead results based on the results*

Results from comprehensive summer testing and corresponding plumbing infrastructure grades focusing to show current plumbing infrastructure condition after the initial testing and prior to any remediations done

Campus ID	Campus Name	Draw 1 (Fixture-125 ml)	Draw 1 (Fixture-125 ml) above 5ppb	Draw 2 (To Wall-125 ml)	Draw 2 (To Wall-125 ml) Above 5 ppb	Draw 3 (Pipe-250 sample)	Draw 3 (Pipe-250 sample) Above 5 ppb	Plumbing Infrastructure Grade
861	Acorn Woodland CDC	7	4	7	3	7	2	F
101	Allendale	37	18	37	6	37	4	C
802	Arroyo Viejo CDC	9	1	9	0	9	1	C
102	Bella Vista	18	1	18	1	18	2	C
805	Bella Vista CDC	11	4	11	2	11	0	C
206	Bret Harte	26	8	26	5	26	2	C
103	Brookfield	45	13	45	9	45	6	C
803	Burbank CDC	18	2	18	0	18	0	A
105	Burckhalter	15	2	15	1	15	0	B
228	Calvin Simmons	27	9	27	3	27	2	C
168	Carl Munck	25	10	25	2	25	1	B
353	Carter	21	4	21	2	21	0	B
301	Castlemont	33	11	33	11	33	10	D
819	Centro Infantil CDC	8	6	8	4	8	2	F
186	Cesar Chavez	53	8	52	2	52	1	B
106	Chabot	28	8	28	4	28	2	C
201	Claremont	25	1	23	0	23	0	A
108	Cleveland	26	2	26	1	26	0	B
193	Cox	29	6	29	2	29	3	C
111	Crocker	22	6	22	4	22	1	C
310	Dewey	10	2	9	1	9	0	C
210	Edna Brewer	22	10	22	3	22	1	C
229	Elmhurst	33	17	33	13	33	14	F
115	Emerson	33	12	33	5	33	2	C
811	Emerson CDC	7	2	7	1	7	1	C
314	Far West	14	1	13	1	13	1	B
116	Franklin	25	9	25	2	25	0	B
302	Fremont	34	5	33	4	33	0	C
219	Frick	30	1	30	1	30	2	B
117	Fruitvale	18	10	18	5	18	1	C
118	Garfield	42	13	42	3	42	0	B
119	Glenview	37	0	37	0	37	0	A
122	Grass Valley	27	6	27	4	27	0	C
825	Harriet Tubman CDC	14	2	14	1	14	0	B
232	Havenscourt	29	10	29	4	29	5	C
125	Highland	46	5	46	2	46	0	B
815	Highland CDC	10	2	10	2	10	2	C
127	Hillcrest	15	5	15	1	15	1	B
840	Hintil Kuu Ca CDC	7	4	7	4	7	3	F
170	Hoover	27	0	27	1	27	2	B
136	Horace Mann	25	6	25	5	25	4	C
169	Howard	34	21	34	13	34	11	D
809	International CDC	4	0	4	0	4	0	A
114	Jefferson	30	10	30	1	30	3	C
817	Jefferson CDC	8	4	8	4	8	3	F
142	Joaquin Miller	18	8	18	5	18	2	C
812	Kaiser ECE	16	0	16	0	16	0	A
352	King Estates	15	5	15	4	15	3	C
121	La Escuelita	30	0	30	0	30	0	A
131	Laurel	40	13	40	3	40	4	C
820	Laurel CDC	17	0	17	0	17	0	A

Campus ID	Campus Name	Draw 1 (Fixture-125 ml)	Draw 1 (Fixture-125 ml) above 5ppb	Draw 2 (To Wall-125 ml)	Draw 2 (To Wall-125 ml) Above 5 ppb	Draw 3 (Pipe-250 sample)	Draw 3 (Pipe-250 sample) Above 5 ppb	Plumbing Infrastructure Grade
133	Lincoln	40	7	40	3	40	2	B
160	Lockwood	43	13	43	8	43	4	C
204	Lowell	28	6	28	6	28	4	C
215	Madison	34	2	34	2	34	0	B
175	Manzanita	61	16	61	9	61	6	C
829	Manzanita CDC	7	2	7	1	7	1	C
138	Markham	36	6	36	6	36	5	C
235	Maxwell Park	19	5	19	2	19	3	C
303	McClymonds	22	0	22	0	22	0	A
178	Melrose	37	7	36	4	36	3	C
182	MLK	36	14	36	6	36	2	C
143	Montclair	33	1	33	1	33	0	B
211	Montera	42	5	42	6	42	7	C
304	Oakland High	39	8	39	4	39	1	C
305	Oakland Tech	53	18	50	8	50	3	C
145	Peralta	19	5	19	3	19	0	C
146	Piedmont	18	3	18	0	18	0	A
183	Prescott	36	7	36	3	36	2	B
148	Redwood Hts	17	1	17	0	17	0	A
212	Roosevelt	14	2	12	3	12	1	C
308	Santa Fe	30	19	30	12	30	8	F
151	Sequoia	27	13	26	4	26	2	C
152	Sherman campus	20	12	20	6	20	2	D
306	Skyline	36	13	36	10	36	6	C
154	Sobrante Park	19	10	19	4	19	2	C
172	Stonehurst	52	6	52	1	52	0	B
838	Stonehurst CDC	7	0	6	0	6	0	A
313	Street Academy (Grar	5	0	5	1	5	0	C
157	Thornhill	24	7	24	3	24	2	C
831	United Nation CDC	13	0	13	0	13	0	A
236	Urban Promise (Whitl	17	3	17	1	17	0	B
194	Washington	31	1	31	0	31	0	A
107	Webster	33	8	33	6	33	3	C
213	Westlake	40	11	40	4	40	6	C
112	Whittier	39	4	39	0	39	0	A
165	Woodland	53	14	53	1	53	0	B
824	Yuk Yau CDC	7	2	7	0	7	0	A

7.9. School Capacity and Occupancy Rate Calculation Framework

Between December 2024 and March 2025, Perkins Eastman conducted comprehensive site visits to all OUSD school facilities to assess physical infrastructure and classroom utilization. The assessment evaluated classroom count, available amenities (restrooms, gas lines, specialty equipment), space size (>600 SF threshold), portable classifications, and current scheduling patterns.

Using data from the comprehensive facility assessment and loading standards based on State facility recommendations, he 2023 OEA-OUSD tentative agreement, three distinct capacity metrics were developed:

1. PLAN CAPACITY

Definition: Maximum student enrollment based on total spaces originally designed as classrooms

Methodology: Spaces greater than 600 sf designed to be used as classrooms are inventoried

Purpose: Establishes the theoretical maximum capacity a school building was architecturally intended to accommodate.

2. INSTRUCTIONAL PROGRAM CAPACITY

Definition: Student capacity accounting for specialized classroom functions and required amenities

Methodology: Classrooms are classified by their intended use and infrastructure (e.g., science labs require plumbing, gas lines, and lab benches; arts rooms need specialized equipment)

Purpose: Provides realistic capacity estimates that reflect the diverse educational programming requirements of modern schools

3. INSTRUCTIONAL SCHEDULED CAPACITY

Definition: Actual student capacity based on current classroom utilization and school-specific programming

Methodology: Excludes spaces dedicated to student support services, enrichment programs, and specialized interventions from capacity calculations

Purpose: Reflects real-world capacity constraints based on each school's unique educational model and community needs. Scheduled capacity is subject to change based on the school's master schedule and room assignments.

Methodology

To determine a school's total capacity, the District multiplies the number of classrooms at each grade level by the appropriate student limit, then adds these numbers together. For example, a elementary school with 3 kindergarten classrooms and 4 first-grade classrooms would have a capacity of 158 students from those grades alone (3 × 22 + 4 × 23 = 158).

Occupancy rate of a school is calculated using the formula below:

OCCUPANCY RATE = ENROLLMENT/CAPACITY

Occupancy rate analysis helps the District understand how effectively each school's capacity is being used. This metric compares enrollment to available capacity, providing insight into whether schools are operating at optimal levels.

In this FMP occupancy rate is calculated using the instructional program capacity.

	Plan		Program		Schedule	
Program / Grade	**Primary**	**Secondary**	**Primary**	**Secondary**	**Primary**	**Secondary**
General Ed Classroom	24	27	-	-	-	-
Specialty Classroom	24	27	-	-	-	-
CDC (Pre-k and TK)	-	-	24	-	24	-
Kindergarten	-	-	26	-	26	-
Grade 1-3	-	-	29	-	29	-
Grade 4-6	-	-	30	-	30	-
Grade 6	-	-	30	30	30	30
Grade 7-12	-	-	-	31	-	31
Special Day Class – Mild Moderate	-	-	13	13	13	13
Special Day Class – Extensive Support Needs	-	-	10	10	10	10
Special Day Class – Counseling Enriched	-	-	11	11	11	11
Special Day Class – CDC	-	-	10	10	10	10
Labs (Computer, Science)	-	-	-	30	-	30
Arts	-	-		26	-	26
Specialty Curriculum (Math, English, Social Studies, etc.)	-	-	29	31	-	31
Newcomer Program	-	-	29	31	-	0
Gymnasium	-	-	0	51	-	51
SIPPS	-	-	29	31	-	0
After School	-	-	29	31	-	0
Child Care	-	-	29	31	-	0
Adult Ed	-	-	-	36	-	36
Speech	-	-	29	31	-	0
Resource Room	-	-	29	31	-	0

Source: OPSC State Facility Program Handbook- Jan 2019

When calculating capacity, the loading standard of the room is reduced by 25% to account for planning periods, staff development, and flex hours.

Figure 52 *Loading Standards*

7.10. How to read the School Profile?

The purpose of the school profile in the Facilities Master Plan is to provide a clear, campus-level overview that brings together key information on facilities condition, educational adequacy, enrollment and capacity, funding context, and program needs. Facility condition data reflect a snapshot in time based on assessments completed in January 2025. School profiles translate districtwide analysis into site-specific insights, support transparent decision-making, and inform project prioritization and future investment strategies.

For detailed understanding of these data metrics, refer Section 4: Data Metrics of this FMP document.

There are 7 sections of each school campus profile. The sections are:

1. **CAMPUS INTRODUCTION WITH MAP**
2. **DEMOGRAPHICS AND ENROLLMENT**
3. **CAPACITY AND OCCUPANCY RATE**
4. **AVAILABLE FUNDS AND UPCOMING PROJECTS**
5. **FACILITY CONDITION WITH COSTS**
6. **EDUCATIONAL ADEQUACY GRADES**
7. **RECOMMENDATIONS**

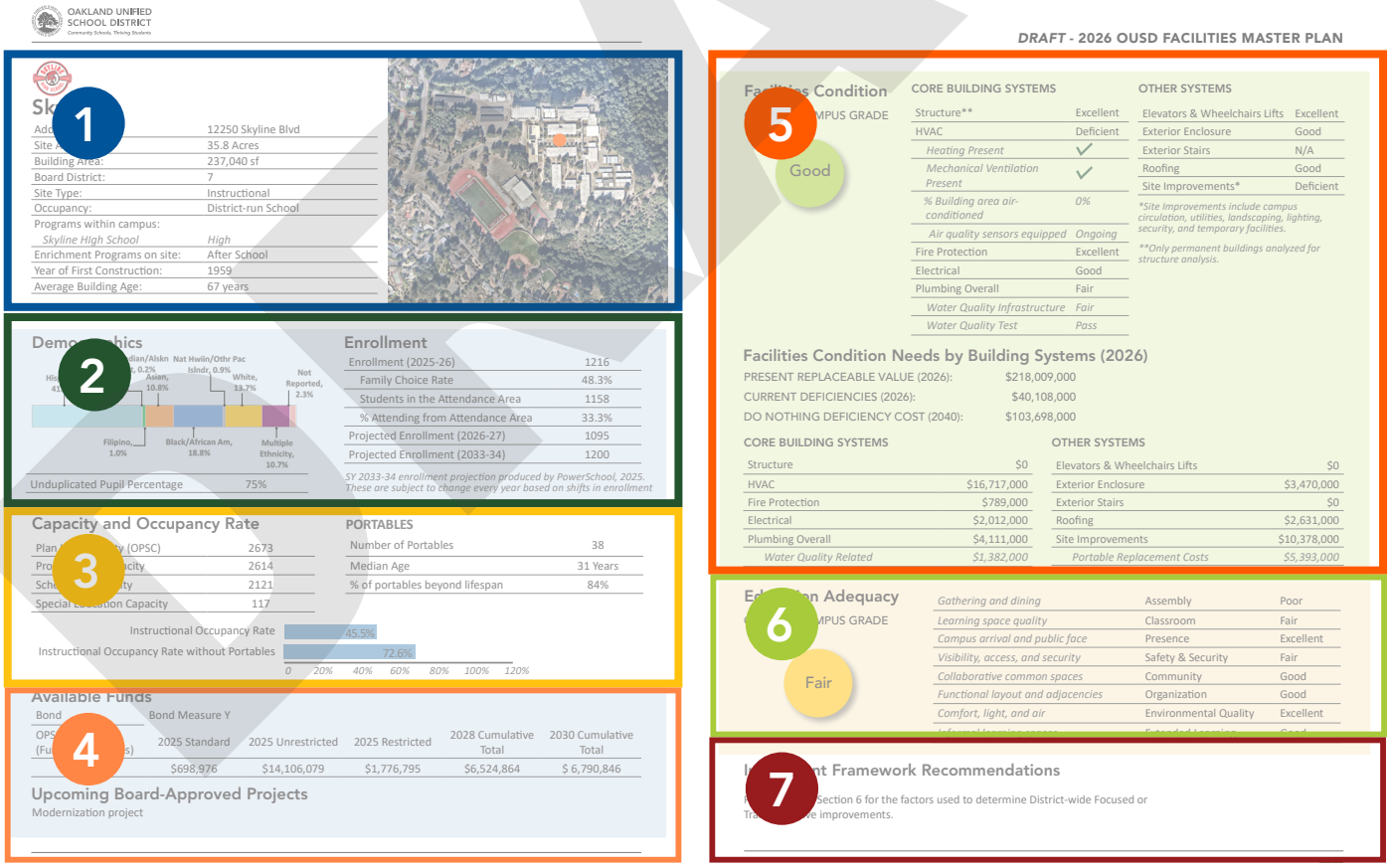


Figure 53 *Example of a School Profile and the sections*

1 Section 1: Campus Introduction with Map

Name of the Campus and logos of all the programs which are within the campus with site and building areas,

Satellite image of the campus and surrounding area, providing locational context within the neighborhood.
Source: Nearmap

Skyline

Address:	12250 Skyline Blvd
Site Area:	35.8 Acres
Building Area:	237,040 sf
Board District:	7
Site Type:	Instructional
Occupancy:	District-run School
Programs within campus:	
Skyline HIgh School	*High*
Enrichment Programs on site:	After School
Year of First Construction:	1959
Average Building Age:	67 years

List of all programs located on the campus. Many sites host multiple programs within a single campus boundary, and all data presented on this page are aggregated to represent the campus as a whole.
Source: OUSD Database SY 25-26

Year the school was first constructed. Because campuses typically add buildings over time—often across multiple decades—the average building age reflects the combined ages of all buildings on the campus to provide a more representative measure of overall facility age.
Source: OUSD Database

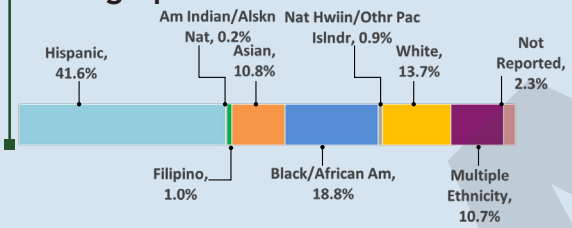
2 Section 2: Demographic and Enrollment

Ethnicity of the students attending the school
Source: California Department of Education- CALPADS (California Longitudinal Pupil Achievement Data System) Jan 2026

CALPADS Certified Enrollment, SY 25-26

Family choice Rates shows the rate of entry grade applications to each school as a function of school capacity for entry level cohorts (or grades)
Source: OUSD Public Demand Dashboard, Nov 30, 2025

Demographics



Unduplicated Pupil Percentage	75%

Enrollment

Enrollment (2025-26)	1216
Family Choice Rate	48.3%
Students in the Attendance Area	1158
% Attending from Attendance Area	33.3%
Projected Enrollment (2026-27)	1095
Projected Enrollment (2033-34)	1200

SY 2033-34 enrollment projection produced by PowerSchool, 2025. These are subject to change every year based on shifts in enrollment

UPP% reflects the share of high-need students and helps guide equity-focused funding and facility investments.
Source: CALPADS Certified Enrollment, SY 25-26

Projected enrollment indicates future student demand and helps guide facility planning, school sizing, and capital investment decisions
Source: 2025 Power School Projection

The number of school-age students residing within the school's attendance area and % of total who choose to enroll in that school.
Source: OUSD Live/Go Dashboard, May 29, 2025

3 Section 3: Capacity, and Occupancy Rate

The maximum number of students a school can serve. See section 4.6 for definitions
Source: Calculated metric by consultant

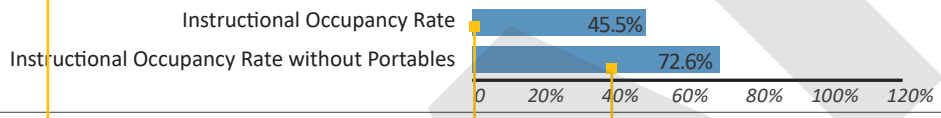
Number and age of portable classrooms, with units older than 25 years considered beyond their intended lifespan.
Source: OUSD Database, SY 25-26

Capacity and Occupancy Rate

Plan Use Capacity (OPSC)	2673
Program Use Capacity	2614
Scheduled Capacity	2121
Special Education Capacity	117

PORTABLES

Number of Portables	38
Median Age	31 Years
% of portables beyond lifespan	84%



The maximum number of special education students a school can serve.

Source: Calculated metric by consultant

The percentage of a school's available capacity that is currently being used by enrolled students.

Source: Calculated metric by consultant

The percentage of a school's available capacity that is currently being used by enrolled students if there were no portables in use.

Source: Calculated metric by consultant

4 Section 4: Available Funds and Upcoming Projects

State funding from the Office of Public School Construction (OPSC) for eligible school facility projects.
Source: Cumulative SAB Approved Modernization Grant Amounts Prepared by School Facility Consultants, Jan 29, 2026

Any upcoming/in-progress projects funded by recent bond measures.
Source: OUSD Division of Facilities Planning and Management

Available Funds

Bond	Bond Measure Y				
OPSC Eligibility (Funding Estimates)	2025 Standard	2025 Unrestricted	2025 Restricted	2028 Cumulative Total	2030 Cumulative Total
	$698,976	$14,106,079	$1,776,795	$6,524,864	$ 6,790,846

Upcoming Board-Approved Projects

Modernization project

5 Section 5: Facility Condition with Costs

Overall campus grade aggregrated for all systems across all the buidings within campus.
Source: Calculated metric by consultant

The plumbing grade reflects overall condition, the water quality–related grade indicates infrastructure condition, and pass/fail status is based on the most recent water testing results.

Source: Calculated metric by consultant

HVAC data points indicate whether a campus has heating, mechanical ventilation and identify gaps in cooling coverage. It also notes whether air quality sensors are installed yet.
Source: Consultant

System grade
Source: Calculated metric by consultant

Facilities Condition

OVERALL CAMPUS GRADE

Good

CORE BUILDING SYSTEMS	
Structure**	Excellent
HVAC	Deficient
Heating Present	✓
Mechanical Ventilation Present	✓
% Building area air-conditioned	*0%*
Air quality sensors equipped	*Ongoing*
Fire Protection	Excellent
Electrical	Good
Plumbing Overall	Fair
Water Quality Infrastructure	*Fair*
Water Quality Test	*Pass*

OTHER SYSTEMS	
Elevators & Wheelchairs Lifts	Excellent
Exterior Enclosure	Good
Exterior Stairs	N/A
Roofing	Good
Site Improvements*	Deficient

**Site Improvements include campus circulation, utilities, landscaping, lighting, security, and temporary facilities.*

***Only permanent buildings analyzed for structure analysis.*

Facilities Condition Needs by Building Systems (2026)

PRESENT REPLACEABLE VALUE (2026):	$218,009,000
CURRENT DEFICIENCIES (2026):	$40,108,000
DO NOTHING DEFICIENCY COST (2040):	$103,698,000

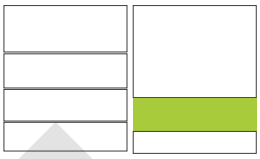
CORE BUILDING SYSTEMS	
Structure	$0
HVAC	$16,717,000
Fire Protection	$789,000
Electrical	$2,012,000
Plumbing Overall	$4,111,000
Water Quality Related	*$1,382,000*

OTHER SYSTEMS	
Elevators & Wheelchairs Lifts	$0
Exterior Enclosure	$3,470,000
Exterior Stairs	$0
Roofing	$2,631,000
Site Improvements	$10,378,000
Portable Replacement Costs	*$5,393,000*

PRV: The estimated current cost to replace an existing facility with a new building of similar size, function, and quality using today's construction costs.
Source: Calculated metric by consultant

Capital costs for each system and aggregrated for the campus
Source: Calculated metric by consultant

FCI Scale for reference
- Excellent (FCI < 0.1)
- Good (FCI < 0.2)
- Fair (FCI < 0.4)
- Poor (FCI < 0.6)
- Deficient (FCI > 0.6)



6 Section 6: Educational Adequacy Grades

Overall campus grade aggregrated for all categories.

Source: Calculated metric by consultant

Category wise grade
Source: Calculated metric by consultant

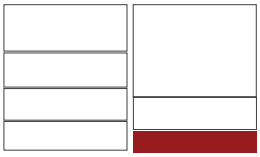
Education Adequacy

OVERALL CAMPUS GRADE

Fair

Gathering and dining	Assembly	Poor
Learning space quality	Classroom	Fair
Campus arrival and public face	Presence	Excellent
Visibility, access, and security	Safety & Security	Fair
Collaborative common spaces	Community	Good
Functional layout and adjacencies	Organization	Good
Comfort, light, and air	Environmental Quality	Excellent
Informal learning spaces	Extended Learning	Good

7 Section 7: Recommendations



This FMP doesnt make site specific project recommendations. See Section 2.2 for definition and purpose of this FMP.

Investment Framework Recommendations

Please refer to Section 6 for the factors used to determine District-wide Focused or Transformative improvements.

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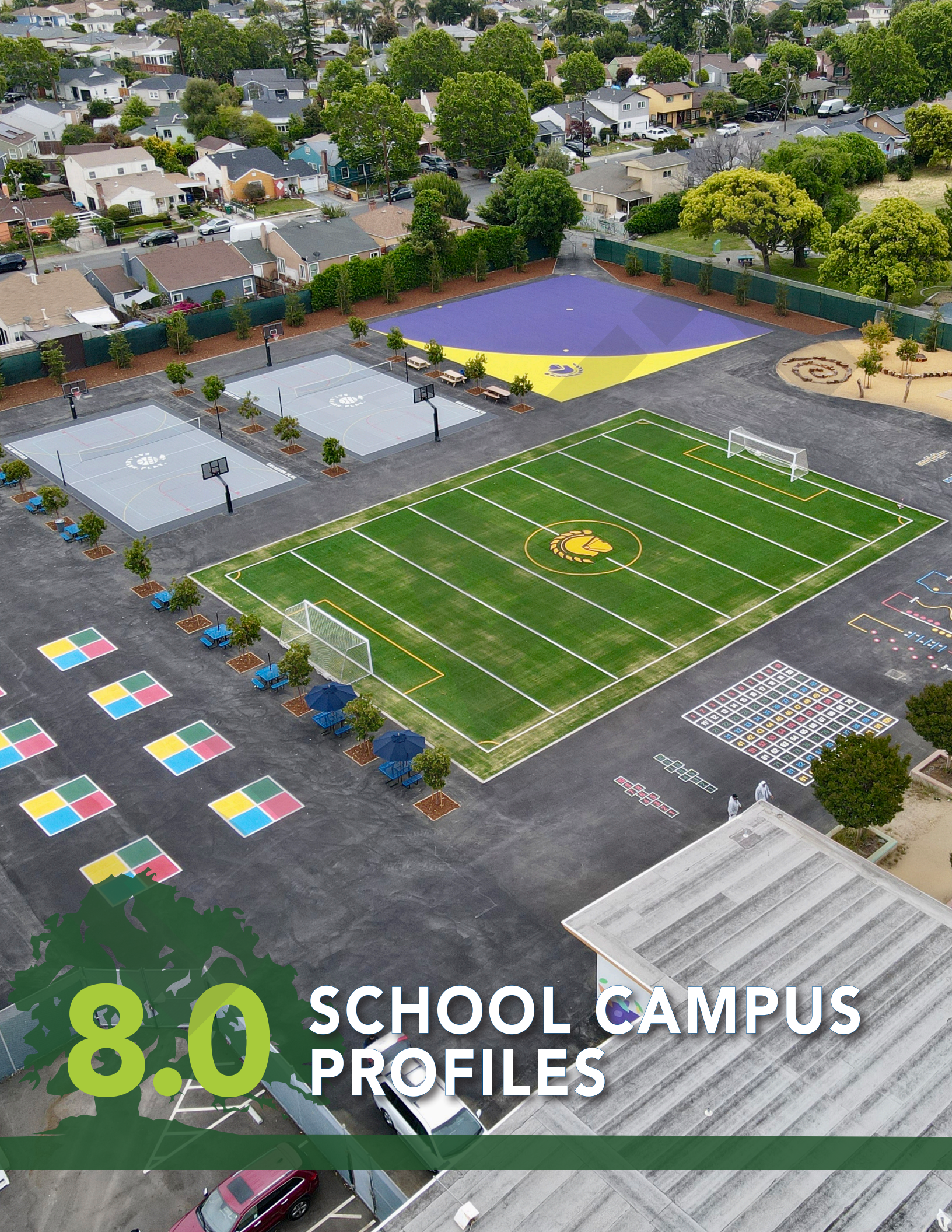
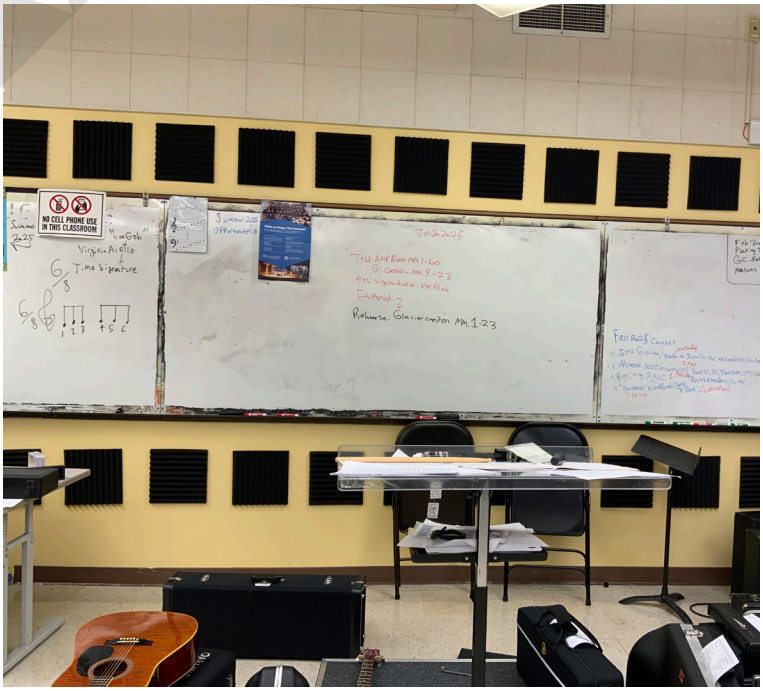


8.0 SCHOOL CAMPUS PROFILES


GRASS VALLEY
ELEMENTARY


FREMONT HIGH SCHOOL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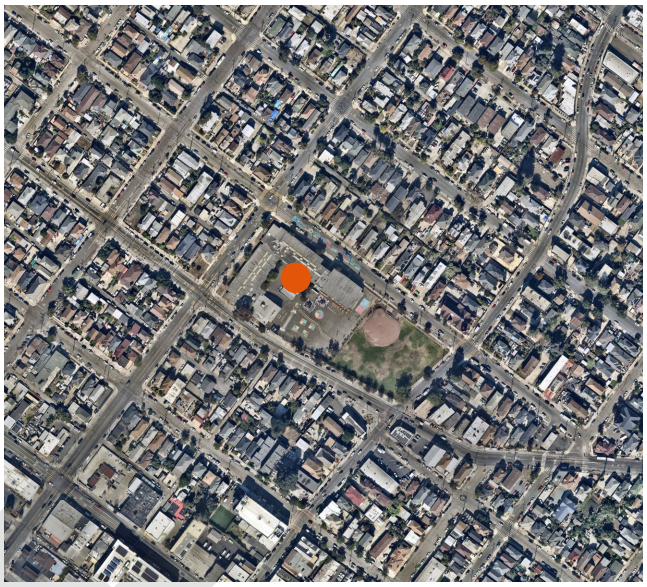
IN THIS CLASSROOM

8 School Profiles

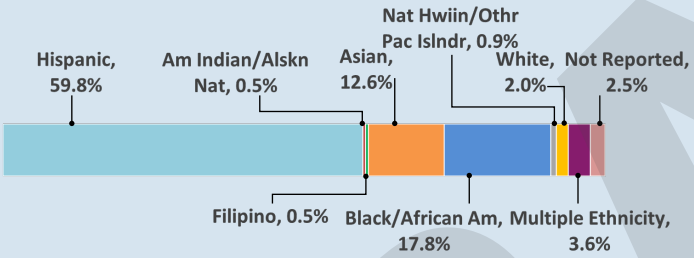
The school profiles shown in this Draft 2026 FMP document are illustrative examples intended to demonstrate the format and approach to campus-level analysis. Complete and finalized profiles for each campus will be published in the final version of the FMP.

Garfield

Address:	1640 22nd Ave
Site Area:	4.5 Acres
Building Area:	72,800 sf
Board District:	2
Site Type:	Instructional
Occupancy:	District-run School
Programs within campus:	
Garfield Elementary	*Elementary*
Garfield State PreK	*Pre-K*
Enrichment Programs on site:	After School
Year of First Construction:	1960
Average Building Age:	62 years



Demographics



Unduplicated Pupil Percentage	99%

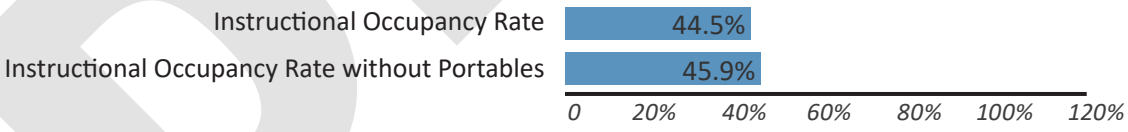
Enrollment

Enrollment (2025-26)	445
Family Choice Rate	58.3%
Students in the Attendance Area	680
% Attending from Attendance Area	34.7%
Projected Enrollment (2026-27)	436
Projected Enrollment (2033-34)	413

SY 2033-34 enrollment projection produced by PowerSchool, 2025. These are subject to change every year based on shifts in enrollment

Capacity and Occupancy Rate

Plan Use Capacity (OPSC)	975
Program Use Capacity	939
Scheduled Capacity	624
Special Education Capacity	52



PORTABLES

Number of Portables	2
Median Age	27 Years
% of portables beyond lifespan	100%

Available Funds

Bond	Bond Measure Y				
OPSC Eligibility (Funding Estimates)	2025 Standard	2025 Unrestricted	2025 Restricted	2028 Cumulative Total	2030 Cumulative Total
	$597,446	$0	$0	$597,446	$3,934,811

Upcoming Board-Approved Projects

Modernization project

Facilities Condition

OVERALL CAMPUS GRADE

Deficient

CORE BUILDING SYSTEMS

Structure	Deficient
HVAC	Poor
Heating Present	✓
Mechanical Ventilation Present	✗
% Building area air-conditioned	*0%*
Air quality sensors equipped	*Ongoing*
Fire Protection	Excellent
Electrical	Fair
Plumbing Overall	Fair
Water Quality Infrastructure	*Good*
Water Quality Test	*Pass*

OTHER SYSTEMS

Elevators & Wheelchairs Lifts	Excellent
Exterior Enclosure	Good
Exterior Stairs	Excellent
Roofing	Poor
Site Improvements*	Excellent

**Site Improvements include campus circulation, utilities, landscaping, lighting, security, and temporary facilities.*

Facilities Condition Needs by Building Systems (2026)

PRESENT REPLACEMENT VALUE (2026): $78,100,000

CURRENT DEFICIENCIES (2026): $75,060,000

DO NOTHING DEFICIENCY COST (2040): $184,815,000

CORE BUILDING SYSTEMS

Structure	$61,831,000
HVAC	$4,200,000
Fire Protection	$216,000
Electrical	$2,352,000
Plumbing Overall	$1,827,000
Water Quality Related	*$1,320,000*

OTHER SYSTEMS

Elevators & Wheelchairs Lifts	$0
Exterior Enclosure	$1,478,000
Exterior Stairs	$0
Roofing	$2,423,000
Site Improvements	$733,000
Portable Replacement Costs	*$337,000*

Education Adequacy

OVERALL CAMPUS GRADE

Fair

Gathering and dining	Assembly	Poor
Learning space quality	Classroom	Fair
Campus arrival and public face	Presence	Good
Visibility, access, and security	Safety & Security	Fair
Collaborative common spaces	Community	Poor
Functional layout and adjacencies	Organization	Good
Comfort, light, and air	Environmental Quality	Excellent
Informal learning spaces	Extended Learning	Poor

Investment Framework Recommendations

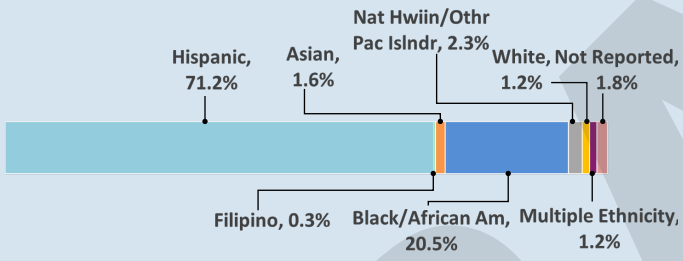
Please refer to Section 6 for the factors used to determine District-wide Focused or Transformative improvements.

ELMHURST UNITED MIDDLE SCHOOL

Elmhurst

Address:	1800 98th Ave
Site Area:	9.3 Acres
Building Area:	99,640 sf
Board District:	7
Site Type:	Instructional
Occupancy:	District-run School
Programs within campus:	
Elmhurst United Middle School	*Middle*
Enrichment Programs on site:	After School
Year of First Construction:	1978
Average Building Age:	87 years

Demographics



Unduplicated Pupil Percentage	100%

Enrollment

Enrollment (2025-26)	743
Family Choice Rate	91.7%
Students in the Attendance Area	1347
% Attending from Attendance Area	35.7%
Projected Enrollment (2026-27)	729
Projected Enrollment (2033-34)	622

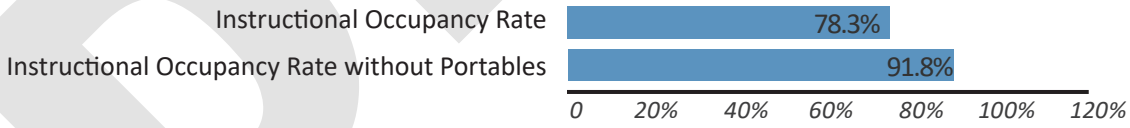
SY 2033-34 enrollment projection produced by PowerSchool, 2025. These are subject to change every year based on shifts in enrollment

Capacity and Occupancy Rate

Plan Use Capacity (OPSC)	1080
Program Use Capacity	939
Scheduled Capacity	903
Special Education Capacity	

PORTABLES

Number of Portables	9
Median Age	23 Years
% of portables beyond lifespan	22%



Available Funds

Bond	Bond Measure Y				
OPSC Eligibility (Funding Estimates)	2025 Standard	2025 Unrestricted	2025 Restricted	2028 Cumulative Total	2030 Cumulative Total
	$5,279,939	$0	$829,950	$6,524,864	$ 6,790,846

Upcoming Board-Approved Projects

Modernization project

Facilities Condition

OVERALL CAMPUS GRADE

Deficient

CORE BUILDING SYSTEMS

Structure	Deficient
HVAC	Deficient
Heating Present	✓
Mechanical Ventilation Present	✓
% Building area air-conditioned	*8.9%*
Air quality sensors equipped	*Ongoing*
Fire Protection	Excellent
Electrical	Good
Plumbing Overall	Fair
Water Quality Infrastructure	*Good*
Water Quality Test	*Pass*

OTHER SYSTEMS

Elevators & Wheelchairs Lifts	Excellent
Exterior Enclosure	Excellent
Exterior Stairs	Excellent
Roofing	Excellent
Site Improvements*	Fair

**Site Improvements include campus circulation, utilities, landscaping, lighting, security, and temporary facilities.*

Facilities Condition Needs by Building Systems (2026)

PRESENT REPLACEMENT VALUE (2026):	$100,100,000
CURRENT DEFICIENCIES (2026):	$65,088,000
DO NOTHING DEFICIENCY COST (2040):	$156,213,000

CORE BUILDING SYSTEMS

Structure	$50,257,000
HVAC	$7,331,000
Fire Protection	$50,000
Electrical	$996,000
Plumbing Overall	$2,248,000
Water Quality Related	*$1,927,000*

OTHER SYSTEMS

Elevators & Wheelchairs Lifts	$0
Exterior Enclosure	$577,000
Exterior Stairs	$0
Roofing	$279,000
Site Improvements	$3,350,000
Portable Replacement Costs	*$1,798,000*

Education Adequacy

OVERALL CAMPUS GRADE

Fair

Gathering and dining	Assembly	Good
Learning space quality	Classroom	Poor
Campus arrival and public face	Presence	Good
Visibility, access, and security	Safety & Security	Fair
Collaborative common spaces	Community	Good
Functional layout and adjacencies	Organization	Fair
Comfort, light, and air	Environmental Quality	Good
Informal learning spaces	Extended Learning	Poor

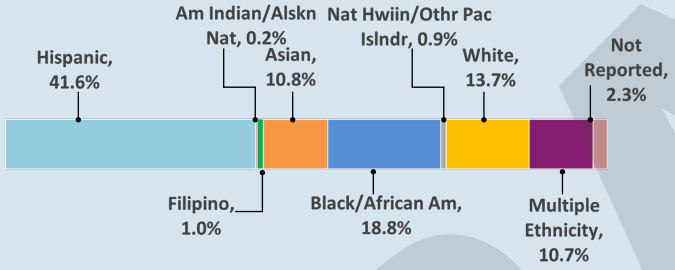
Investment Framework Recommendations

Please refer to Section 6 for the factors used to determine District-wide Focused or Transformative improvements.

Skyline

Address:	12250 Skyline Blvd
Site Area:	35.8 Acres
Building Area:	237,040 sf
Board District:	7
Site Type:	Instructional
Occupancy:	District-run School
Programs within campus:	
Skyline HIgh School	*High*
Enrichment Programs on site:	After School
Year of First Construction:	1959
Average Building Age:	67 years

Demographics



Unduplicated Pupil Percentage	75%

Enrollment

Enrollment (2025-26)	1216
Family Choice Rate	48.3%
Students in the Attendance Area	1158
% Attending from Attendance Area	33.3%
Projected Enrollment (2026-27)	1095
Projected Enrollment (2033-34)	1200

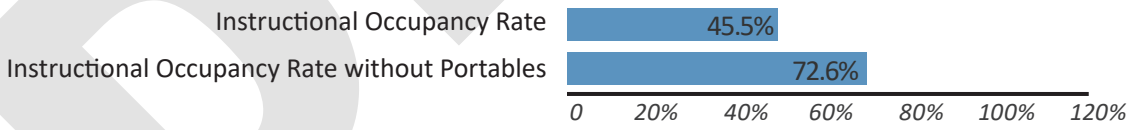
SY 2033-34 enrollment projection produced by PowerSchool, 2025. These are subject to change every year based on shifts in enrollment

Capacity and Occupancy Rate

Plan Use Capacity (OPSC)	2673
Program Use Capacity	2614
Scheduled Capacity	2121
Special Education Capacity	117

PORTABLES

Number of Portables	38
Median Age	31 Years
% of portables beyond lifespan	84%



Available Funds

Bond	Bond Measure Y				
OPSC Eligibility (Funding Estimates)	2025 Standard	2025 Unrestricted	2025 Restricted	2028 Cumulative Total	2030 Cumulative Total
	$698,976	$14,106,079	$1,776,795	$6,524,864	$ 6,790,846

Upcoming Board-Approved Projects

Modernization project

Facilities Condition

OVERALL CAMPUS GRADE

Deficient

CORE BUILDING SYSTEMS

Structure**	Deficient
HVAC	Deficient
Heating Present	✓
Mechanical Ventilation Present	✓
% Building area air-conditioned	*0%*
Air quality sensors equipped	*Ongoing*
Fire Protection	Excellent
Electrical	Good
Plumbing Overall	Fair
Water Quality Infrastructure	*Fair*
Water Quality Test	*Pass*

OTHER SYSTEMS

Elevators & Wheelchairs Lifts	Excellent
Exterior Enclosure	Good
Exterior Stairs	N/A
Roofing	Good
Site Improvements*	Deficient

**Site Improvements include campus circulation, utilities, landscaping, lighting, security, and temporary facilities.*

***Only permanent buildings analyzed for structure analysis.*

Facilities Condition Needs by Building Systems (2026)

PRESENT REPLACEMENT VALUE (2026):	$218,009,000
CURRENT DEFICIENCIES (2026):	$197,695,000
DO NOTHING DEFICIENCY COST (2040):	$459,987,000

CORE BUILDING SYSTEMS

Structure	$157,587,000
HVAC	$16,717,000
Fire Protection	$789,000
Electrical	$2,012,000
Plumbing Overall	$4,111,000
Water Quality Related	*$1,382,000*

OTHER SYSTEMS

Elevators & Wheelchairs Lifts	$0
Exterior Enclosure	$3,470,000
Exterior Stairs	$0
Roofing	$2,631,000
Site Improvements	$10,378,000
Portable Replacement Costs	*$5,393,000*

Education Adequacy

OVERALL CAMPUS GRADE

Fair

Gathering and dining	Assembly	Poor
Learning space quality	Classroom	Fair
Campus arrival and public face	Presence	Excellent
Visibility, access, and security	Safety & Security	Fair
Collaborative common spaces	Community	Good
Functional layout and adjacencies	Organization	Good
Comfort, light, and air	Environmental Quality	Excellent
Informal learning spaces	Extended Learning	Good

Investment Framework Recommendations

Please refer to Section 6 for the factors used to determine District-wide Focused or Transformative improvements.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students