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

# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Tadashi Nakadegawa, Acting Deputy Chief of Facilities Planning & Management

**Board Meeting Date** December 11, 2019

**Subject** 2020 Facilities Master Plan Report & Presentation - First Read

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**Action** First Read, Discussion

**Background** OUSD's 2019 Facilities Master Plan will describe the set of work categories and improvement projects that will enable the District to support its educational mission.

Example projects may include modernizing aging campuses and improving deficient buildings, constructing or modifying buildings to align with changing demographics and ensure educational adequacy, and investing in facilities to improve operations.

- This First Read of the Report and related presentations will allow the Facilities team to incorporate critical comments prior to the community presentations being scheduled for January 2020, and prior to the final report submission.
- The FMP incorporates work from previous data sources, numerous initiatives and engagements that have been pursued as part of the Citywide Plan and carries forward those facets of the Plan that have a facility component.
- The FMP will provide direction for significant capital expenditures for facilities improvements over the next ten years and is a critical step for obtaining state and local funding to support these projects.
- While the FMP does not set strategic direction about OUSD programs, it is an important tool in ensuring that the District

can accommodate OUSD program-level priorities with practical bricks-and-mortar solutions over the ten-year planning horizon.

**Discussion**

Discuss report findings and confirm the overall direction of the FMP Report, including: 1) table of contents; 2) narrative clarity; 3) process clarity; 4) presentation of quantitative insights; and 5) proposed project categories.

**Fiscal Impact**

\$3+ Billion in Facilities Project Need has been identified to fully address facilities, grounds, and system-related upgrades to accommodate OUSD existing and projected program needs. The Facilities Master Plan provides necessary support for sourcing a variety of capital funds including state and local grants, and bond financing.

**Attachments**

[Community Update](#)

[Draft Facilities Master Plan Report](#)

RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT

Resolution No. 1920-0180

Blueprint for Quality Schools - 2020 Facilities Master Plan

PENDING





2020 OUSD

Facilities Master Plan

# Community Update

12.05.19



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students



# Community Update: Agenda

01

What is a Facilities Master Plan?

02

Guiding Principles, Goals, and Process

03

Data

04

Projects

05

Next Steps

# What is a Facilities Master Plan?

A school-district's Facilities Master Plan ("FMP") describes a set of building + renovation projects that a district will pursue to support its educational mission. Example projects may include:

01

Modernizations & Improvements

Modernizing aging campuses and improving deficient buildings

02

Physical Alignment of Spaces

Constructing or modifying buildings to align with changing demographics

03

Optimize Operations

Investing in facilities to improve operations, such as food systems, energy efficiency, or transportation

# Facilities Master Plan Guiding Principles

## OUSD Mission

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

## Master Plan Guiding Principles

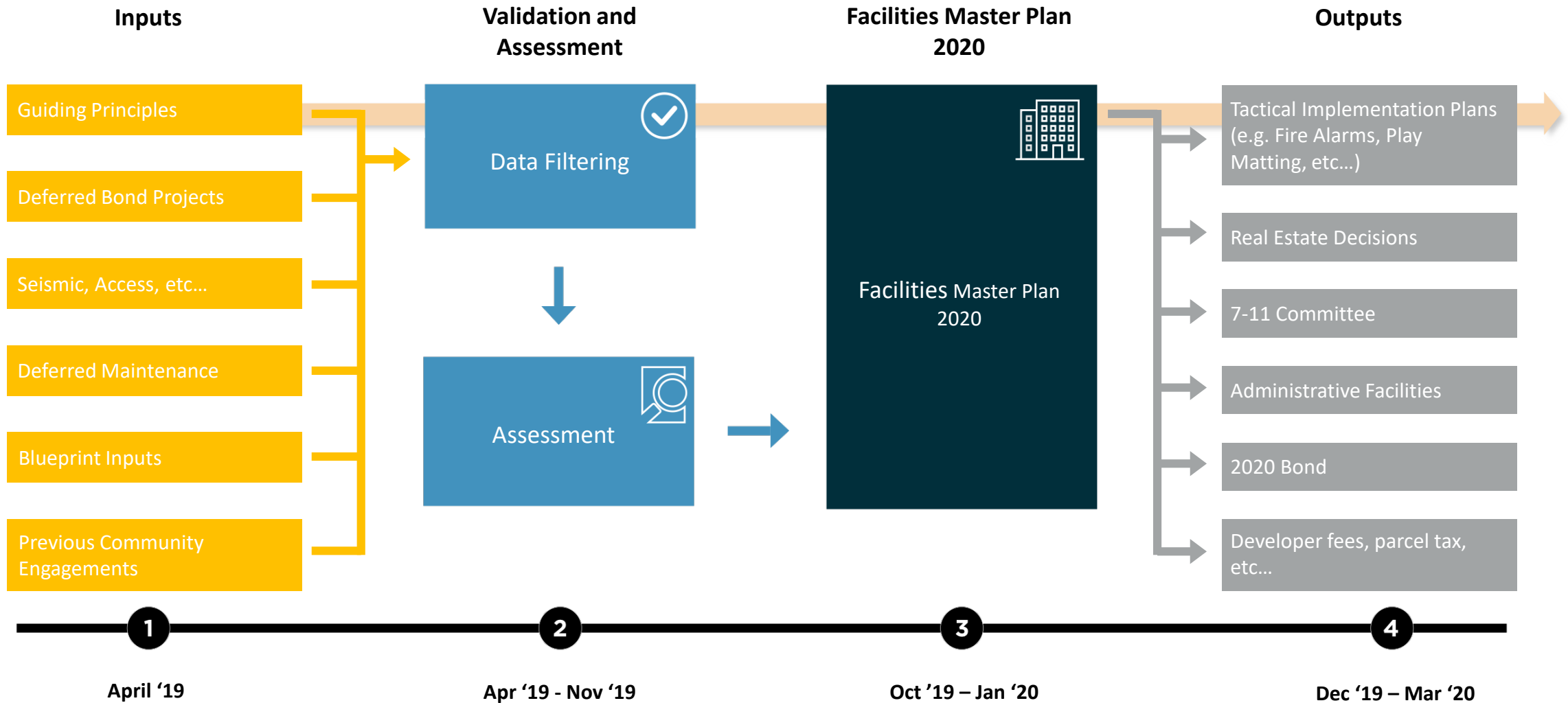
- Engage OUSD Community
- Pursue a System-wide Approach
- Support the Citywide Plan
- Cultivate Data-driven Decision Making
- Pursue Financially Sustainable Facilities
- Foster Environmental Sustainability

## Facilities Goals

1. **Alignment** with other OUSD planning efforts
2. **Transparency** to the public
3. **Enable Funding** for future projects
4. **Smart Asset Management** to ensure plan implementation



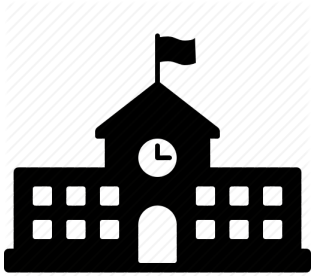
# Facilities Master Plan Process



# Data: OUSD Facilities

## Types of Campuses

76



Sites/ campuses with In-District TK-12 and Alternative Ed Schools

32



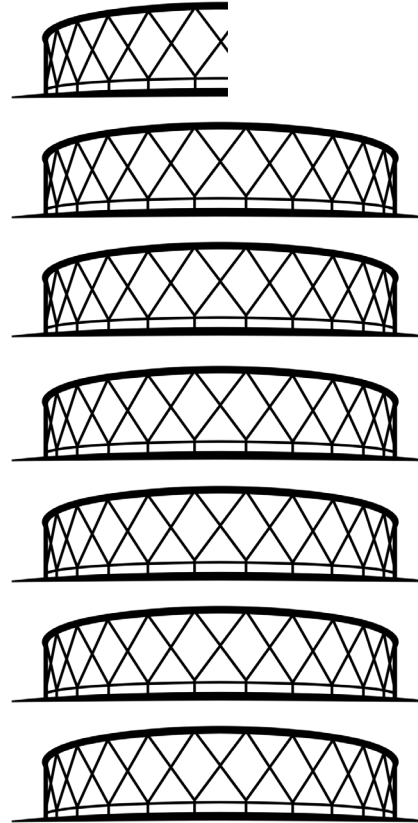
Sites with other uses:

- Administration
- Charters
- Early Childhood Education
- Adult Ed
- Warehouse
- Vacant

= 108 Total Sites

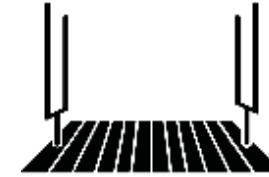
## Facilities Square Footage

6M Sq Ft



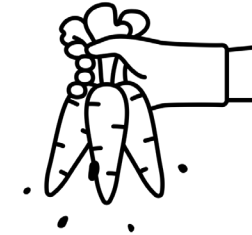
Equal to approximately 6.5 Oracle Arenas

## Athletic Facilities



**12+** new turf fields built in the last seven years

## Living Schoolyards



**Five** schools chosen as pilot sites for living schoolyards (2018)

## Community Schools



**34** Community Schools with health centers, family centers, and other resources

# Data: Past Projects

## New Construction & Modernization



### Major Projects:

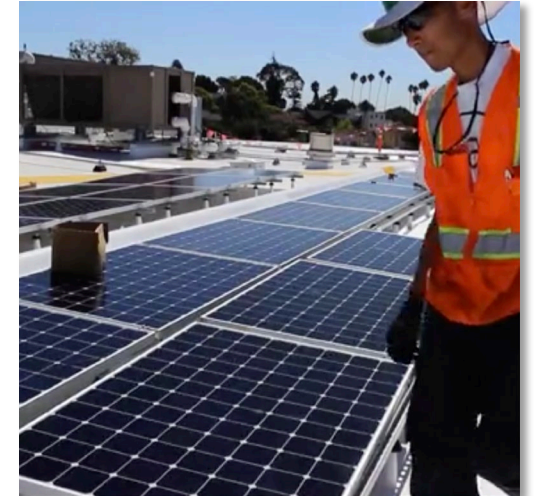
- Fremont HS
- Glenview ES
- Madison Park Academy
- Greenleaf at Whittier Campus
- The Center

## Site Support

- Restroom Upgrades at 12 sites
- Field and Paving Improvements at 13 sites
- Play Matting and Play Structures at 19 sites



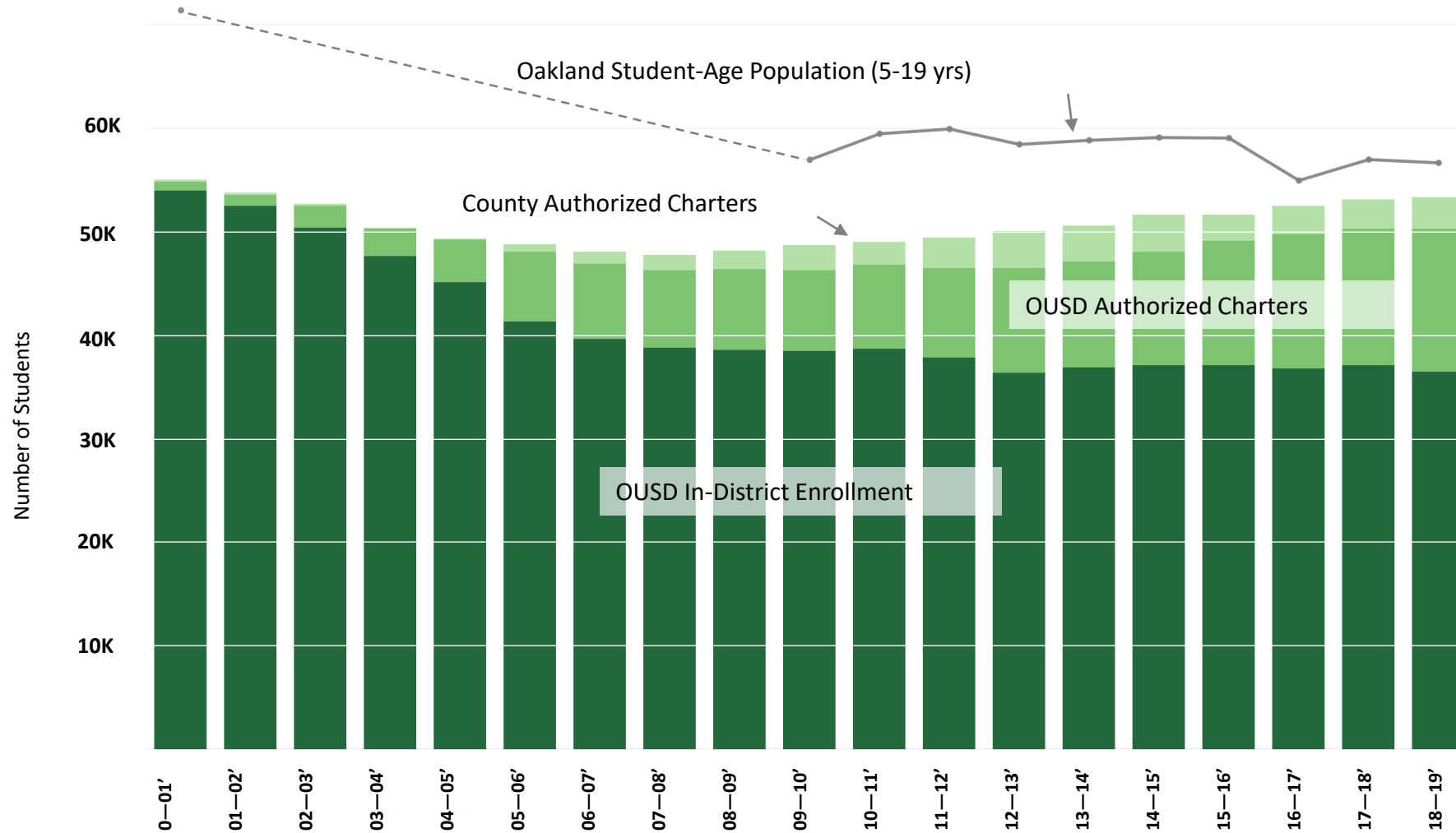
## California Solar Initiative



**Energy-Producing Solar  
Panels at 17 Sites**



# Data: K12 District Enrollment Trends – 2000 to 2019



**Enrollment at OUSD In-District K-12 schools has remained flat for 5+ years**

## Sources

1. OUSD Enrollment (K-12, In-District Programs): OUSD Public Enrollment Dashboard (CBEDS)
2. Oakland Student-Age Population (5-19): US Census Bureau American Community Survey 1-year estimates (2009-2019) and Decennial Census (2000)
3. Charter School Enrollment (K-12, District Authorized): OUSD Fast Facts
4. Charter School Enrollment (K-12, County Authorized): From CA Dept of Education via OUSD Public Enrollment Dashboard and OUSD Fast Facts

# Data: Other Critical District Programs

## Early Childhood Education



- Create “hubs” to provide comprehensive ‘birth to 5’ services in East, Central, and West Oakland
- Ensure Pre-K opportunities exist in every neighborhood to feed into elementary schools
- Expand tuition-based offerings for families

## Adult Education



- Create Adult Ed center at a strategic location near transit
- Co-locate with family literacy, career tech, and credit recovery programs
- Accommodate growing Community College course offerings

## Diverse Learners



- Provide effective environments for programs supporting Newcomers, Special Education students, and other diverse learners
- Provide fully accessible facilities for SPED programs across the entire district
- Capital repair of OUSD facilities utilized by Charter Programs

## Community Schools



- Support Community Schools with facilities that enable partnerships and joint use programs such as:
- Afterschool
- Green and Living Schoolyards
- Libraries
- Community Colleges
- Oakland Athletic League

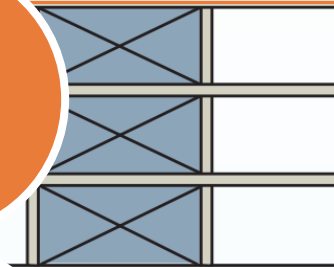
# Data: Facilities Deficiencies

## Building Systems



- Heating, ventilation, and air conditioning (HVAC)
- Electrical & Plumbing
- Roofing
- Restroom Renovations

## Seismic



- Seismic Safety Projects

## Educational Adequacy & Equity



- 21<sup>st</sup> Century Learning Environments
- Career Tech

## Sites and Grounds



- Sports Fields and Bleachers
- Play Structures and Safety Matting

## Energy/ Resiliency/ Sustainability



- Solar Projects
- Energy Efficiency and Storage

## Accessibility



- Accessibility Improvements

## Fire and Security



- Fire Alarms
- Security Cameras





# Project Prioritization: Implementing an Equitable Process

01

Complete **deferred Measure J** projects

02

Promote projects in **every region** and district of Oakland

03

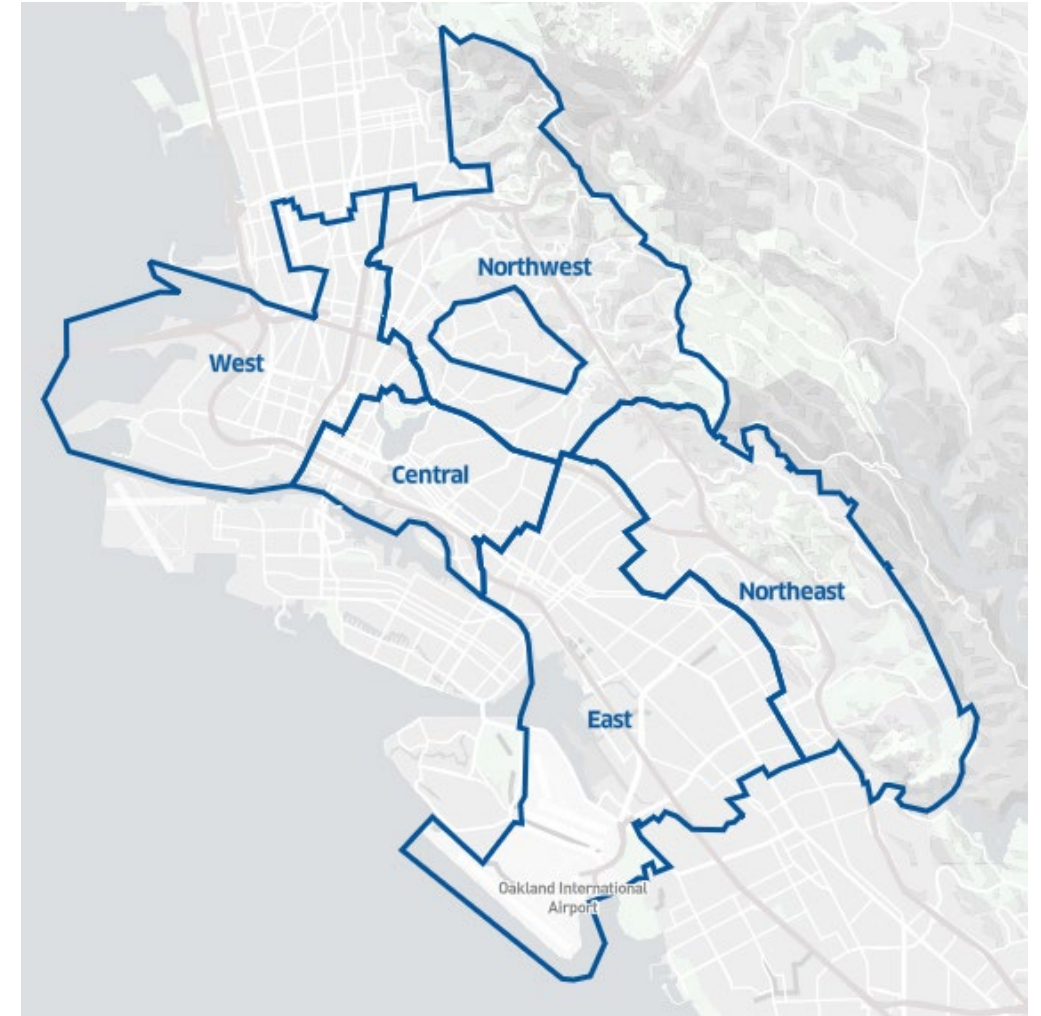
Ensure there are high quality school sites in **every community**

04

**Support Citywide Plan** initiatives with facility investment

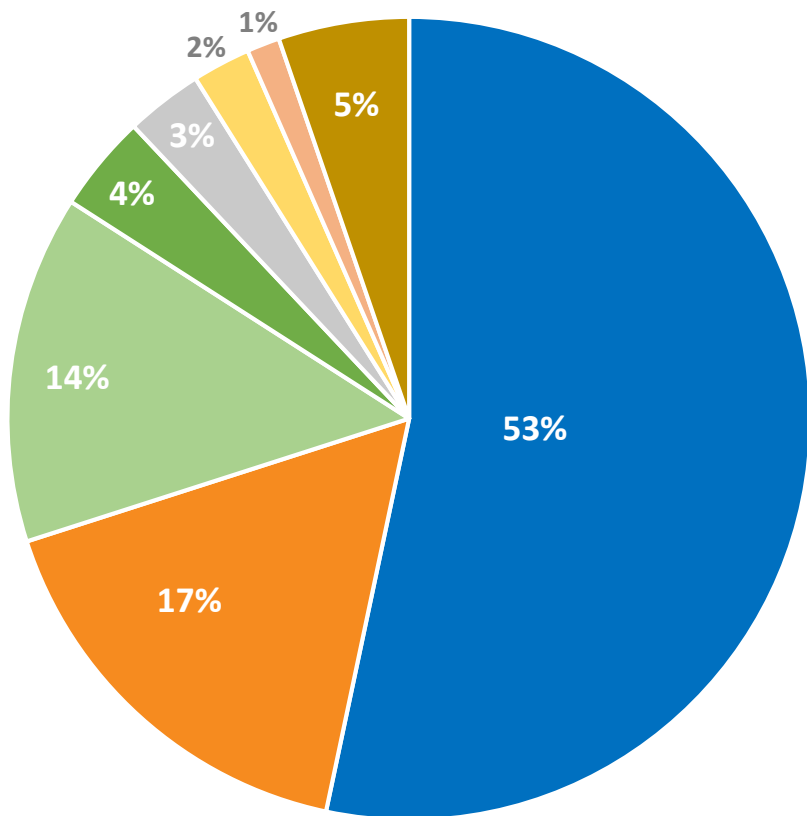
05

Pursue projects that enable OUSD to generate revenue or **reduce ongoing costs**



Map via OUSD RAD Strategic Regional Analysis 2017-2018

# Project Needs

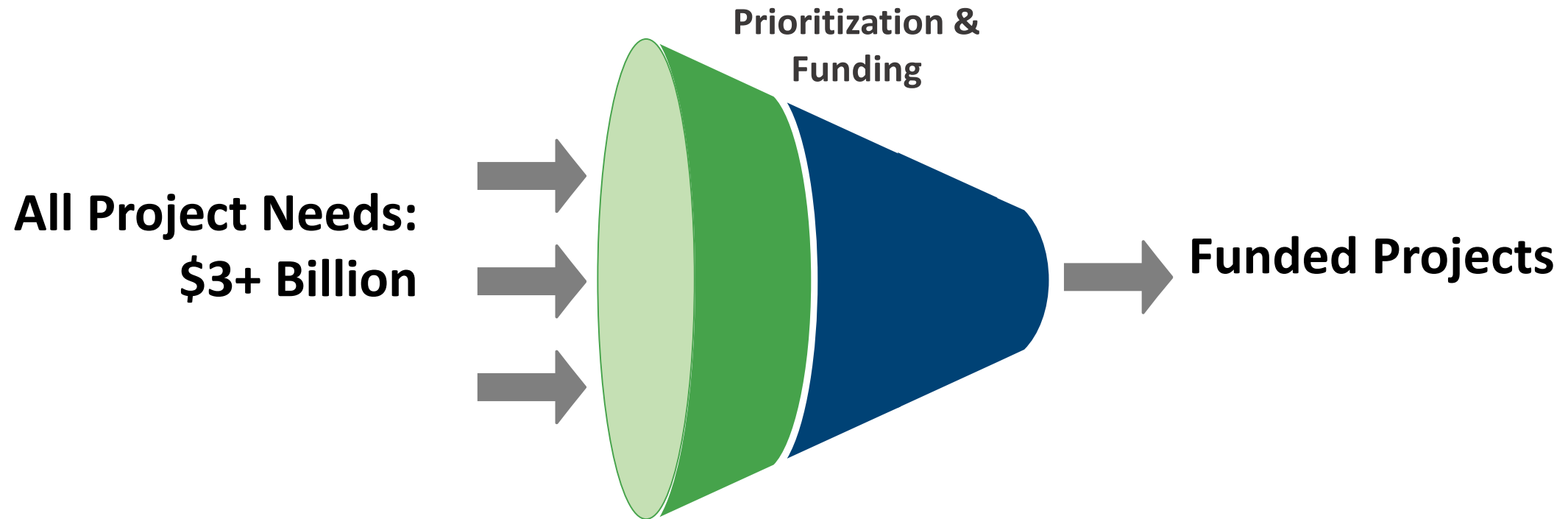


**All Project Needs: \$3+ Billion**

Project Need Category	Amount (\$)	Example Projects
Building Systems	1,720,000,000	Site modernizations
Seismic	540,000,000	District-wide structural improvements
Educational Adequacy & Equity	450,000,000	Science classroom + lab upgrades, technology infrastructure
Sites and Grounds	130,000,000	New field, bleachers, and lighting projects
Energy / Resiliency / Sustainability	100,000,000	Solar installation
Accessibility	80,000,000	Improved wheelchair ramps
Fire and Security	40,000,000	Play matting master plan; Fire alarm master plan
Contingency, Coordination & Planning	170,000,000	Program contingency funds
Total	3,230,000,00	

# Projects

The cost of pursuing projects to address all needs will exceed available funding.





## Next Steps

01

Master Plan Engagement

January and February 2020 [Specific dates pending]

02

Incorporate Priorities from Community

Master Plan project priorities will be updated based on community input

03

Adoption by Board of Education

The Board of Education will formally adopt the Facilities Master Plan

04

Assignment of Projects Against Available Funding

Opportunities for focused engagement will start as projects are assigned available funding

05

Ongoing Implementation of Smart Asset Management

Working across OUSD departments, ensure that facilities are being put to the highest and best use for the District

Thanks! For more info and an opportunity for  
input:

<http://2020OUSDMasterPlan.org>

2020 OUSD  
Facilities Master Plan  
12.05.19

Oakland Unified School District

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# OUSD 2020 FACILITIES MASTER PLAN

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**DRAFT FOR  
FIRST READ**

December, 2019



Prepared for  
**Oakland Unified School District**

Prepared by  
**MKTHINK** **THINK**

**Oakland Unified School  
District**

**Facilities Master Plan**

**2020**



Community Schools, Thriving Students

**Prepared by MKThink**

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San Francisco, CA. 94111

*all content is proprietary and confidential*



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01

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# Executive Summary

1.1 What is a Facilities Master Plan

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1.2 Guiding Principles

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1.3 Facility Portfolio

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1.4 District Trends and Enrollment

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1.5 Facility Needs

---

1.6 Projects to Address Needs

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## WHAT IS A FACILITIES MASTER PLAN?



A school-district's Facilities Master Plan describes a set of building and renovation projects that a district will

pursue to support its educational mission.

**01**

### **Modernizations & Improvements**

Modernizing aging campuses and improving deficient buildings

**02**

### **Physical Alignment of Spaces**

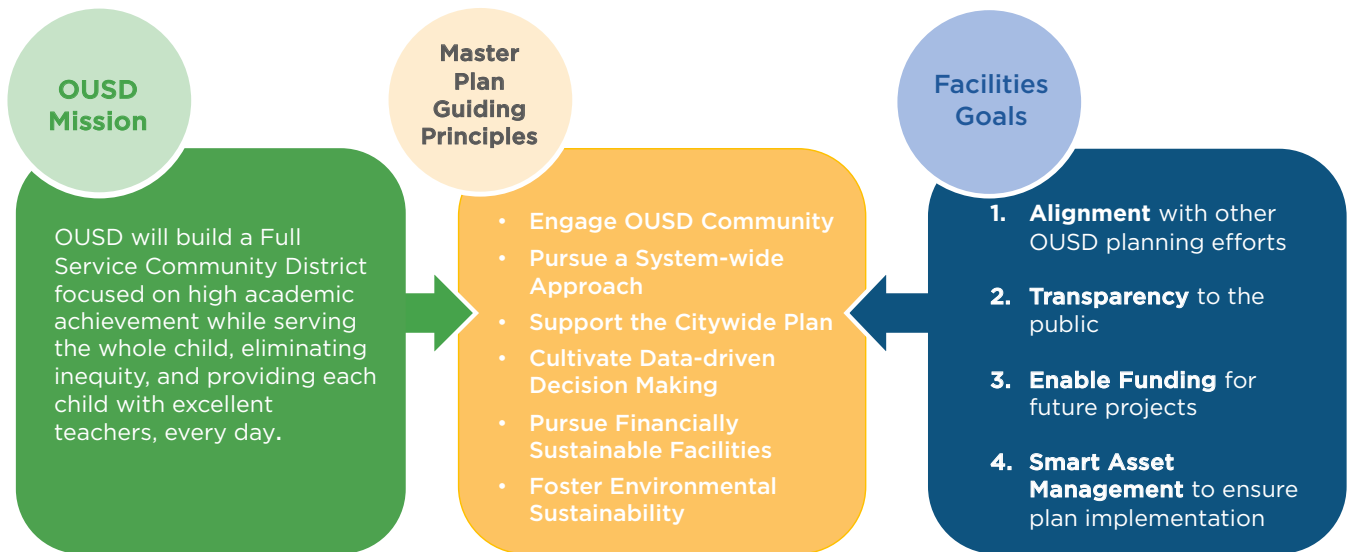
Constructing or modifying buildings to align with changing demographics

**03**

### **Optimize Operations**

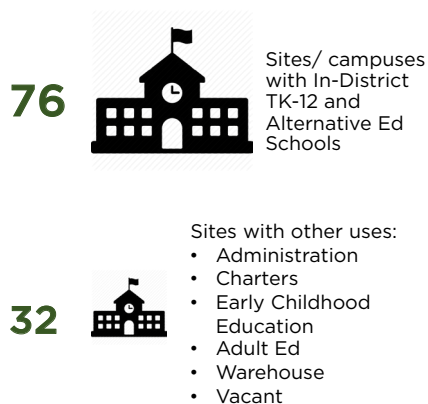
Investing in facilities to improve operations, such as food systems, energy efficiency, or transportation

## GUIDING PRINCIPLES



## FACILITY PORTFOLIO

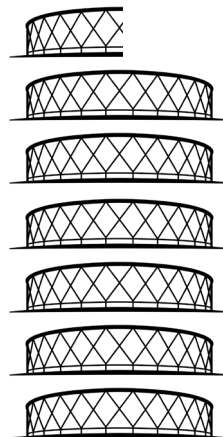
### Types of Campuses



**= 108 Total Sites**

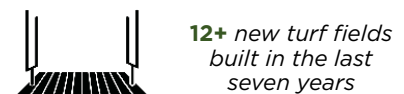
### Facilities Square Footage

**6M Sq Ft**

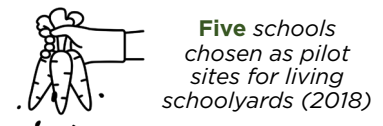


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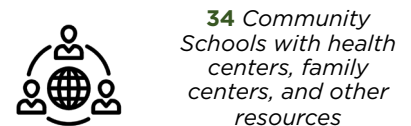
### Athletic Facilities



### Living Schoolyards



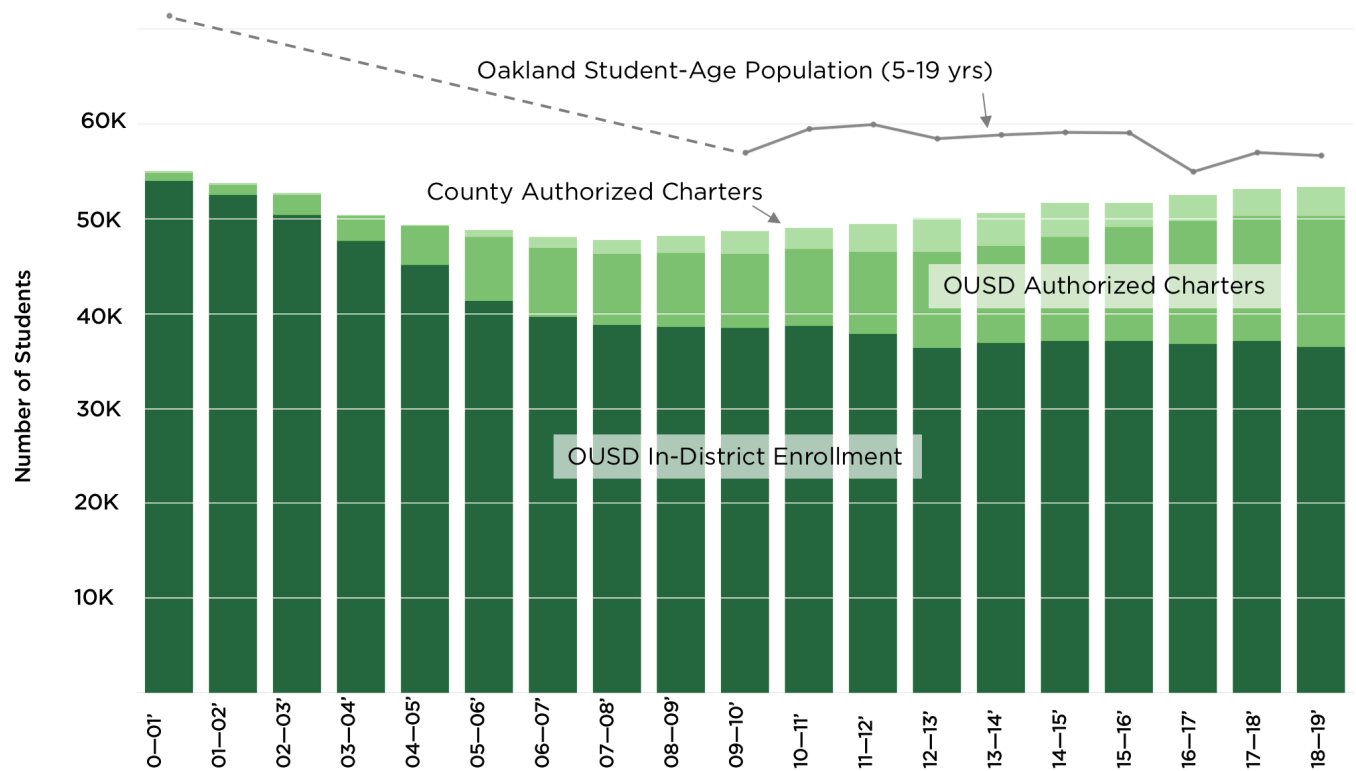
### Community Schools





## DISTRICT TRENDS AND ENROLLMENT

### Historical Enrollment



The Facilities Master Plan must follow the guiding principles to address needs of exiting facilities while also providing the ability for the district to adapt to changing enrollment patterns and shifting demographics across the city.

## FACILITY NEEDS



### **Educational Adequacy**

21st Century Learning Environments  
Career Tech



### **Building Systems Improvements**

Heating Ventilation and Air Conditioning (HVAC)  
Electrical and Plumbing  
Roofing



### **Energy Efficiency**

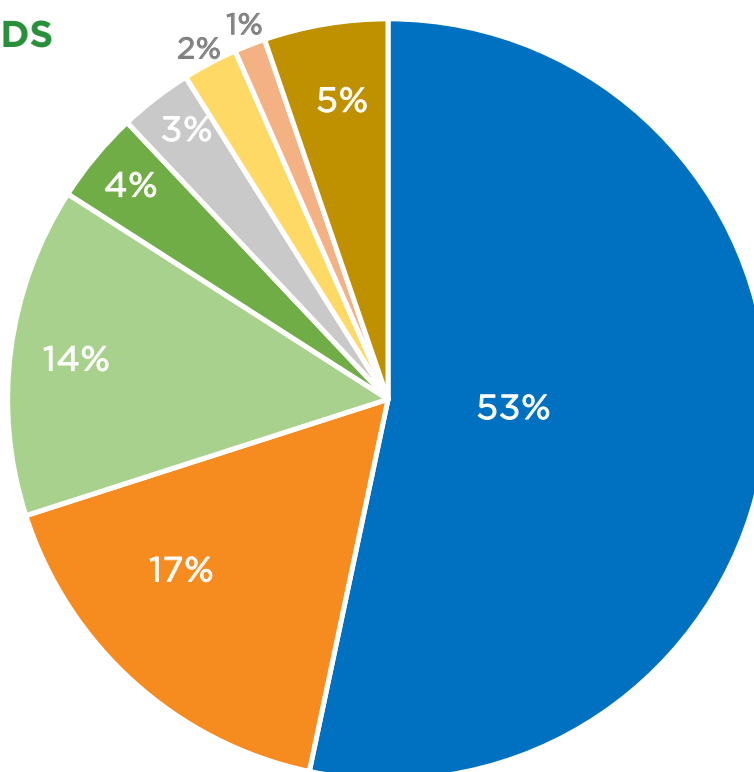
Solar/energy production  
Energy storage  
Energy efficiency improvements



### **Access, Seismic, etc...**

Accessibility improvements  
Seismic safety projects  
Fire and Security Alarms

## PROJECTS TO ADDRESS NEEDS



Project Need Category	Amount (\$)	Example Projects
Building Systems	1,720,000,000	Site modernizations
Seismic	540,000,000	District-wide structural improvements
Educational Adequacy & Equity	450,000,000	Science classroom + lab upgrades, technology infrastructure
Sites and Grounds	130,000,000	New field, bleachers, and lighting projects
Energy / Resiliency / Sustainability	100,000,000	Solar installation
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Fire and Security	40,000,000	Play matting master plan; Fire alarm master plan
Contingency, Coordination & Planning	170,000,000	Program contingency funds
<b>Total</b>	<b>3,230,000,00</b>	

# 02

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# Goals & Guiding Principles

Success Factors	A
Alignment	
Guiding Principles	C

## SUCCESS FACTORS



### **Alignment**

Ensure that investment in schools supports the District's strategic Citywide Plan and associated initiatives.

### **Support Capital Funding**

Enable the District to raise capital funds from a diverse range of sources

### **Transparency**

Inform the public as to what projects are being prioritized and share data and methodology that informs decisions.

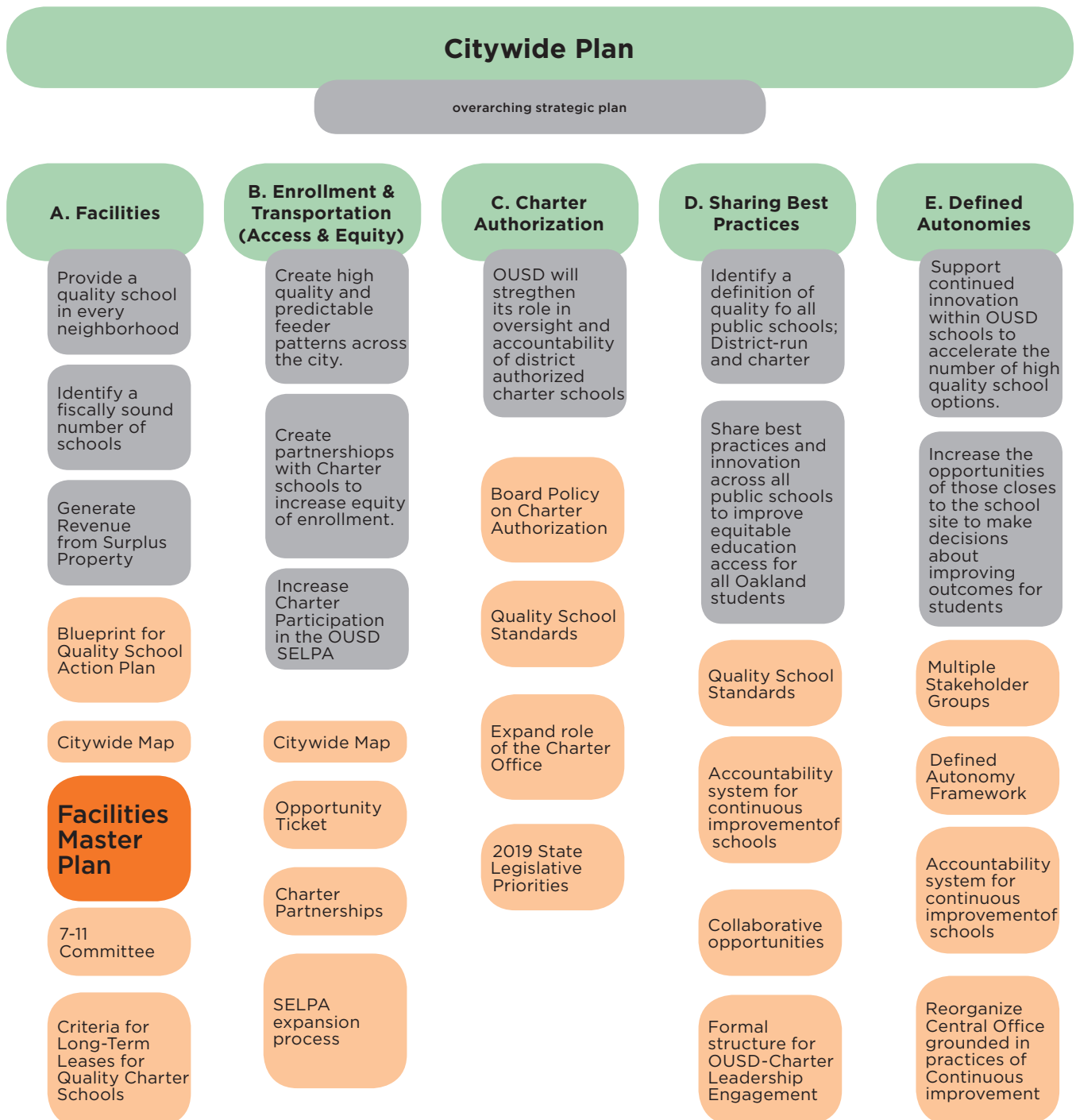
### **Smart Asset Management**

Integrate board resolutions around smart Asset Management (BP 7350 and 6006) into systematic decision making in the District.



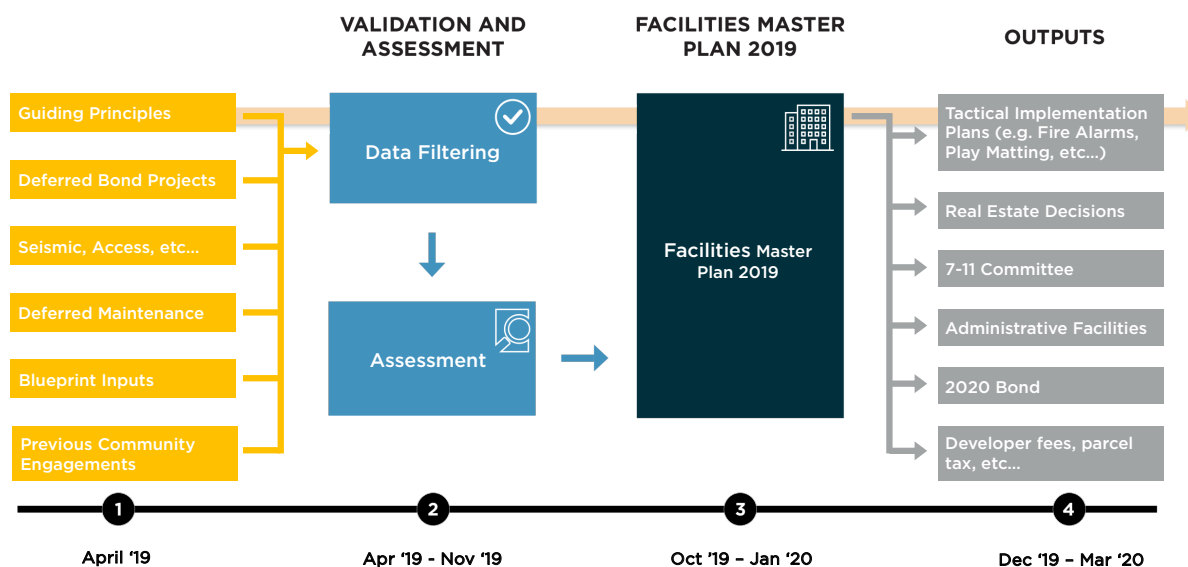
## ALIGNMENT

### OSD Core Values & Facilities Master Plan Guiding Principles



### ALIGNMENT

#### Coordinated Strategic Initiatives: Facilities Master Plan Process



The Master Planning Process draws upon previous work from the Citywide Plan and other associated initiatives. Most significantly, the Guiding Principles of the work have been crafted to align with the principles driving the strategic planning efforts of the District. Input from Citywide Plan-related community engagements have also been used as primary inputs for the planning effort in an effort to include the voices of the community as much as possible.

Additionally, previous planning work and the ongoing data collection of Facilities and Buildings & Grounds provides

information on building conditions that must be addressed in the Master Plan.

Data from all sources has been cross-referenced and validated in a rigorous process intended to ensure that accurate information is driving the plan. Only after facility information has been double-checked and validated does it become part of the final plan.

## GUIDING PRINCIPLES

Guiding Principles were developed with the Facilities Department and Guiding Steering Committee, and included engagement & review with

OUSD leadership. They form the basis of development and future implementation of the Facilities Master Plan.



### Engage OUSD Community

- Be trusted partners by developing plans in consultation with students, principals, teachers, parents and neighborhood communities



### Support the Community of Schools Citywide Plan

- Ensure that all Oakland students have access to high-quality, publicly-funded schools
- Ensure that schools are located where high-quality options are needed most
- Provide a fiscally sound number of schools in proportion with OUSD's student population
- Leverage vacant, underutilized, and surplus properties and employ facility use agreements with aligned partners



### Pursue a System-Wide Approach

- Manage district assets as a network of schools across the entire OUSD system
- Develop facility strategies that meet the needs of OUSD and its partners, including the Charter Office and other educational program providers

## GUIDING PRINCIPLES



### Cultivate Data-Driven Decision Making

- Maintain accurate and comprehensive data regarding facilities and site use
- Apply metrics uniformly across the whole OUSD system
- Be transparent with how data is used and how it informs decision making



both short- and long-term district goals

### Foster Environmental Sustainability

- Reduce energy consumption and waste wherever possible
- Incorporate energy generation and storage into planning efforts
- Follow nationally recognized design guidelines for sustainable and healthy buildings and grounds such as the Collaboration for High Performing Schools (CHPS).

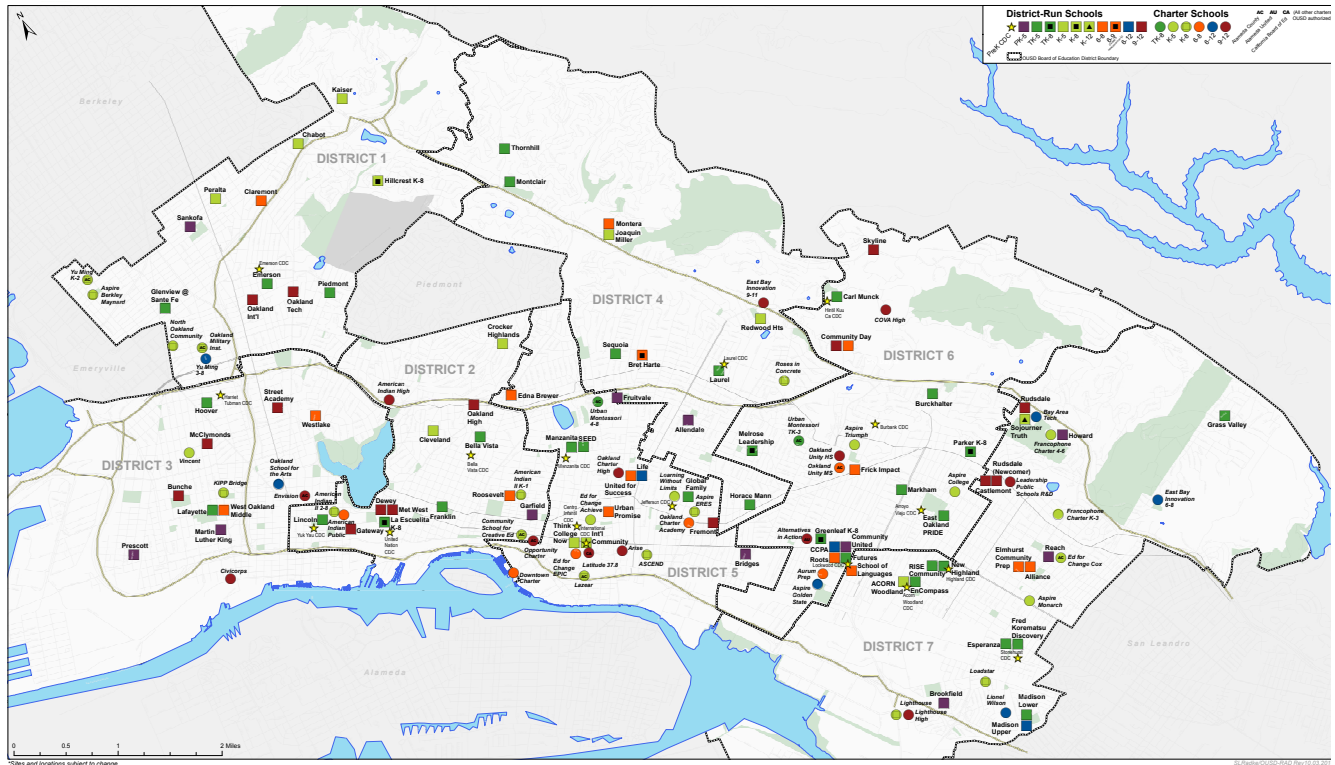


### Pursue Financially Sustainable Facilities

- Employ efficient and effective spending practices that meet

## GUIDING PRINCIPLES

### Community Meetings



- Community Engagement Meetings  
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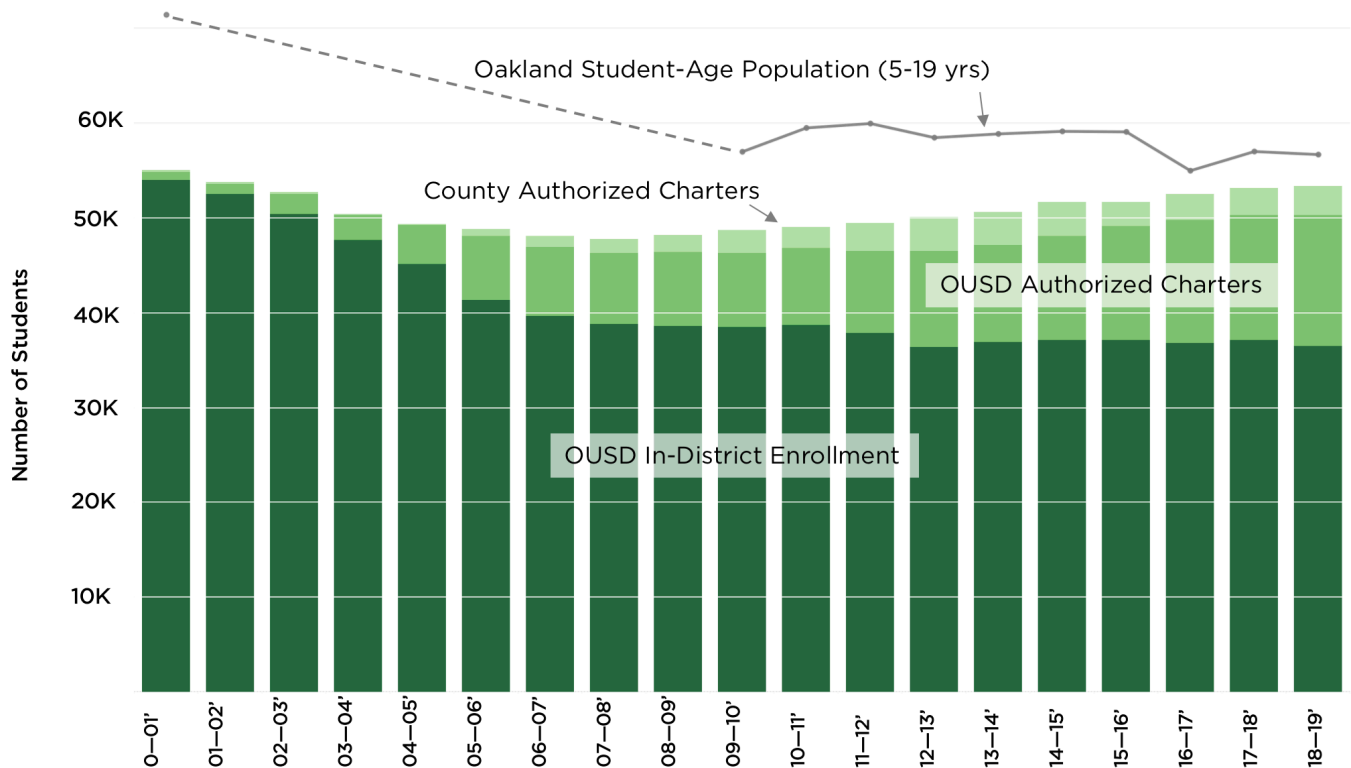
# 03

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## Districtwide Trends

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## ENROLLMENT



In District Enrollment stable for 5+ years preceeding 2020.

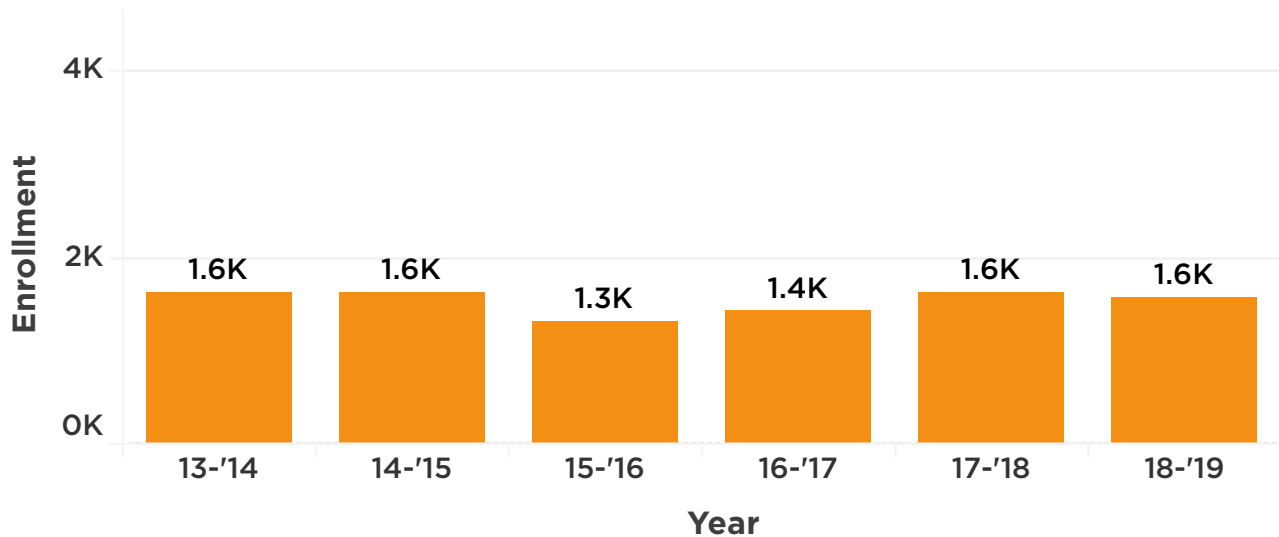
Substantial demographic change:  
Development, Gentrification, Rising  
Costs of Living, etc...

Future projections are ambiguous --  
growth or contraction both possible.  
Impossible to predict future demands.

## OUSD PROGRAM TRENDS

### Early Childhood Education

#### OUSD Early Childhood Enrollment (2013-19)



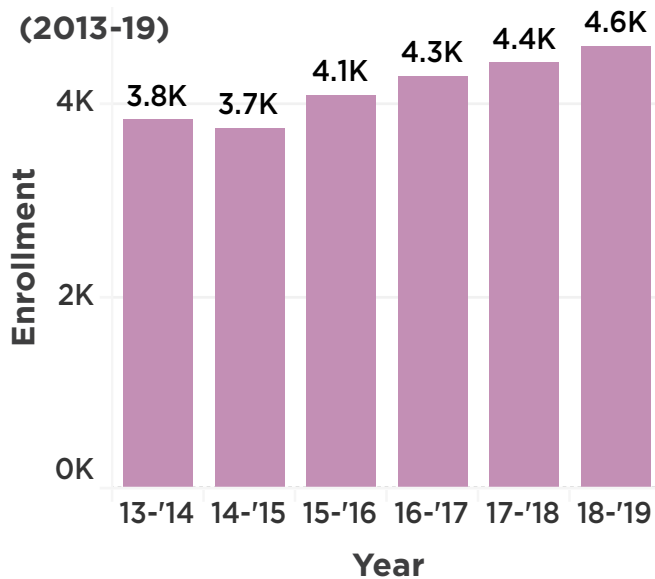
#### Early Childhood Education

- Want to create two additional centers in the city (we have one at burbank)-- birth to 5 to provide comprehensive services (sped, gen ed, TK, play spaces, family, community child services-- eg LA has these models)-- need 9-12 classrooms would be ideal
- Looking at North or West Oak as primary- and Deep East
- Preferred to be its own space due to all the licensing required for PreK
- We do offer 1-2 classes here and there at shared elementary schools (we are not looking to expand this type of programming- we are already offering this type of programming all over the city)
- Vacated Spaces (in 7-11): we don't have a desire to get back into those spaces
- Open to Kaiser space, Open to some programming/adult admin to use Santa Fe
- City is looking to collaborate with an East Oakland site (they want to partner with us- they have some money for renovations but don't have any property)
- City/County would provide birth to 3, and district would provide 3-5 programming
- No specific timeline, but city is continually asking if anything is ready. The sooner the better.

## OUSD PROGRAM TRENDS

### Diverse Learners

**Special Education (SDC) Enrollment (2013-19)**



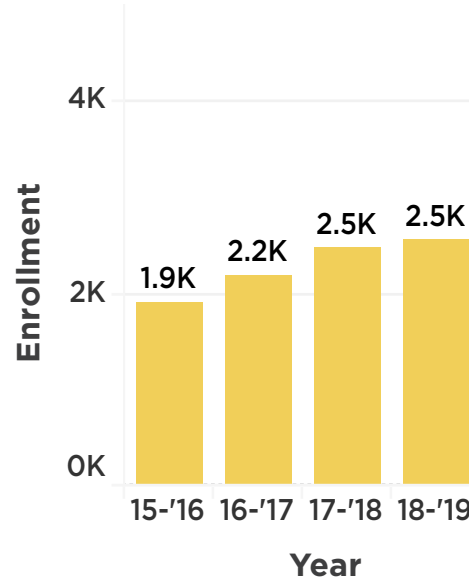
Students with distinct learning and support needs are present in OUSD in increasing numbers.

Facilities must support these students and the programs that serve them.

For example, SDC students need accessible facilities in all parts of the district. Spaces for support staff and rooms to accommodate smaller classes, including those with additional technology and tools.

Another example is Newcomer students. These students transition

**Newcomer Enrollment (2013-19)**



from special programs into other sites. Besides the need for support services -- often provided through community school model -- ensuring that capacity is available is a key facility-related component of supporting these populations.

## OUSD PROGRAM TRENDS

### Adult Education



#### Adult Education

- Long Term needs: 4 small hubs (West, Central, Fremont/Fruitvale, Deep East) One of them would be the main administrative office for ADult Ed
  - West (McClymonds is ok)
  - Central (ok for now)
  - Fruitvale/Fremont (long term-
  - Deep East (long term- preferred a stand alone, but can make shared campus work with the right partnership with a high school-- 8 classrooms and maybe up to 20) We have 35 adult ed faculty
- Part of the Adult Ed programming is HS Credit Recovery
- Right now Adult Ed Admin is at Mack, we would like to be in deep east (4 classrooms for administration)
- Central- we use shared spaces (OUSD schools and Laney)
- Fremont/Fruitvale- OUSD school sites and partners (e.g. Lao Family)
- Deep East- Allen Temple, Family Literacy classes at OUSD school sites
- Short Term needs: challenges having our main office in West Oak, better to have a main office in East Oak and move their even in the next year. We can share a space for short term. (however, Mack is working better)
- We are partnering quite a bit with the community colleges- they want to offer more classes too- but we need more space in our OUSD sites to offer these classes
- Willing to co-locate with Workforce development programs and other programs that serve adults in other ways



## OUSD PROGRAM TRENDS

### Community Schools



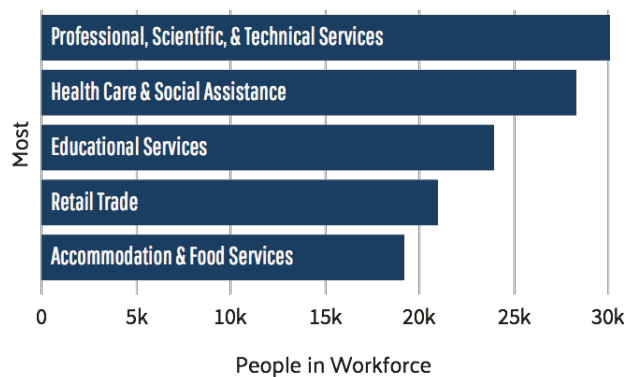
Afterschool  
Green and Living Schoolyards  
Libraries  
Community Colleges  
Oakland Athletic League

OAKLAND SOCIOECONOMIC SNAPSHOT

Deloitte, Collective Learning (MIT Media Lab), and Datawheel have conducted a year-long collaboration to compile and visualize public US Government data. This resulted in Data USA, which provides snapshots of the socioeconomic trends of different US regions. This data and visualizations were used as the source for the following section.

In 2017, Oakland had a population of 425K people, ranking it as the 45th largest city in the United States. The median age was 36.7, with a median household income of \$70,577. The city also has a workforce of approximately 225k people who are primarily in the Professional, Scientific and Technical Services, Health Care and Social Assistance, and Educational Service fields.

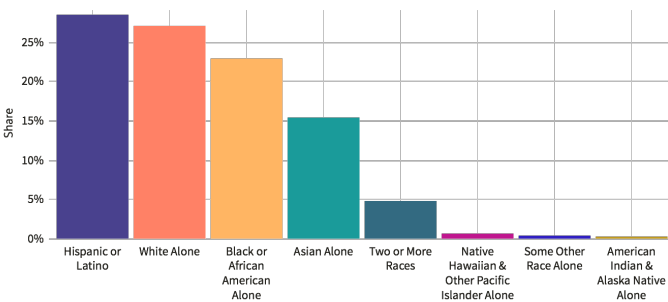
Oakland Workforce Top Sectors (2017)



Source: Data USA, 2019

In addition, the ethnic composition of the population of Oakland can be seen below:

Percentage of Population by Race or Ethnicity (2017)



Furthermore, in 2017, 41.1% of Oakland citizens are speakers of a non-English language, compared to the national average of 21.8%.

The 2017 median property value in Oakland climbed by 5.69% from the previous year and reached \$686,700. That’s over three times higher than the national average of \$217,600. Meanwhile, the 2017 homeownership rate in Oakland was 39.3%.

In regard to higher education, Oakland universities awarded 4,028 degrees in 2016. The three largest universities in Oakland by number of degrees awarded are Merritt College (916 and 22.7%), Laney College (858 and 21.3%), and Samuel Merritt University (662 and 16.4%).

## FUTURES ANALYSIS

### Takeaways

-  **PEDAGOGY**  
How do students learn?

  - Online / distance learning increases
  - Learning tools modernize to include AI & AR
  - Project-based learning emphasizing interaction and simulation increases
  - Personalized learning grows
-  **GOVERNANCE**  
How do the governing institutions work?

  - Increasing digitization of processes and systems and adoption of AI
  - Public-private partnership models increase
  - Mobile citizen engagement is on the rise
  - Distributed governance and oversight systems become more widespread
-  **ECONOMY**  
How is the district sustained?

  - District-Charter compacts and collaborations increase
  - Rise in demand for skills and trade-based learning.
  - Private financing in public education is growing
-  **MOBILITY**  
How do people get around?

  - Growth in alternative forms of transit
  - Mobility as a service increases in dominance
  - Driverless, automated cars decrease traffic and increase commute times
-  **ENVIRONMENT**  
What is the climate like?

  - East Bay region will shift towards drier and hotter climate
  - Increasing frequency of extreme weather events
  - Renewable energy generation scaled
  - Rise of air quality issues
-  **DEMOGRAPHIC**  
Who are the students?

  - Number of distance learners increases
  - Population size grows
  - Increased diversity
-  **INFRASTRUCTURE**  
How are the buildings built?

  - Rise of smart homes
  - Increased use of information technology to regulate indoor environments
  - More decentralization of energy grids
  - Greater levels of mixed use buildings and properties as density increases
-  **ENERGY**  
How is energy generated, used and maintained?

  - Increased reliance on renewable energy
  - States pass more stringent efficiency targets
  - Increased digitization and decentralization of grids
  - Innovations in back-up battery storage and solar cells occur
  - Global energy demand grows

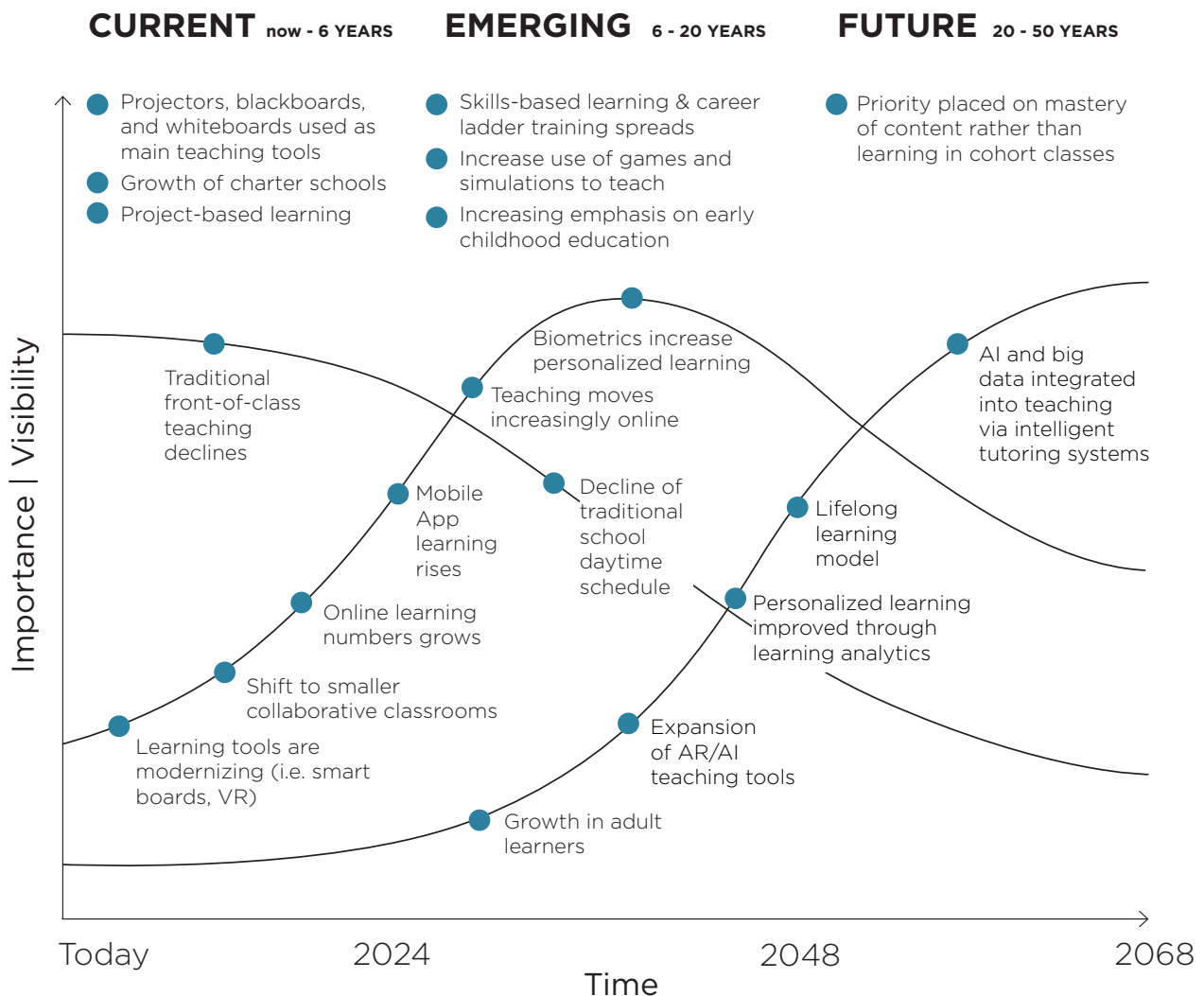
## FUTURES ANALYSIS

### Future Trends - Pedagogical ●

Education is becoming more digitized, driven by spread of digital technologies and demand for flexible learning opportunities

#### Local Trends

- Charter schools are increasing in number
- Growth and expanded use of online learning tools
- Flexible, innovative learning spaces are increasingly deemed important
- Growing calls for personalized learning



Sources: Stanford Report of the 2015 Study Panel, 2016; NMC Horizon Report, 2016; Lake, 2018; Sellinger, 2017

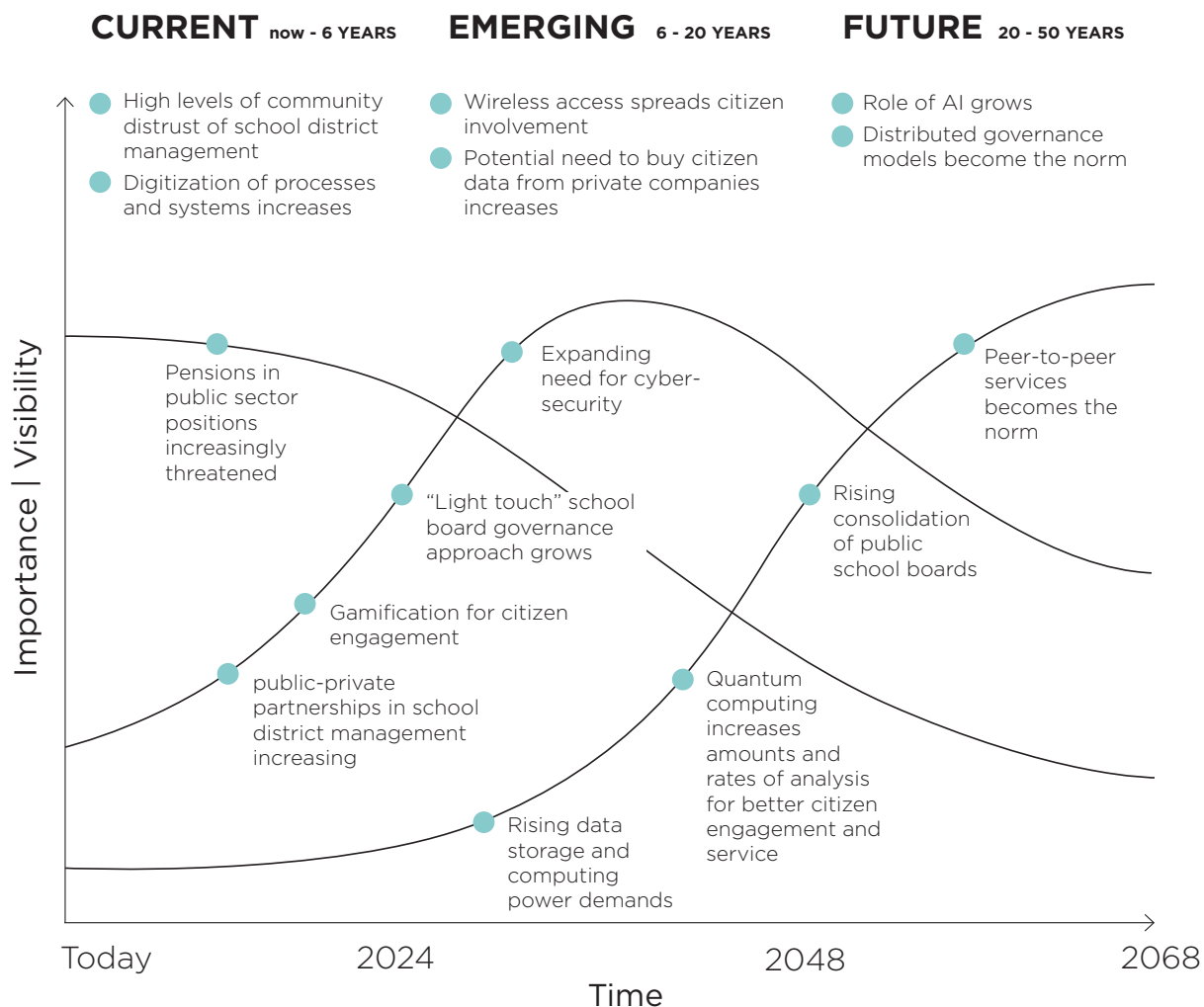
## FUTURES ANALYSIS

### Future Trends - Governance ●

Digitization of citizen communication and service provision is already happening and will increase

#### Local Trends

- Data-smart government becomes the new normal
- Government systems looked to more as an enabler than a solution provider - hiring out the solution processes to subcontractors
- Rising socioeconomic stress and divisions could lead to more tension and distrust of OUSD leadership and oversight



Sources: Stanford Report of the 2015 Study Panel, 2016; Brookings, 2015; Gartner, 2014; Arnett, 2018; Rudgers and Peterson, 2018



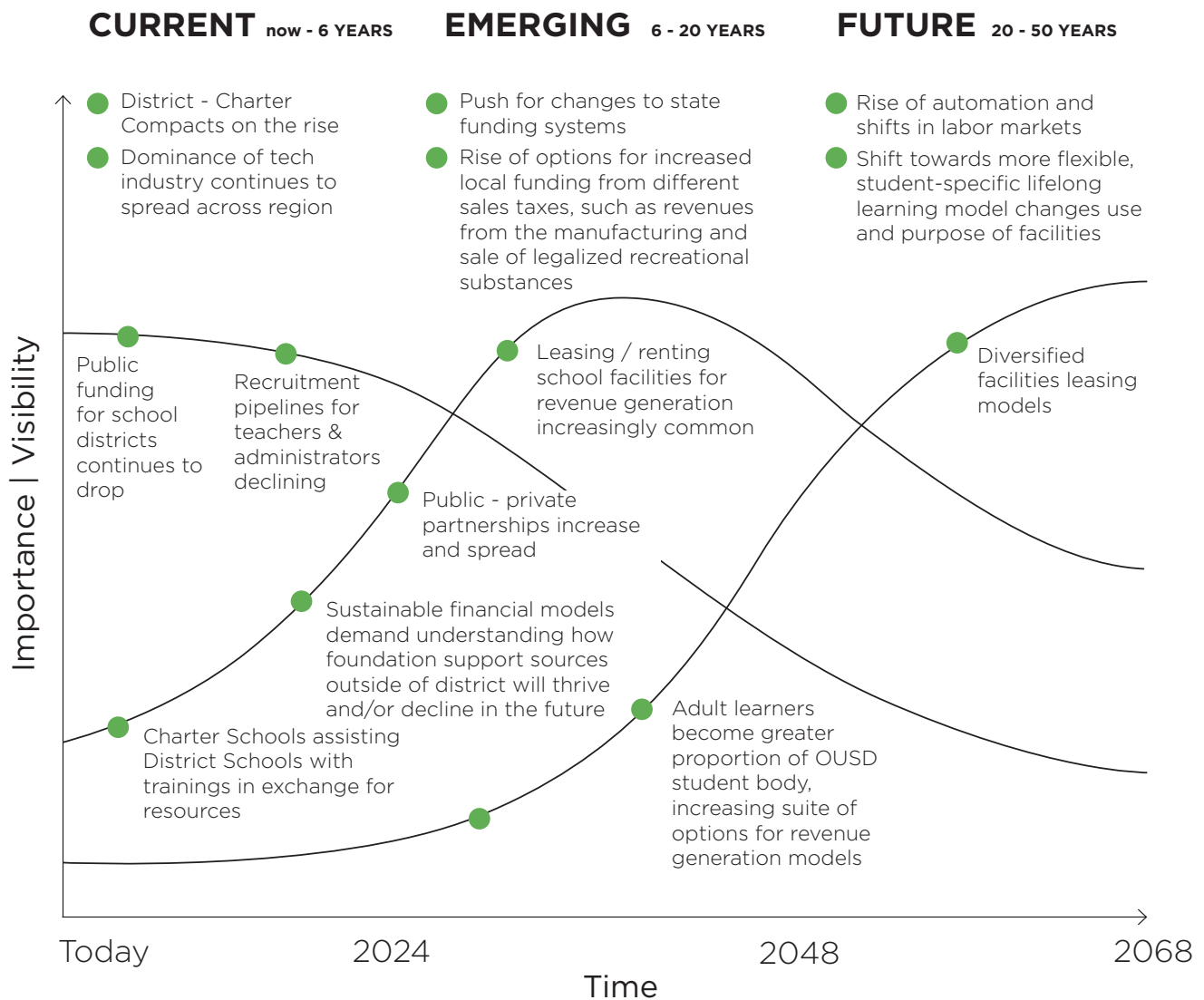
## FUTURES ANALYSIS

### Future Trends - Economy ●

With public funding under increasing pressure, some school districts are moving towards more hybridized economic models

#### Local Trends

- Rise in demand for skills and trade-based learning.
- Private financing in public education is growing
- Local foundations providing greater levels of support



Sources: Stanford Business School, 2018; Chatlani, 2018; Douglas-Gabriel, 2016

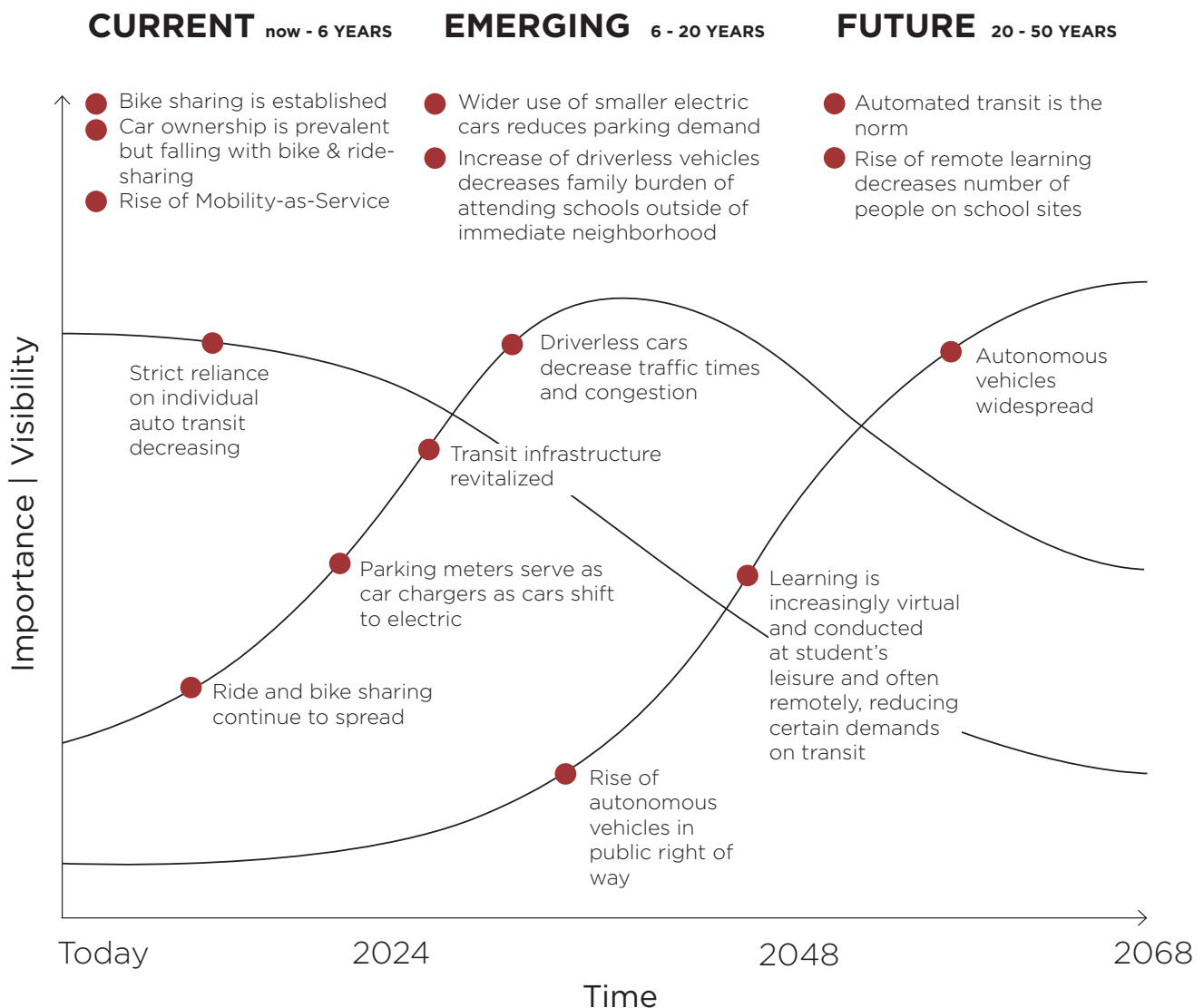
### FUTURES ANALYSIS

#### Future Trends - Mobility ●

Vehicle ownership is decreasing as alternatives such as bike, ride-sharing and mobility as service emerge

#### Local Trends

- Traffic problems will likely persist for some time due to SF Bay Area's high levels of service sector and on-site tech jobs
- District system currently facing problems using local AC Transit for school bus system



Sources: Brookings Institute, 2015; Lyte, 2017; Seagram et al, 2015; Muoio, 2015

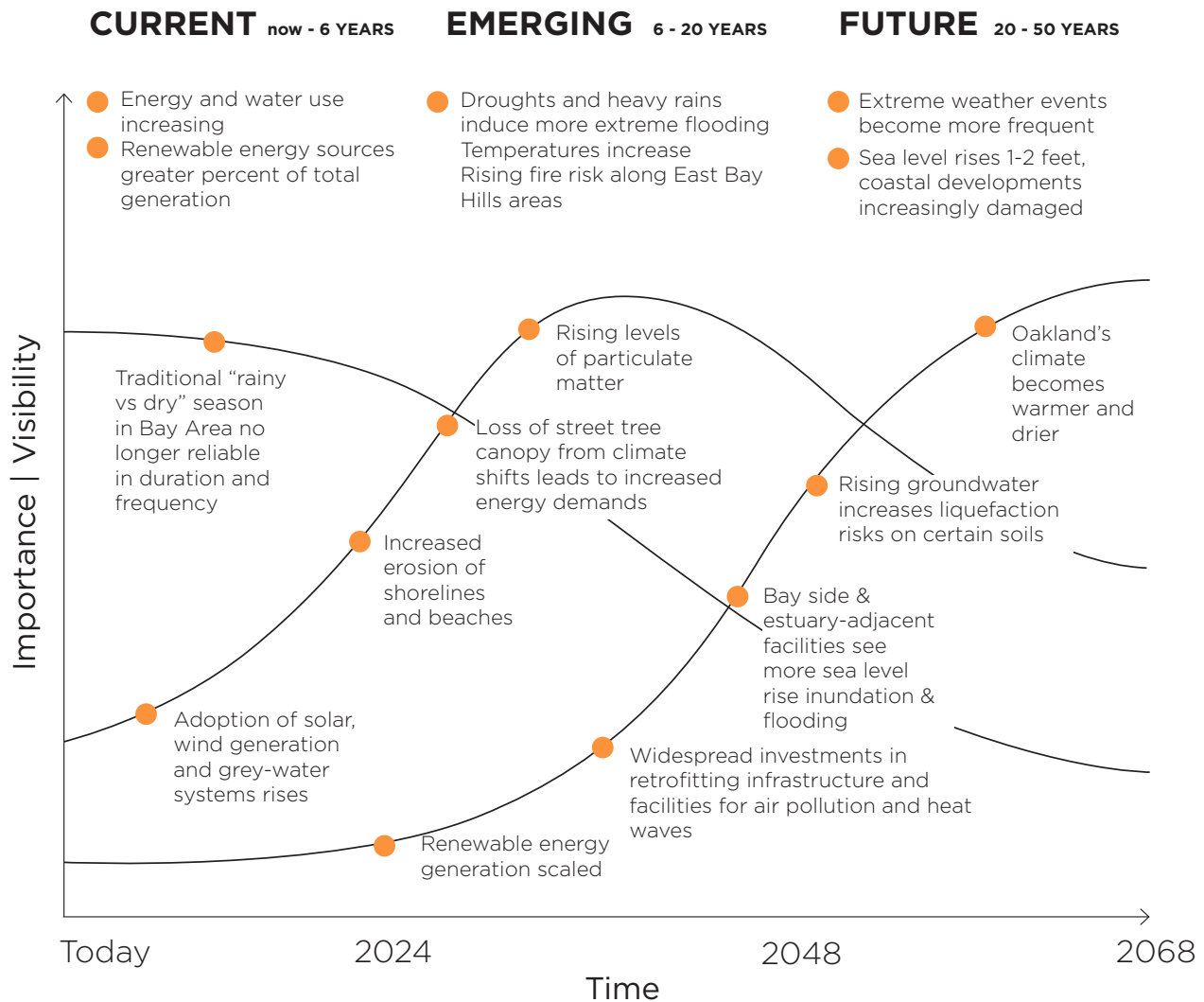
## FUTURES ANALYSIS

### Future Trends - Environmental ●

Higher temperatures and sea-level rise from climate change are expected to impact existing infrastructure

#### Local Trends

- Air quality issues will increase
- More drought and heavy rains expected, causing more flash flooding, harm to infrastructure, runoff & sedimentation
- Sea level rise projected to increase, resulting in a 1-3 foot rise by the end of century



Sources: Abercrombie and Thiel, 2013; Ainsworth and Loh, 2009; Cristini et al, 2013; Parker, 2018; Dunn and Fitzpatrick, 2019

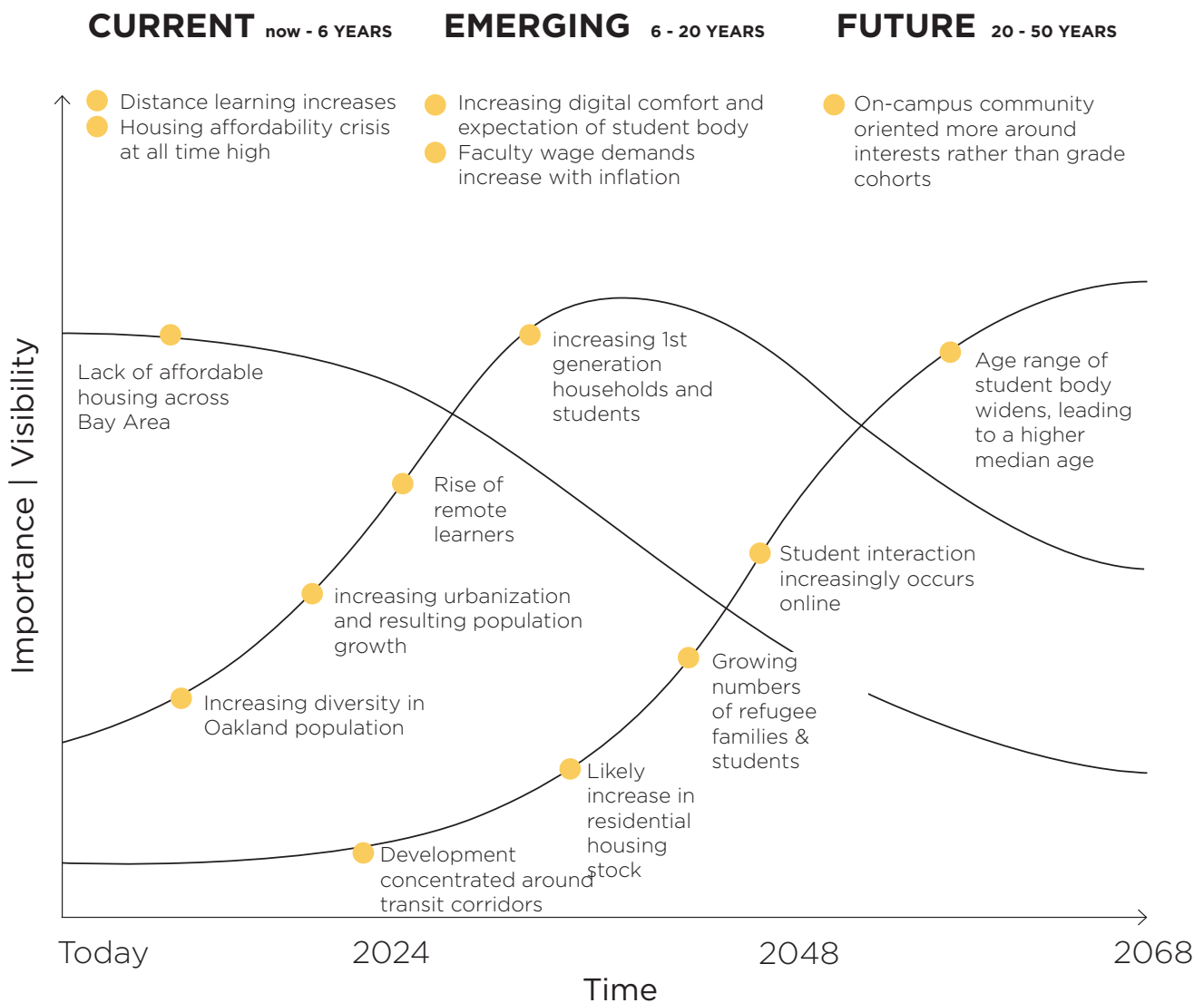
## FUTURES ANALYSIS

### Future Trends - Demographic ●

Oakland population will become increasingly diverse, with slight increases in lower income households.

#### Local Trends

- Significant rise of adult learning population
- Number of students taking online, distance courses expected to increase
- Increasing density along major transit corridors and existing residential neighborhoods



Sources: Kak, 2018; Wang and Schrager, 2017; US Dept of Education, 2017; Kim and Pomerantz, 2015; Altbach, Reisberg and Rumbley, 2009; Fain, 2017

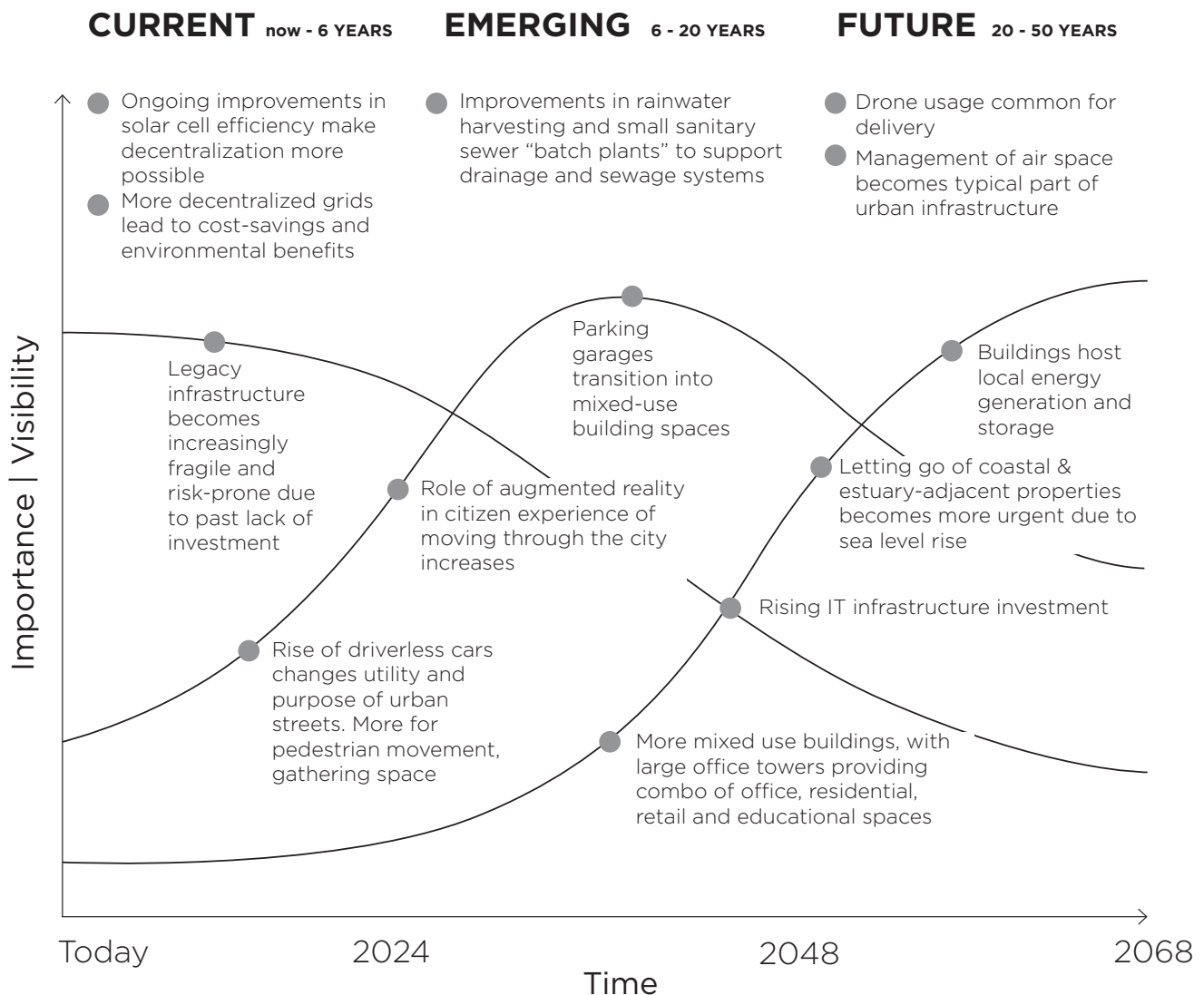
## FUTURES ANALYSIS

### Future Trends - Infrastructure ●

Infrastructure systems will evolve to be more efficient, flexible and decentralized

#### Local Trends

- Rise of “smart homes” - living spaces equipped with information tech to assist in mundane tasks and regulate environment
- Indoor sensing system play greater roles in emissions reductions goals and managing indoor air quality



Sources: Behrens, Schlender and Fehring, 2018; Bernotat et al, 2016; Pobiner, 2017



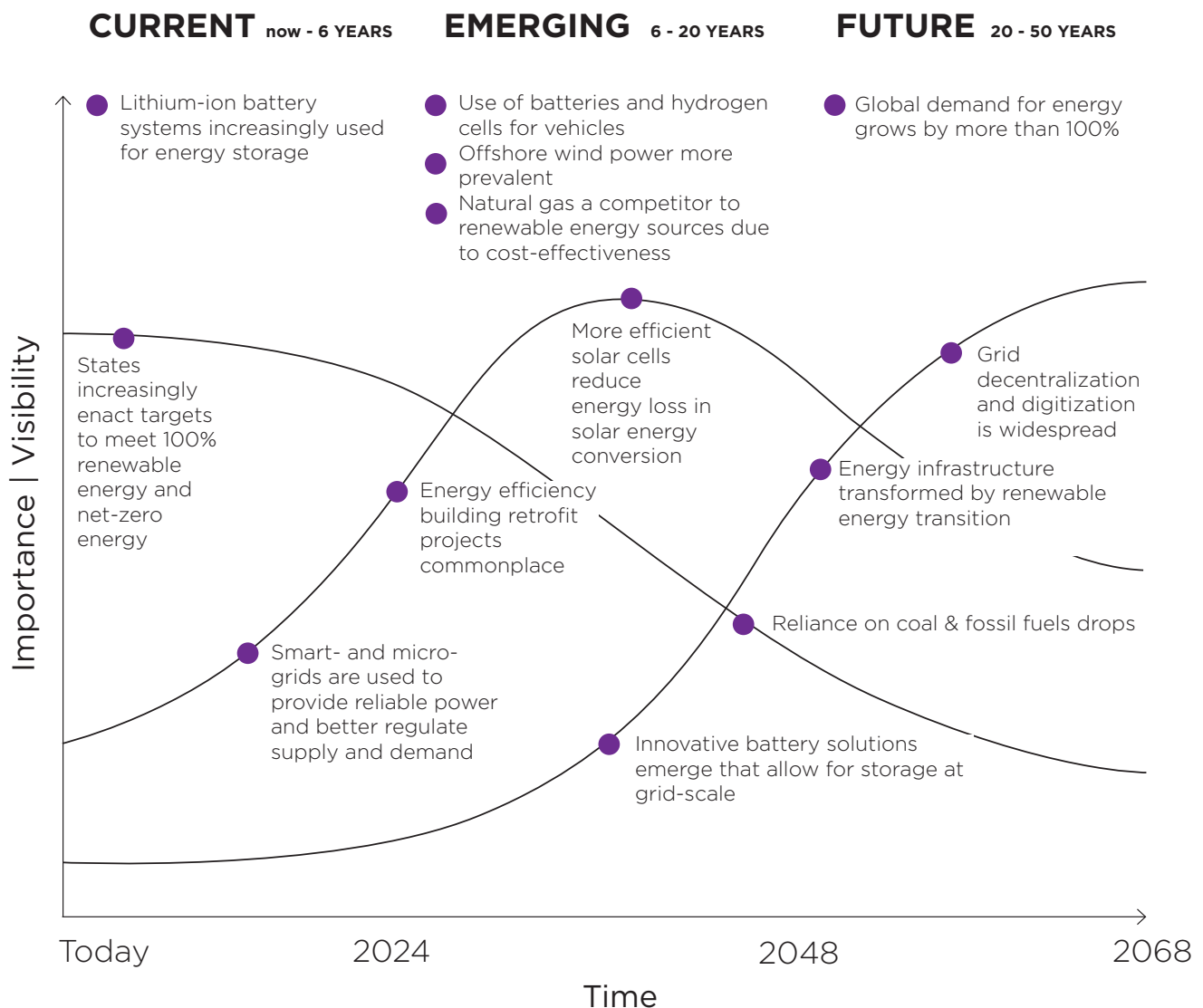
### FUTURES ANALYSIS

#### Future Trends - Energy ●

Demand for less-carbon intensive alternatives and renewable energy exists. The future of energy involves innovations in grid-management and energy conversion and storage systems

#### Local Trends

- Maximizing energy efficiency, committing to decarbonization and eliminating use of fossil fuels increasing across region
- Electrification of all possible systems



Sources: Fast Company, 2011; Washington Post, 2016; Forbes, 2018; ScienceDaily, 2018; Energy.MIT, 2018; Energy.MIT, 2011; Greentech Media, 2018

# 04

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## Facilities

Inventory	42
Facility Needs	44
Academic Program	46

## INVENTORY

## Overview

## FACILITY INVENTORY OVERVIEW

## REGIONS

North-  
West

West

Central

North-  
East

East

ES

# of Sites

10

5

7

9

17

# of Classrooms  
(Gen Ed > 600SF)

173

106

195

163

489

Total Area (SF)

#

#

#

#

#

MS

# of Sites

3

2

1

1

7

# of Classrooms  
(Gen Ed > 600SF)

68

56

22

23

170

Total Area (SF)

#

#

#

#

#

HS

# of Sites

2

2

1

1

2

# of Classrooms  
(Gen Ed > 600SF)

63

43

48

63

92

Total Area (SF)

#

#

#

#

#

### NEEDS

#### Sources of Data on Need



As component of a comprehensive facility study commissioned to inform the OUSD's 2017 Blueprint for Quality Schools, a specialized Facility Adequacy Assessment aimed to measure the degree to which OUSD facilities support the district instructional mission and modern instruction methods. The work resulted in a suite of deficiencies and projects for OUSD facilities. The below dives into the definitions driving issues to be labeled as projects for completion, deficiencies or other.

#### Deferred Measure J Projects

Range of projects

#### Deficiencies

Site & Grounds  
Building Systems  
Accessibility

#### Lifecycle Renewal Costs

Life cycle renewal may be defined as the projection of future building system costs based upon each individual system's expected serviceable life.

Structural (including seismic)  
Fire and Security  
Playground and sports field equipment

#### Energy/Resiliency/Sustainability

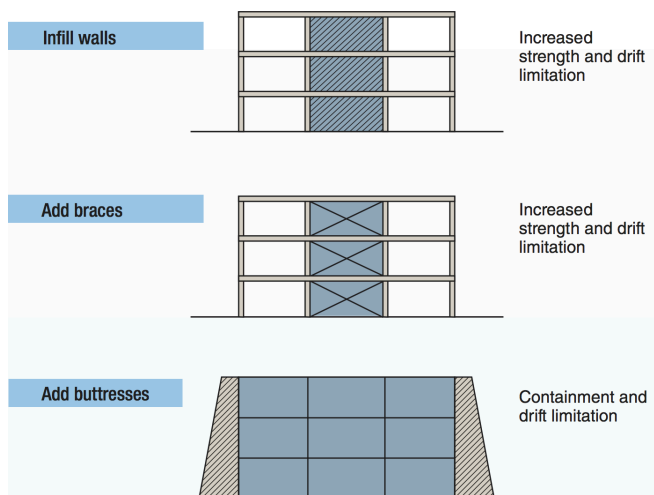
Generation/Solar  
Efficiency  
Storage (Batteries)

## NEEDS

### Project Needs



**Accessibility** - Accessibility for physical, but also support spaces for differently abled individuals with regards to vision, hearing, and in other ways.



**Seismic Safety** - Enhancements to improve life safety and provide safe buildings for a community during and in the wake of earthquakes. Foundation, seismic upgrades.





**Educational Adequacy** - Refers to items that are directly related to the instructional environment and support the educational mission at the school including but not limited to, instructional aids, technology, supervision and security concerns.



**Sites & Grounds - Site** - Bleachers, pathways, grease traps, sanitary sewer pipes, paving, irrigation systems, playfields, tennis courts and equipment



### **Building Systems**

#### **Facility Condition Category Types and Examples**

**Roofing** - Decking on concrete ceiling, roof drains, roof covering

**Exterior** - Glass panes, wall veneer, entrance doors, operating windows

**Interior** - Doors, stairs, acoustical ceiling tiles, concrete flooring

**Mechanical** - HVAC, heat generation, exhaust air

**Electrical** - Abandoned equipment, lighting fixtures, power distribution

**Plumbing** - Gas water heater, plumbing fixtures, sanitary sewerage piping

**Fire and Life Safety** - Security system, fire detection and alarm

# 05

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## Projects

Project Priorities	53
Previous Capital Projects	
Projects to Address Needs	54

## PROJECT PRIORITIES

01

Complete **deferred Measure J** projects

02

Promote projects in **every region** and district of Oakland

03

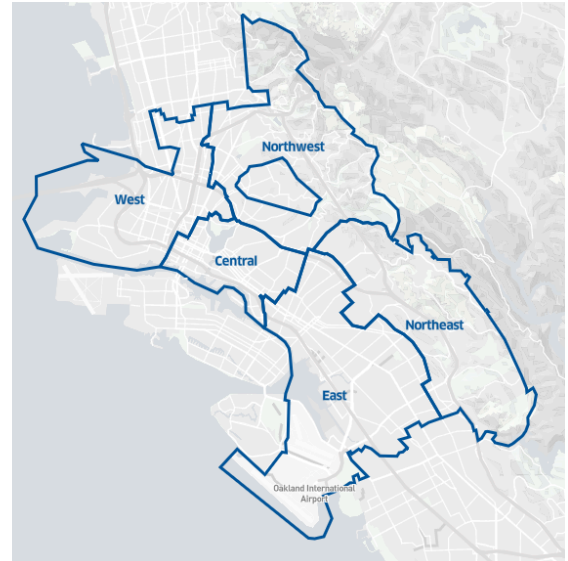
Ensure there are high quality school sites in **every community**

04

Support **Citywide Plan** initiatives with facility investment

05

Pursue projects that enable OUSD to generate revenue or **reduce ongoing costs**



Description of Prioritization framework  
and logic for priorities

## PREVIOUS CAPITAL PROJECTS

### Measure B



New classroom buildings at Jefferson Elementary, Markham Elementary, Montclair Elementary, Cox Elementary

- New construction at Woodland Elementary, La Escuelita
- Modernization at Prescott Elementary
- Restoring the Performing Arts Center at Castlemont High School
- Gym/classrooms at Urban Promise Academy

### Measure J



Major Projects at:

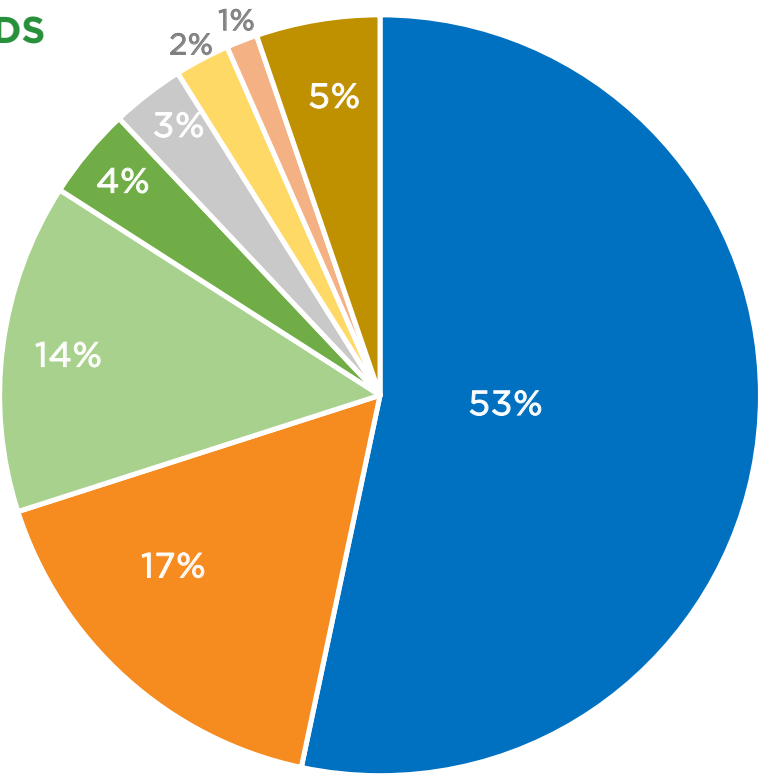
- Fremont HS
  - Glenview ES
  - Madison Park Academy
  - Whittier ES
  - The Center
- 
- Restroom Upgrades at 12 sites
  - Field and Paving Improvements at 13 sites
  - Play Matting and Play Structures at 19 sites

California Solar Initiative:

- Energy-Producing Solar Panels at 17 Sites



**PROJECTS TO  
ADDRESS NEEDS**



Project Need Category	Amount (\$)	Example Projects
Building Systems	1,720,000,000	Site modernizations
Seismic	540,000,000	District-wide structural improvements
Educational Adequacy & Equity	450,000,000	Science classroom + lab upgrades, technology infrastructure
Sites and Grounds	130,000,000	New field, bleachers, and lighting projects
Energy / Resiliency / Sustainability	100,000,000	Solar installation
Accessibility	80,000,000	Improved wheelchair ramps
Fire and Security	40,000,000	Play matting master plan; Fire alarm master plan
Contingency, Coordination & Planning	170,000,000	Program contingency funds
Total	3,230,000,00	



## PROJECTS TO ADDRESS NEEDS

Category	Region/Level	Project Name	Sub-Total	Total
<b>Building Systems</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>
<b>Seismic</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>
<b>Educational Adequacy and Equity</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>
<b>Site and Grounds</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>

## PROJECTS TO ADDRESS NEEDS

Category	Region/Level	Project Name	Sub-Total	Total
<b>Energy/ Resiliency/ Sustainability</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>
<b>Accessibility</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>
<b>Fire and Security</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>
<b>Contingency, Planning &amp; Coordination</b>	Sub-Category A			
	Sub-Category B			
	Sub-Category C			
	Sub-Category D			
	Sub-Category E			
	Sub-Category F			
				<b>\$100,0000</b>

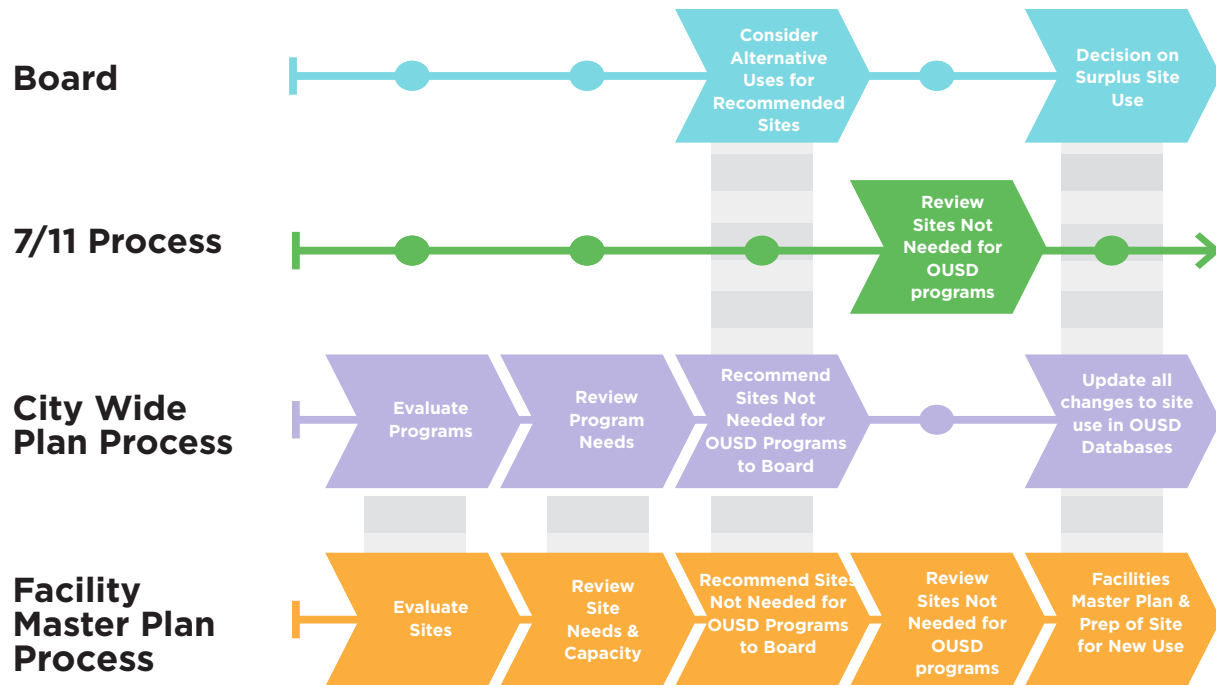
06

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# Smart Asset Management

Board Policy 7350	62
Integrated Planning	65

## BOARD POLICY 7350



### Board Policy 7350

Application of OUSD’s guiding principles and the use of validated data will be used to prioritize additional projects based on need.

### In-District School Fit

Provide technologically advanced learning and recreation space for general education and special education students and families enrolled in schools operated by the District.

### Swing Space

Provide for temporary relocation of schools for major construction and modernization projects.

### Charters

As acknowledged by Proposition 39 (2000), provide learning and recreation space for students enrolled in charter schools operating in the District, including the consideration of leases terms for charter schools that align with the term of charters and, at equitable rates, for those charters providing high quality options for Oakland children.

**BOARD POLICY 7350**

In-District School Fit	No		
Swing Space	No		
Charters	No		
Administration	No		
Revenue Generation	A	Workforce / Affordable Housing	No
	B	Property Swap	No
	C	Joint Use	No
	D	Joint Development	No
	E	Long Term Lease	Yes
	F	Sale	Yes

**Administration**

Provide quality operations and administration facilities to enable high performance by District staff.

services for District programs, and cash reserves for long-term maintenance, equipment and capital facilities needs.

**Revenue Generation**

To the extent that the District has excess capacity, the District shall make this space available at fair market value or otherwise reasonably negotiated rates in order to generate unrestricted general fund revenues to support programs and

07

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# Appendix



## APPENDIX A: FIRE ALARM MASTER PLAN

### OAKLAND UNIFIED SCHOOL DISTRICT DEPARTMENT OF FACILITIES PLANNING & MANAGEMENT

Fire Alarm Master Plan  
October 18, 2019

This Fire Alarm Master Plan provides a primary input to the Facilities Master Plan and resulting Capital Building Programs. The selection, design, and installation of the Fire Alarms throughout the District also have a direct relationship to maintenance and repair loads and the capacity of Buildings & Grounds to support safe facilities Districtwide.

The primary purpose of a fire alarm system is the support health and safety by providing notice of fire events to allow safe evacuation of fire areas, information to first responders on fire status and property protection by providing remote notification of fire events and triggering of local alarms.

#### HISTORY

Prior to the mid 1990's OUSD had not addressed fire alarm deficiencies in a major way since the Marcus Foster Capital Improvement Program in the 1970's. The Marcus Foster Capital Improvement Program was focused on seismic safety improvements and included fire alarm work when required by the State Architect.

In the 1990's OUSD passed a local Bond (Measure C). Measure C was the first local bond in almost 20 years and passage allowed OUSD to participate in the Leroy Green State School Construction program and leverage State funds with local dollars to modernize many schools. The fire alarm work associated with this construction program was limited to the areas of each campus being modernized.

A second round of modernizations followed in the early 2000's funded in part by Measure A. The fire alarm work was similarly piecemealed resulting in campuses with multiple fire alarm systems of various makes and models. The fire alarm work completed in these first two rounds of modernization was completed in the most economical way possible to comply with State Architect requirements and Fire Code.

During this same period Buildings & Grounds (B&G) went through multiple downsizings. This combination of loss of experienced service electricians and increase in complexity and variety of fire alarm systems required some new solutions.

Following these first two rounds of modernizations, Facilities worked closely with Buildings & Grounds to develop Fire Alarm design and installation standards to ensure that future fire alarm systems could be monitored and maintained by B&G.

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In order to support improved fire alarm maintenance and repair we have standardized on a single manufacturer (Simplex - recently renamed Johnson Controls) to enable B&G to train and retain qualified staff to repair and maintain increasingly complex and technical systems.

We have also undertaken a design and construction oversight protocol to ensure that new systems are designed and installed correctly. For each fire alarm project or larger project that involves fire alarms we also contract with the Fire Alarm design reviewer and the construction installation monitor for this specialized technical installation.

## ISSUES

One of the repeated concerns we have heard is regarding the number of fire alarm related contracts, sometimes repeated on the same site. Over the last twenty five years or so, we may have undertaken multiple fire alarm projects at some sites. A sample scenario would be:

1. First round Mod - New Fire Alarm on Bldg A
2. Second Round Mod - New Fire Alarm on Gym and Bld B
3. Fire Alarm upgrade project - Changing out a complete site to a single manufacturer current code system
4. Portable replacement project (at the same site) - redesign and construction of fire alarm modifications required due to portable replacement.

Each of the projects (1-4) will have multiple contracts including:

1. Architect or Engineer to design the system or modification
2. Inspector of Record as required by DSA
3. Fire Alarm special Design and Construction oversight consultants
4. Installation contractor

Other drivers of multiple projects on some sites in a 20 year cycle are:

1. Fire Alarm Code is upgraded every 3 years. At each adoption cycle new features and protocols are required. For example the last code adoption now requires a voice notification in addition to alarm horns to better assist sight impaired in evacuation.
2. Fire Alarm manufacturers are constantly upgrading their products to meet the code requirements and to provide additional features to improve monitoring and safety.
3. All School Fire Alarm components must be listed with the State Fire Marshal. Listing requires regular retesting of the listed product with UL or similar and as a consequence manufactures regularly lapse the listing of older products once it is no longer viable to produce spare parts for repair.

As we only have a limited amount of funding in relation to our overall need fire alarm work must be prioritized against other critical work and the need to provide improvements to support improved educational performance combined with the code upgrades, listing requirements, and

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manufacturers improvements we must budget a reasonable amount of funding for fire alarm capital replacement year over year.

## THE FUTURE

We have been focused on providing Buildings & Grounds a solid foundation of systems that are standardized and reduce maintenance expenses and time through remote notification of equipment malfunctions and remote diagnostics. These systems allow B&G electricians to know what part or component needs replacement or service before they leave the shop so they can have the right part on the truck. These systems also support remote monitoring so B&G can help respond to alarms and cancel false alarms on off hours. These efficiencies are offset in higher costs for increasingly complex technology. Our overall costs are up over time.

OUSD has prioritized fire alarm needs based on replacement of outdated systems as spare parts become unavailable. More of our buildings are protected by more up to date and reliable systems. Our future needs can now be planned for based on expected end of life dates rather than urgent projects to replace failed systems.

It is important to remember that a fire alarm is a piece of technology and has an expected life significantly shorter than a building system like windows, doors, or ventilation. Appended to this report is a summary of the fire alarm work at our sites with costs to date, expected life, and recommended budget for replacement.

The appended report summarizes our fire alarm improvements at every site and includes the model of the main control panel and approximate timeframe for replacement. Districtwide (108 sites), we have spent an average of \$1.3 million/year on routine maintenance and repair. We anticipate these costs to continue at the same level for the foreseeable future. The efficiencies gained in remote diagnostics and repair are offset by the increased cost of components and training necessary to properly service the equipment.

Based on the data from the Jacobs report (site condition data for the Blueprint) we should be budgeting \$4.25 million/year into the future to be able to replace these systems. This budget need will be split between Deferred Maintenance and Capital Funding with Deferred Maintenance funding the Fire Alarm only projects and the Capital Fund funding the fire alarm portion of larger site improvement projects.

Attached is a Summary of all Fire Alarm Systems

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## APPENDIX B: SAFETY MATTING MASTER PLAN

### OAKLAND UNIFIED SCHOOL DISTRICT DEPARTMENT OF FACILITIES PLANNING & MANAGEMENT

Safety Matting Master Plan  
October 18, 2019

This Safety Matting Master Plan provides a primary input to the Facilities Master Plan and resulting Capital Building Programs. The selection, design, and installation of the Safety Matting throughout the District also have a direct relationship to maintenance and repair loads and the capacity of Buildings & Grounds to support safe facilities Districtwide.

#### BACKGROUND

Fall safety is an important element to maintaining safe play structures across the District and limit injuries.

Impact attenuation is achieved through various matting or loose fill options to reduce the impact intensity of a fall or jump from a play structure.

Loose fill is sand, bark, or wood chips at sufficient depth to soften impact. Loose fill is very economical and is significantly lower in first cost than all other options. Loose fill is subject to spreading and tracking outside of the play area. Loose fill requires regular maintenance to clean up the spread material, redistribute the material to ensure proper depth and protection, and clean the material of contaminants and sharp objects left as litter or vandalism. Loose fill is only suitable in situations where vermin or domestic animals can be excluded and where there is sufficient staff resources to inspect the fill on a daily basis for contaminants, even out any low spots and clean up the spread or tracked material.

Since OUSD does not have the resources to support this daily work, OUSD does not permit loose fill as there is no practical way to ensure safety or document the maintenance of safe conditions.

There are two major safety matting product types on our play structures:

1. Poured in place shredded rubber troweled in place
2. Compression formed granular rubber tiles

Both of these products are significantly more expensive than loose fill.

The poured in place/troweled in place product was our standard until 2013 and does offer good initial fall safety. We do have to perform fall safety tests on all troweled in place products since it is a field installed product. We have found that wear is excessive. Areas under slides and

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swings usually require replacement in one or two years. Replaced areas must be retested after each replacement or repair. Maintenance on each poured in place mat averages \$3,200/year

## CURRENT

Our current standard for safety matting is compression formed granular rubber tiles. Our current standard matting material is DuraSAFE playground matting. This is currently a sole source procurement as there is no known equal. There is at least one competitor coming to market, but they have not passed all the required safety tests. We have standardized on this product for the following reasons:

1. Durability: DuraSAFE has been in use at OUSD for over 7 years. During that time we have not replaced any product due to damage or vandalism. Previous products also degraded through UV exposure or age. Other products must be replaced or extensively repaired and retested on 3 to 7 year cycles.
2. Safety: DuraSAFE is pretested and documented to meet safety standards over time. All other products need regular testing as product degrades and regular repairs or replacement as matting wears away under swings and slides.
3. Life-cycle costs: DuraSAFE costs 50% more than other matting materials. The long term durability and safety result in savings over time of two to three times the installed cost.
4. Yearly maintenance costs are limited to power washing (we included a cost for tile replacement, but we have not had to replace any tile to date). Maintenance on each DuraSAFE mat averages \$1,250/year.

We did replace a small amount of edge tile on early installations to improve access compliance.

## FUTURE

The appended report summarizes our 111 safety mats and includes the type of safety matting, the expected replacement date, and yearly maintenance costs. We plan on replacing all poured in place matting with DuraSAFE as the poured in place reaches its end of life. We will continue to monitor the market to utilize a competitive product when it meets all standards and safety tests.

Based on this report we will need to budget \$271,560/year for routine repair and maintenance of all safety matting. Once we have fully transitioned to DuraSAFE we expect this yearly cost will be reduced resulting in a year over year benefit to the District and allow B&G to better focus on other high priority needs. We also need to budget \$617,092/year in capital and/or deferred maintenance fund for replacement of end of life safety matting. This amount will enable us to replace the poured in place product at end of life and then continue to replace the DuraSAFE or comparable product on a much less frequent (but more expensive unit cost) basis.

Attached is the Summary of all Safety Matting in OUSD

## APPENDIX C: SITE PROFILES

### Site Inventory

#### Acorn Woodland ES/ EnCompass Acad

##### Site Information

Source: MKThink Site Data, 2019

Site Type	ES	Street Address	1025 81st Avenue
Region	East	Site Acreage	8.5
District	7		

##### Capacity & Utilization Analysis

###### Room Information

Source: Blueprint Room Data  
Updated by MKThink 9/1/19

(Greater Than or  
Equal to 600 SF)

(Greater Than or  
Equal to 640 SF  
for ES, 660 SF for  
MS + HS)

###### Gen Ed Rooms

28

28

###### SPED + CTE Program Rooms

0

0

###### Flex Rooms

(Science, Drama, Labs, Etc.)

3

3

###### Parent Rooms (No minimum SF)

1

1

###### Total Rooms Available at Site

32

32

##### Estimated Need

Source: Enrollment Data  
19-20 + Facility Baseline  
Utilization Estimate

28

0

4

1

###### Estimated Rooms Needed:

33

##### Program Enrollment by Grade Level

Source: RAD Enrollment Data, 2019-20\*

\*Note, all CDC/Pre-K and Adult Ed  
enrollment not included

\*Note, all Charter enrollment  
is from 2018-19 until newer  
data is received.

Program Name	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Acorn Woodland CDC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EnCompass Academy Elementary	22	71	52	51	63	45	38	0	0	0	0	0	0	0	342
ACORN Woodland Elementary	0	51	48	47	45	41	48	0	0	0	0	0	0	0	280



## Room Inventory (2019-20)

Source: Blueprint Room Data Updated by MKThink, 9/1/19

Building	Room Number	Room Type (Capacity Model)	Room Type	Room Type - Detailed	Room Area (SF)
E	E11	Parent	Administration	Multi-Use/Community Room	986
M	M105	Other	Student Dining	Dining Area	3572
D	D	Other	Classroom	Classroom, Intermediate 3-5	
L	Library	Other	Media Center	Library/Media Center	
B	B16	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
B	B15	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
B	B14	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
B	B13	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
B	B17	Gen. Ed. > 640SF	Classroom	Classroom, Kindergarten	1296
B	B18	Gen. Ed. > 640SF	Classroom	Classroom, Kindergarten	1296
B	B27	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	1054
B	B26	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	1054
B	B24	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
B	B25	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
B	B23	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
B	B22	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
C	C12	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	930
C	C15	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
C	C13	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
C	C14	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
C	C16	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	899
C	C18	Gen. Ed. > 640SF	Classroom	Classroom, Kindergarten	1296
C	C17	Gen. Ed. > 640SF	Classroom	Classroom, Kindergarten	1296
C	C27	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	1054

C	C26	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	1054
C	C25	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
C	C24	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
C	C22	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
C	C23	Gen. Ed. > 640SF	Classroom	Classroom, Intermediate 3-5	899
E	E12	Gen. Ed. > 640SF	Classroom	Classroom, Pre-K/TK	864
E	E13	Gen. Ed. > 640SF	Classroom	Classroom, Pre-K/TK	864
B	B11	Gen. Ed. > 640SF	Classroom	Classroom, Primary 1-2	930
C	C21	Required Program > Classroom 640SF		ES Science Classroom	864
M	M116	Required Program > Laboratory 640SF		Music Room ES	676
B	B21	Required Program > Classroom 640SF		ES Science Classroom	864

**EXAMPLE ES PROFILE**

## Site Inventory

### Brewer MS

#### Site Information

Source: MKThink Site Data, 2019

Site Type	MS	Street Address	3748 13th Avenue
Region	Northwest	Site Acreage	5.6
District	5		

#### Capacity & Utilization Analysis

##### Room Information

Source: Blueprint Room Data  
Updated by MKThink 9/1/19

(Greater Than or  
Equal to 600 SF)

(Greater Than or  
Equal to 640 SF  
for ES, 660 SF for  
MS + HS)

##### Estimated Need

Source: Enrollment Data  
19-20 + Facility Baseline  
Utilization Estimate

Gen Ed Rooms	24	24	28
SPED + CTE Program Rooms	3	3	3
Flex Rooms (Science, Drama, Labs, Etc.)	7	7	5
Parent Rooms (No minimum SF)	0	0	1
<b>Total Rooms Available at Site</b>	<b>34</b>	<b>34</b>	<b>Estimated Rooms Needed: 37</b>

#### Program Enrollment by Grade Level

Source: RAD Enrollment Data, 2019-20\*

\*Note, all CDC/Pre-K and Adult Ed  
enrollment not included

\*Note, all Charter enrollment  
is from 2018-19 until newer  
data is received.

Program Name	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
--------------	----	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

Edna Brewer Middle	0	0	0	0	0	0	0	256	251	256	0	0	0	0	763	^
																^

## Room Inventory (2019-20)

Source: Blueprint Room Data Updated by MKThink, 9/1/19

Building	Room Number	Room Type (Capacity Model)	Room Type	Room Type - Detailed	Room Area (SF)
A	Cafeteria	Other	Student Dining	Dining Area	2970
A	16B	Other	Instructional Support	Resource Room MS	384
A	Auditorium	Other	Assembly	Auditorium / Assembly	1638
A	Library	Other	Media Center	Library/Media Center	1160
A	14	Other	Classroom	Classroom, MS/JHS 6-8	456
D	Gym	Other	Physical Education	Gymnasium, MS	4524
D	PE1	Other	Physical Education	Wrestling/Gymnastics	432
D	PE3	Other	Physical Education	Wrestling/Gymnastics	432
D	PE2	Other	Physical Education	Wrestling/Gymnastics	432
A	17	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	680
A	16A	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	759
A	18	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	860
A	23	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	748
A	20	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	748
A	21	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	748
A	22	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	748
A	26	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	805
A	25	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	805
A	24	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	805
A	27	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	748
M	55	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	720
M	52	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	858
M	50	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	858
C	41	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	768

C	40	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	768
B	39	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
B	37	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
B	31	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
B	30	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
B	32	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
B	34	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
B	36	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
B	38	Gen. Ed. > 660SF	Classroom	Classroom, MS/JHS 6-8	713
A	15	Required Program > 660SF	Classroom	SpEd Special Day Classroom	720
A	13	Required Program > 660SF	Classroom	SpEd Special Day Classroom	720
M	56	Required Program > 660SF	Classroom	SpEd Special Day Classroom	858
M	53	Required Program > 660SF	Laboratory	Computer Laboratory MS	957
M	54	Required Program > 660SF	Laboratory	Computer Laboratory MS	957
C	42	Required Program > 660SF	Classroom	Science Classroom MS	1248
C	43	Required Program > 660SF	Classroom	Science Classroom MS	1248
D	60	Required Program > 660SF	Classroom	Music Room, Band MS	1350
B	35	Required Program > 660SF	Classroom	Science Classroom MS	874
B	33	Required Program > 660SF	Classroom	Science Classroom MS	874

## Site Inventory

### Skyline HS

#### Site Information

Source: MKThink Site Data, 2019

<b>Site Type</b>	HS	<b>Street Address</b>	12250 Skyline Boulevard
<b>Region</b>	Northeast	<b>Site Acreage</b>	35.8
<b>District</b>	6		

#### Capacity & Utilization Analysis

##### Room Information

Source: Blueprint Room Data  
Updated by MKThink 9/1/19

(Greater Than or  
Equal to 600 SF)

(Greater Than or  
Equal to 640 SF  
for ES, 660 SF for  
MS + HS)

<b>Gen Ed Rooms</b>	63	63
<b>SPED + CTE Program Rooms</b>	8	8
<b>Flex Rooms</b> (Science, Drama, Labs, Etc.)	20	20
<b>Parent Rooms</b> (No minimum SF)	2	2
<b>Total Rooms Available at Site</b>	92	92

##### Estimated Need

Source: Enrollment Data  
19-20 + Facility Baseline  
Utilization Estimate

55
9
6
1
<b>Estimated Rooms Needed:</b>
71

#### Program Enrollment by Grade Level

Source: RAD Enrollment Data, 2019-20\*

\*Note, all CDC/Pre-K and Adult Ed  
enrollment not included

\*Note, all Charter enrollment  
is from 2018-19 until newer  
data is received.

Program Name	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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Skyline High	0	0	0	0	0	0	0	0	0	0	440	411	356	317	1524
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v



## Room Inventory (2019-20)

Source: Blueprint Room Data Updated by MKThink, 9/1/19

Building	Room Number	Room Type (Capacity Model)	Room Type	Room Type - Detailed	Room Area (SF)
P34	P34	Parent	Administration	Multi-Use/Community Room	851
P35	P35	Parent	Administration	Multi-Use/Community Room	851
K	M1	Other	Classroom	Music Room, Choir HS	638
K	M2	Other	Classroom	Drama Classroom	1457
C	34	Other	Instructional Support	Resource Room HS	264
J	Library	Other	Media Center	Library/Media Center	3456
I	Cafeteria	Other	Student Dining	Dining Area	3920
M	Auditorium	Other	Assembly	Auditorium / Assembly	?
L	10A	Other	Instructional Support	Resource Room HS	361
L	13A	Other	Instructional Support	Resource Room HS	494
G	Gym	Other	Physical Education	Gymnasium, HS	8250
G	Wrestling	Other	Physical Education	Wrestling/Gymnastics	1496
G	Weight	Other	Physical Education	Weight/Fitness Room	703
G	Dance	Other	Physical Education	Wrestling/Gymnastics	1530
L	12A	Other	Instructional Support	SpEd Resource Room OUSD	494
L	11A	Other	Instructional Support	Resource Room HS	437
H	20A	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1350
C	32	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	900
C	35	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
C	33	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
C	36	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
C	38	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
C	39	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
E	61	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768

E	62	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768
E	63	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768
E	65	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768
E	67	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768
E	69	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768
F	77	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768
F	79	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	768
F	76	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1196
D	55	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
D	56	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
D	52	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
D	51	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
B	47	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
B	49	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
B	46	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	775
B	44	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1075
B	42	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1050
B	40	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1075
L	10B	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1196
L	10C	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1350
L	12B	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	1200
L	13B	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	792
P80	80	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P81	81	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P82	82	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	667
P83	83	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	816
	84	Gen. Ed. > 660SF	Classroom		805

P84				Classroom, HS 9-12	
P85	85	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P90	90	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P91	91	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P92	92	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P93	93	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	782
P94	94	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	782
P95	95	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P100	100	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P14	14	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P15	15	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P16	16	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P17	17	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P101	101	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P102	102	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P103	103	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	805
P104	104	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P110	110	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	714
P111	111	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	782
P112	112	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P113	113	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P130	130	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P131	131	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P132	132	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
P132	132	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
PN	N	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
PM	M	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897

PT	T	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
PS	S	Gen. Ed. > 660SF	Classroom	Classroom, HS 9-12	897
K	M3	Required Program > 660SF	Classroom	Music Room, Band HS	1247
K	M4	Required Program > 660SF	Classroom	Music Room, Band HS	1248
M	M01	Required Program > 660SF	Classroom	Music Room, Band HS	936
H	24	Required Program > 660SF	Classroom	SpEd Special Day Classroom	1350
H	25	Required Program > 660SF	Laboratory	Art Classroom HS	1470
H	26	Required Program > 660SF	Laboratory	Art Classroom HS	1196
H	27	Required Program > 660SF	Laboratory	Art Classroom HS	1470
H	23	Required Program > 660SF	Laboratory	Art Technology Lab	1406
H	21	Required Program > 660SF	Laboratory	Art Technology Lab	1591
C	30	Required Program > 660SF	Classroom	SpEd Special Day Classroom	888
C	37	Required Program > 660SF	Classroom	SpEd Special Day Classroom	775
E	60	Required Program > 660SF	Classroom	SpEd Special Day Classroom	768
E	64	Required Program > 660SF	Classroom	Science Classroom HS	975
E	66	Required Program > 660SF	Classroom	Science Classroom HS	975
E	68	Required Program > 660SF	Classroom	Science Classroom HS	975
F	70	Required Program > 660SF	Laboratory	Science Laboratory, General	1222
F	71	Required Program > 660SF	Laboratory	Science Laboratory, Chemistry	1222
F	73	Required Program > 660SF	Laboratory	Science Laboratory, Chemistry	1222
F	72	Required Program > 660SF	Laboratory	Science Laboratory, General	1222
F	74	Required Program > 660SF	Classroom	Science Classroom HS	1196
B	48	Required Program > 660SF	Classroom	SpEd Special Day Classroom	775
B	43	Required Program > 660SF	Laboratory	Computer Laboratory HS	1075
B	41	Required Program > 660SF	Laboratory	Computer Laboratory HS	1075
L	11C	Required Program > 660SF	Laboratory	CTE Vocational General	1350
L	12C	Required Program > 660SF	Laboratory	Computer Laboratory HS	1200

L	13C	660SF Required Program > Classroom	SpEd Special Day Classroom	1350
L	11B	660SF Required Program > Laboratory	CTE Vocational General Laboratory	1350

**EXAMPLE HS PROFILE**



1500 Sansome Street, San Francisco, California 94111  
mkthink.com | office@mkthink.com | 415.402.0888





2020 OUSD

Facilities Master Plan

# Community Update

12.05.19



OAKLAND UNIFIED  
SCHOOL DISTRICT

Community Schools, Thriving Students



# Community Update: Agenda

01

What is a Facilities Master Plan?

02

Guiding Principles, Goals, and Process

03

Data

04

Projects

05

Next Steps

# What is a Facilities Master Plan?

A school-district's Facilities Master Plan ("FMP") describes a set of building + renovation projects that a district will pursue to support its educational mission. Example projects may include:

01

Modernizations & Improvements

Modernizing aging campuses and improving deficient buildings

02

Physical Alignment of Spaces

Constructing or modifying buildings to align with changing demographics

03

Optimize Operations

Investing in facilities to improve operations, such as food systems, energy efficiency, or transportation

# Facilities Master Plan Guiding Principles

## OUSD Mission

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

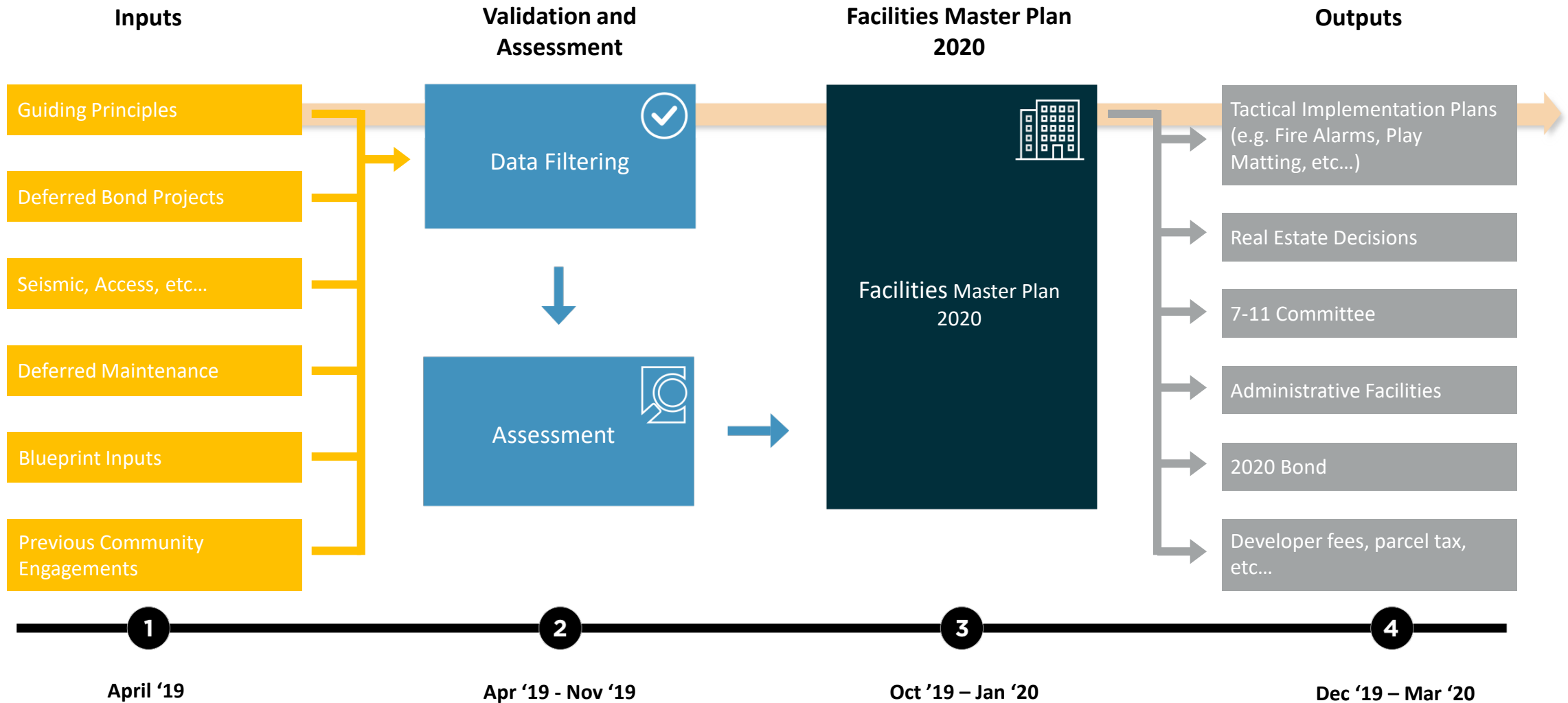
## Master Plan Guiding Principles

- Engage OUSD Community
- Pursue a System-wide Approach
- Support the Citywide Plan
- Cultivate Data-driven Decision Making
- Pursue Financially Sustainable Facilities
- Foster Environmental Sustainability

## Facilities Goals

1. **Alignment** with other OUSD planning efforts
2. **Transparency** to the public
3. **Enable Funding** for future projects
4. **Smart Asset Management** to ensure plan implementation

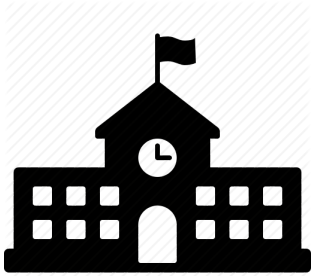
# Facilities Master Plan Process



# Data: OUSD Facilities

## Types of Campuses

76



Sites/ campuses with In-District TK-12 and Alternative Ed Schools

32



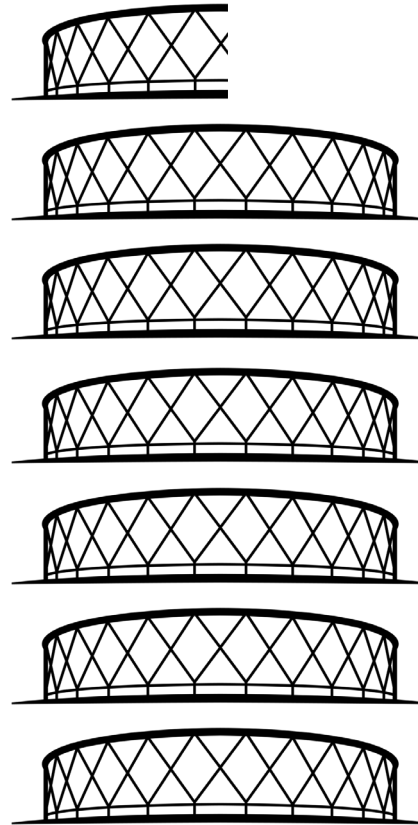
Sites with other uses:

- Administration
- Charters
- Early Childhood Education
- Adult Ed
- Warehouse
- Vacant

= 108 Total Sites

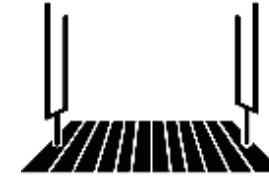
## Facilities Square Footage

6M Sq Ft



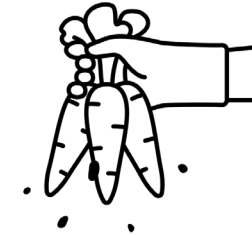
Equal to approximately 6.5 Oracle Arenas

## Athletic Facilities



**12+** new turf fields built in the last seven years

## Living Schoolyards



**Five** schools chosen as pilot sites for living schoolyards (2018)

## Community Schools



**34** Community Schools with health centers, family centers, and other resources

# Data: Past Projects

## New Construction & Modernization



### Major Projects:

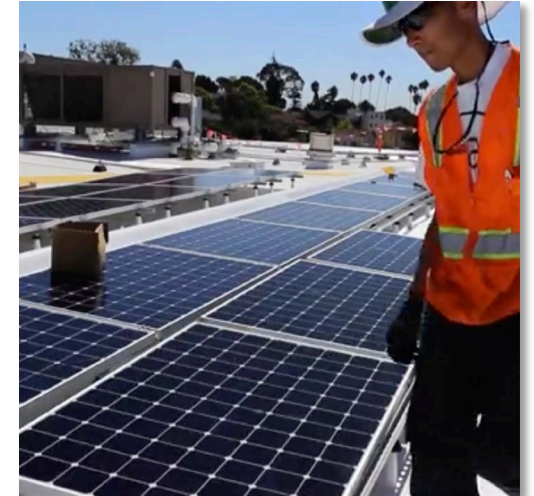
- Fremont HS
- Glenview ES
- Madison Park Academy
- Greenleaf at Whittier Campus
- The Center

## Site Support

- Restroom Upgrades at 12 sites
- Field and Paving Improvements at 13 sites
- Play Matting and Play Structures at 19 sites

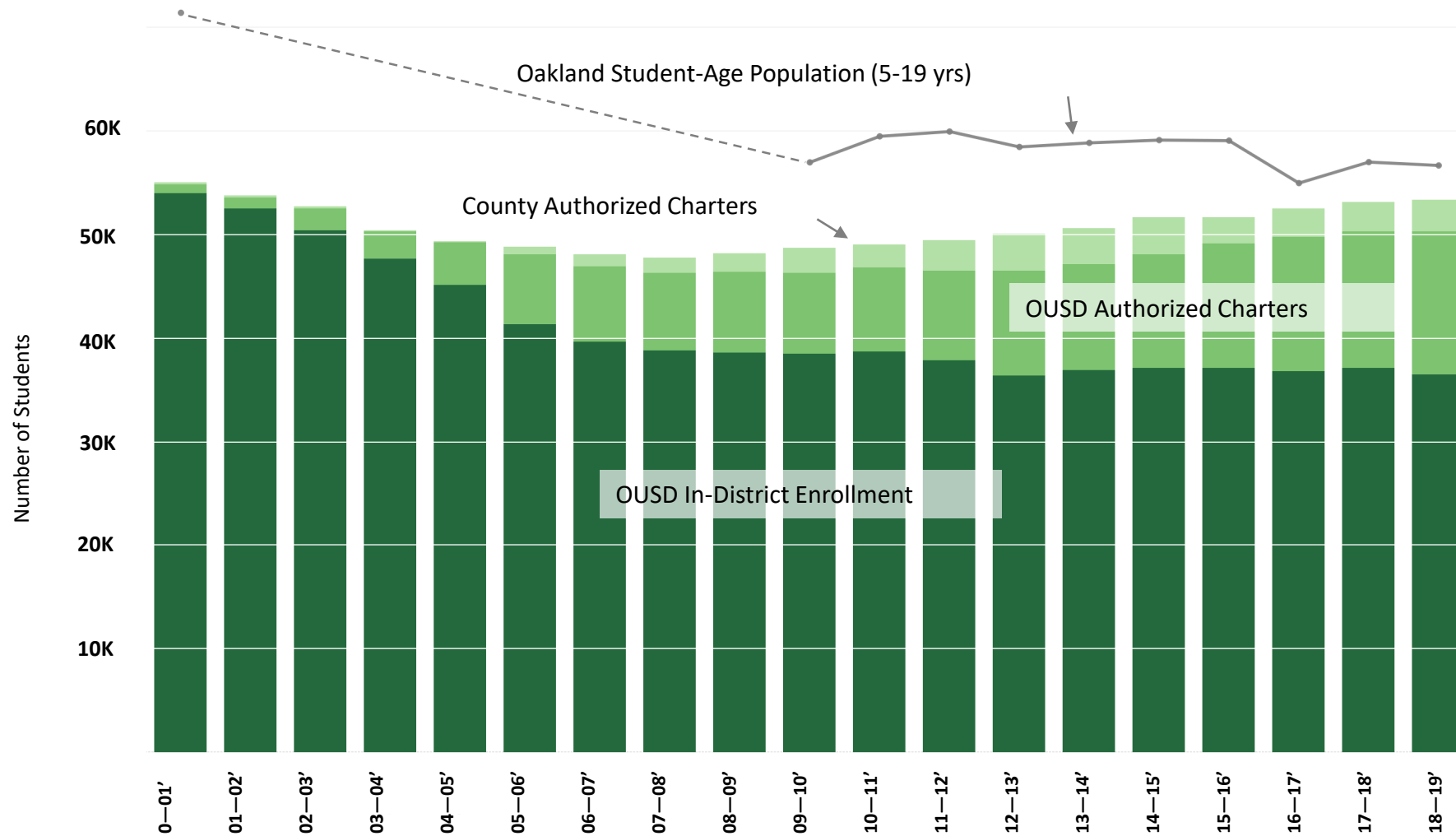


## California Solar Initiative



Energy-Producing Solar Panels at 17 Sites

# Data: K12 District Enrollment Trends – 2000 to 2019



**Enrollment at OUSD In-District K-12 schools has remained flat for 5+ years**

## Sources

1. OUSD Enrollment (K-12, In-District Programs): OUSD Public Enrollment Dashboard (CBEDS)
2. Oakland Student-Age Population (5-19): US Census Bureau American Community Survey 1-year estimates (2009-2019) and Decennial Census (2000)
3. Charter School Enrollment (K-12, District Authorized): OUSD Fast Facts
4. Charter School Enrollment (K-12, County Authorized): From CA Dept of Education via OUSD Public Enrollment Dashboard and OUSD Fast Facts



# Data: Other Critical District Programs

## Early Childhood Education



- Create “hubs” to provide comprehensive ‘birth to 5’ services in East, Central, and West Oakland
- Ensure Pre-K opportunities exist in every neighborhood to feed into elementary schools
- Expand tuition-based offerings for families

## Adult Education



- Create Adult Ed center at a strategic location near transit
- Co-locate with family literacy, career tech, and credit recovery programs
- Accommodate growing Community College course offerings

## Diverse Learners



- Provide effective environments for programs supporting Newcomers, Special Education students, and other diverse learners
- Provide fully accessible facilities for SPED programs across the entire district
- Capital repair of OUSD facilities utilized by Charter Programs

## Community Schools



- Support Community Schools with facilities that enable partnerships and joint use programs such as:
  - Afterschool
  - Green and Living Schoolyards
  - Libraries
  - Community Colleges
  - Oakland Athletic League

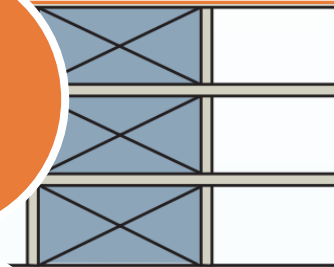
# Data: Facilities Deficiencies

## Building Systems



- Heating, ventilation, and air conditioning (HVAC)
- Electrical & Plumbing
- Roofing
- Restroom Renovations

## Seismic



- Seismic Safety Projects

## Educational Adequacy & Equity



- 21<sup>st</sup> Century Learning Environments
- Career Tech

## Sites and Grounds



- Sports Fields and Bleachers
- Play Structures and Safety Matting

## Energy/ Resiliency/ Sustainability



- Solar Projects
- Energy Efficiency and Storage

## Accessibility



- Accessibility Improvements

## Fire and Security



- Fire Alarms
- Security Cameras



# Project Prioritization: Implementing an Equitable Process

01

Complete **deferred Measure J** projects

02

Promote projects in **every region** and district of Oakland

03

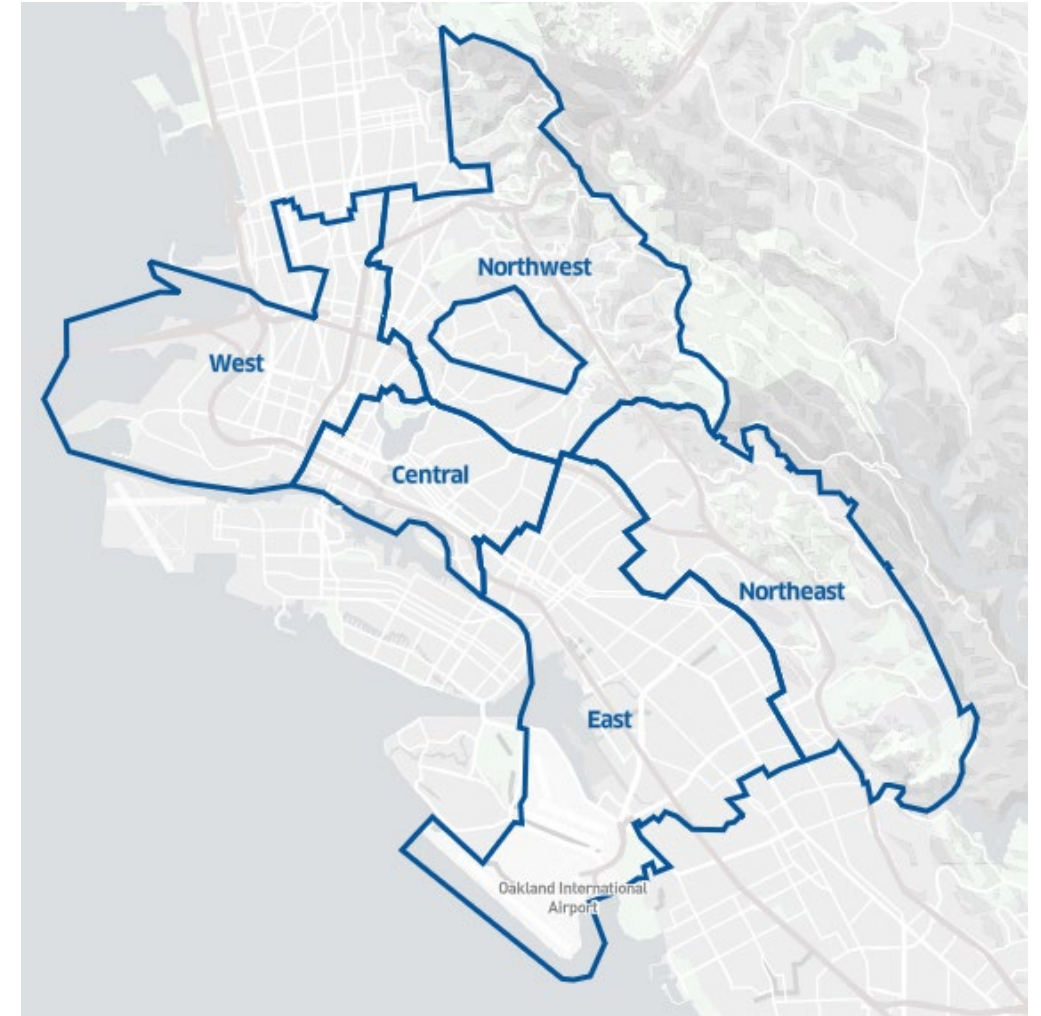
Ensure there are high quality school sites in **every community**

04

**Support Citywide Plan** initiatives with facility investment

05

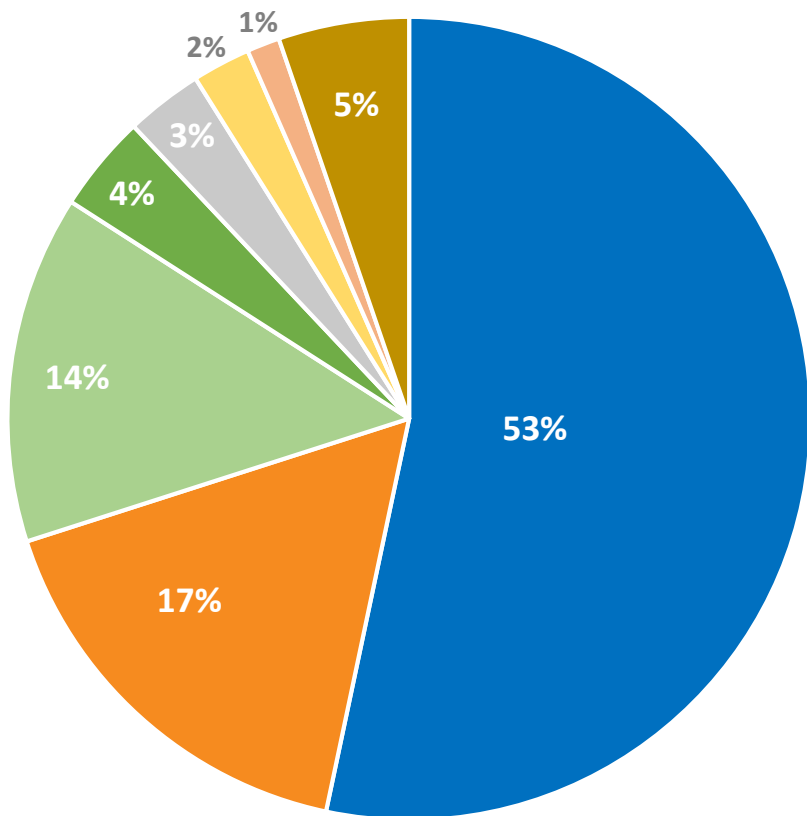
Pursue projects that enable OUSD to generate revenue or **reduce ongoing costs**



Map via OUSD RAD Strategic Regional Analysis 2017-2018



# Project Needs

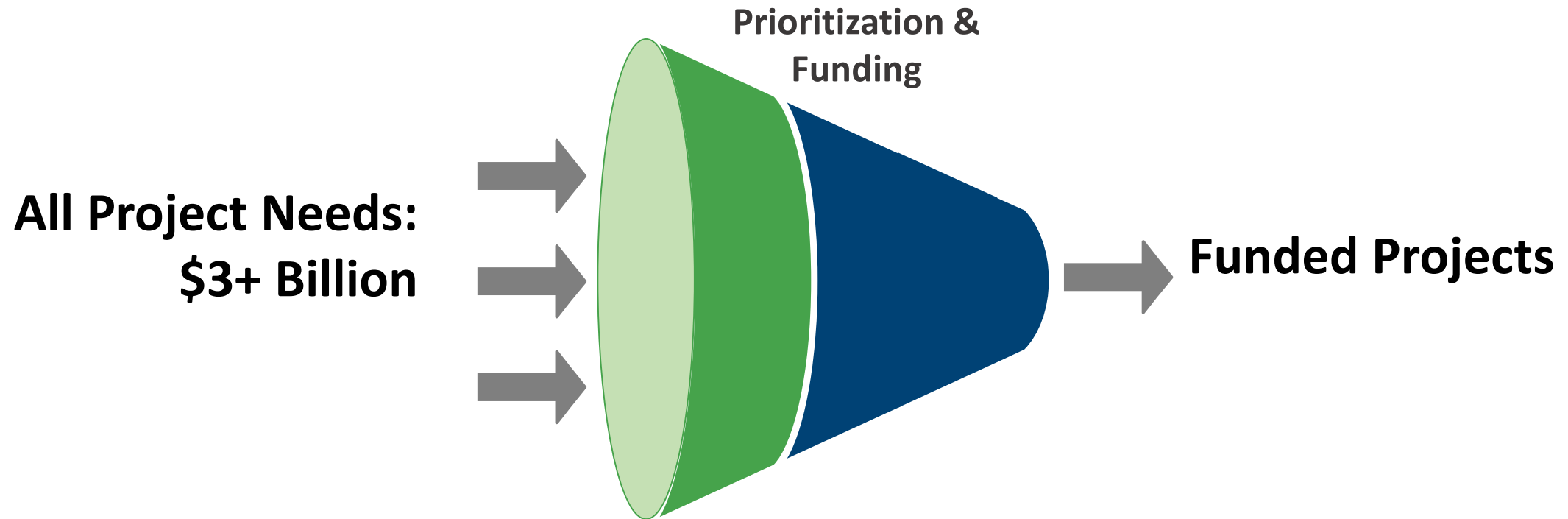


**All Project Needs: \$3+ Billion**

Project Need Category	Amount (\$)	Example Projects
Building Systems	1,720,000,000	Site modernizations
Seismic	540,000,000	District-wide structural improvements
Educational Adequacy & Equity	450,000,000	Science classroom + lab upgrades, technology infrastructure
Sites and Grounds	130,000,000	New field, bleachers, and lighting projects
Energy / Resiliency / Sustainability	100,000,000	Solar installation
Accessibility	80,000,000	Improved wheelchair ramps
Fire and Security	40,000,000	Play matting master plan; Fire alarm master plan
Contingency, Coordination & Planning	170,000,000	Program contingency funds
Total	3,230,000,00	

# Projects

The cost of pursuing projects to address all needs will exceed available funding.



## Next Steps

01

Master Plan Engagement

January and February 2020 [Specific dates pending]

02

Incorporate Priorities from Community

Master Plan project priorities will be updated based on community input

03

Adoption by Board of Education

The Board of Education will formally adopt the Facilities Master Plan

04

Assignment of Projects Against Available Funding

Opportunities for focused engagement will start as projects are assigned available funding

05

Ongoing Implementation of Smart Asset Management

Working across OUSD departments, ensure that facilities are being put to the highest and best use for the District

Thanks! For more info and an opportunity for  
input:

<http://2020OUSDMasterPlan.org>

2020 OUSD  
Facilities Master Plan  
12.05.19