



2.0

INTRODUCTION

LMNOPQRSTUVWXYZABCDEFGHIJKLMNOPQRSTUVWXYZABCDEFGHIJKLMNOPQRSTUVWXYZABCDEFGHIJKLMNOPQRSTUVWXYZABCDEFGHIJKLM

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 what
Resolution: Sam gave the homeless man his lucky money

Lily, Sally, Rosa and George

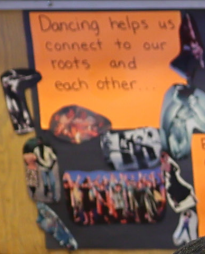
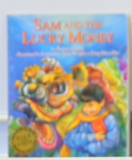
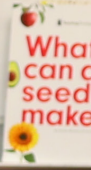
Lily has 1 chopstick.

How many all together do they need to eat?

$$1+1=2$$

$$1+1=2$$

$$1+1=8$$



2 INTRODUCTION

2.1. Overview of 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

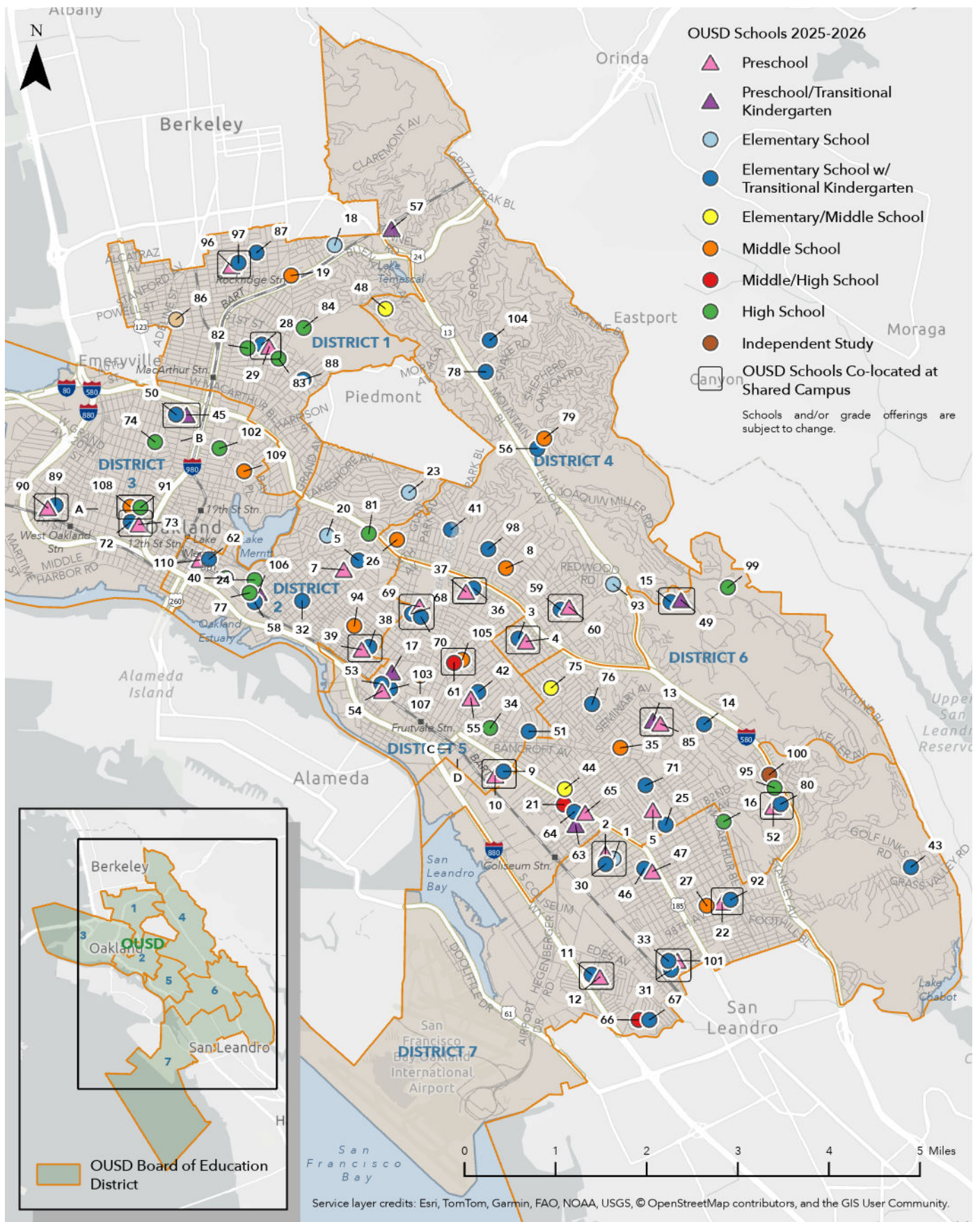


Figure 3 OUSD All Schools and Grade Offerings, SY 2025-26 Source: OUSD

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

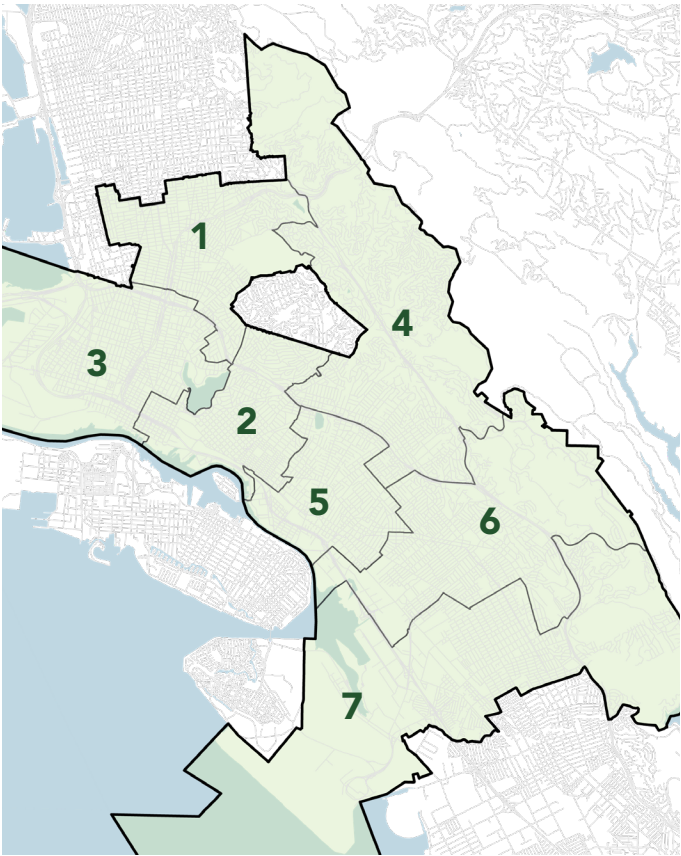


Figure 4 *OUSD Board Districts*

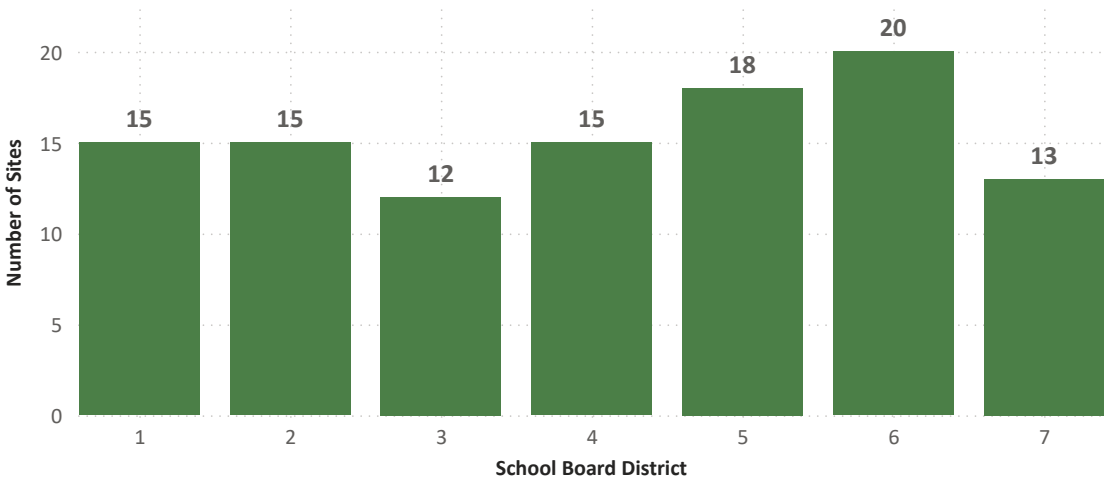


Figure 5 *Distribution Of Programs And Facilities In Ousd School Board District*

2.2. Facilities Master Plan (FMP) Overview

Definition and Purpose

The Facilities Master Plan (FMP or the Plan) 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.

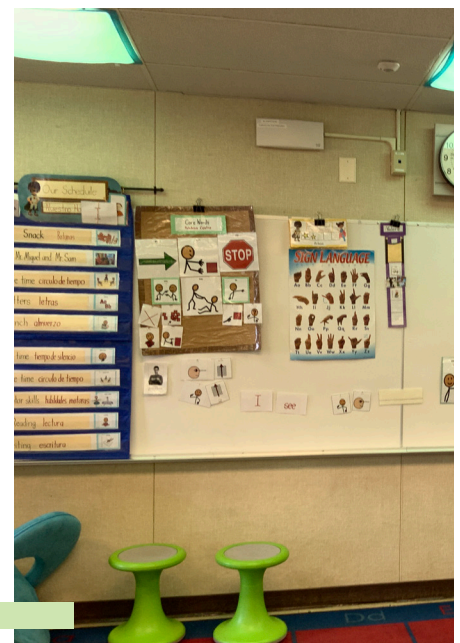
The plan is grounded in the principle that facilities must directly support learning. Today's schools serve not only as places of instruction, but also as community anchors and environments that influence students' academic, social, and emotional well-being. A healthy, modern, and responsive school environment 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 6 Planning Framework Process

Where does this FMP Fit in the Planning Framework

OUSD's comprehensive facilities planning process starts with Districtwide 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.

An Asset Management Plan is a data-driven roadmap that inventories assets, assesses condition and useful life, and prioritizes repairs and replacements to guide long-term budgeting and strategic use of District facilities.

A Deferred Maintenance Plan identifies and prioritizes delayed facility repairs, estimates costs, and outlines a schedule and funding approach to address backlog over time.

Local Control and Accountability Plan (LCAP) is a required three-year plan that outlines a school district's goals, actions, services, and expenditures to support student outcomes—particularly for unduplicated pupils (low-income students, English learners, and foster youth).

What the Facility Master Plan Establishes

A Starting Point for Strategic, Long-Term Planning

- Supports coordinated planning across facilities, academics, finance, and community engagement
- Informs future efforts including bond planning, program reviews, boundary analysis, and enrollment strategies

A Foundation For Future Investment Priorities

- Provides the data and analysis needed to guide capital investment
- Aligns decision-making with student success, sustainability, and equity goals

Alignment with Academic Vision

- Connects facility planning with academic programs, pathways, and school models
- Supports collaboration to shape learning environments that reflect community needs and values

A Tool For Transparent Decision-Making

- Provides consistent, credible data on conditions, utilization, demographics, and needs
- Supports clear, accountable decision-making and communication with the community in a way the community can understand and trust.

A Commitment to Flexibility and Community Partnership

- Encourages ongoing dialogue and refinement rather than fixed outcomes
- Supports adaptive planning responsive to changing needs and community priorities

What will the Facilities Master Plan Inform?

- Serves as the District's foundational planning tool guiding key decisions and processes
- Informs but does not replace other planning efforts
- Supports development of a prioritized facilities project list aligned with needs, goals, and funding

Academic Program Planning

- Evaluates how facilities support academic pathways, early learning, special education, multilingual programs, and CTE

Asset Management Planning

- Provides condition data to guide lifecycle planning and maintenance priorities

Deferred Maintenance Strategies

- Identifies system-level needs (HVAC, roofing, plumbing, structural, electrical) for near- and long-term investment

Energy Management and Sustainability Work

- Informs ongoing energy efficiency and sustainability initiatives

Education Specifications and Design Standards

- Supports updates to districtwide standards for modern, flexible, and equitable learning environments

LCAP Development and Strategic Alignment

- Connects facility conditions and investments to student experience and outcomes

Budgeting, Bond Planning, and Funding Strategy

- Prepares the District for future bonds and State funding eligibility
- Grounds investment decisions in transparent data and clear rationale

Re-Envisioning the District's Footprint

- Provides data to evaluate long-term system size and configuration
- Supports informed discussions on consolidation or reconfiguration (without prescribing decisions)

Collaboration with the City of Oakland

- Aligns school planning with housing growth, transportation, and demographic trends



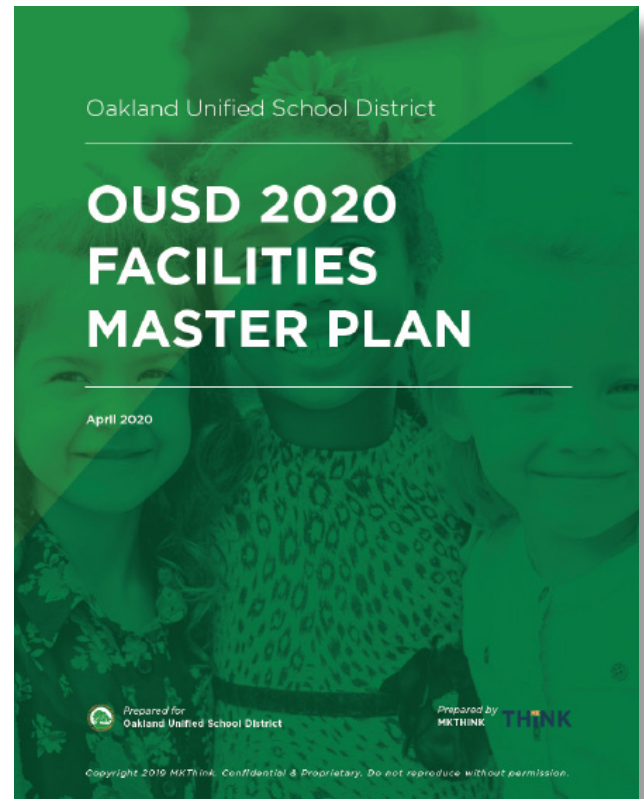
FMP 2020

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, education 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.

Consistency with LCAP

The 2025–26 LCAP emphasizes academic outcomes, equity, and student well-being, requiring facilities investments that support modern learning environments, inclusive design, and community-centered schools. The FMP aligns with these priorities, ensuring capital investments reinforce program goals through a coordinated, data-driven approach.

A summary of this consistency is provided in **Chapter 5 Investment Framework**.



2.3. Funding Sources

Facilities investments and improvements are supported through a combination of local bond funding and additional leveraged funding sources. While voter-approved bond measures—such as Measures B (2006), J (2012), and Y (2020)—provide the primary source of capital for major modernization, rebuild, and new construction projects, they represent only one component of the District’s overall facilities funding strategy.

The District actively leverages multiple funding sources to maximize the impact of bond investments and advance priority projects, as illustrated in Figure 7. In many cases, bond funds are used to position projects for State reimbursement or to meet matching fund requirements, enabling the District to access additional external resources.

This layered funding approach allows OUSD to stretch limited local dollars, advance a broader set of projects,

and respond to evolving facility needs. As outlined in later sections of this Plan, aligning funding sources with project prioritization is critical to implementing the Facilities Master Plan and sustaining investments over multiple bond cycles

Overall, OUSD’s facilities funding strategy must balance a strong reliance on local bond funding with a proactive approach to pursuing competitive state programs, aligning projects to eligibility criteria to maximize available resources.

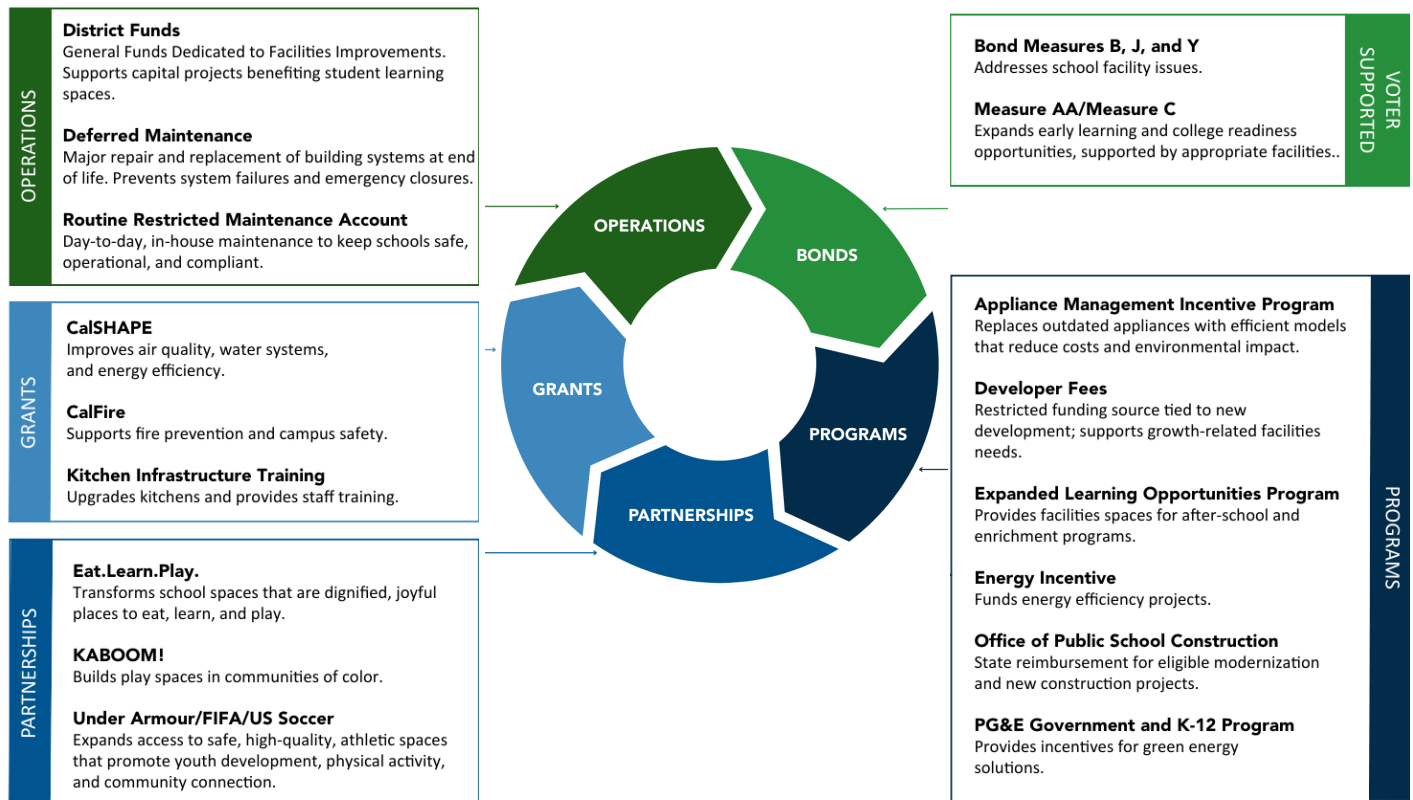


Figure 7 Types of Funding Sources



State Funding Categories

The following list identifies the key project categories eligible for funding through OPSC, as well as the conditions that govern eligibility. Understanding these categories is critical for aligning OUSD's facilities investments with available state funding streams, ensuring that projects are not only driven by need but also positioned to maximize funding opportunities.

NEW CONSTRUCTION

New Construction funding supports projects that address capacity needs, including enrollment growth, overcrowding, or full replacement of inadequate facilities. In OUSD, recent projects are primarily locally funded, with state funding as a limited and opportunistic source.

MODERNIZATION

This category supports upgrades to building systems, classrooms, and infrastructure, aligning directly with the FMP's FCA/FCI findings. This represents the most relevant and scalable state funding category for OUSD, given the District's aging facilities and significant deferred maintenance needs.

FINANCIAL HARDSHIP / SEISMIC MITIGATION PROGRAM

These programs provide additional state funding for districts that demonstrate financial need or require seismic safety upgrades. While OUSD does not currently have confirmed allocations under these programs, the District's financial constraints and high share of underserved students suggest that it may be a strong candidate.

CHARTER

Charter facility funding applies to schools operated by charter organizations and is typically accessed through separate state programs or directly by charter operators. While OUSD authorizes a number of charter schools, this funding stream is not centrally controlled by the District.

CTE (CAREER TECHNICAL EDUCATION)

CTE funding supports specialized facilities such as labs, workshops, and career pathway spaces. By integrating CTE-focused improvements into modernization or new construction projects, OUSD can position itself to access additional competitive state funding while advancing its Linked Learning and workforce development goals.

State Funding Eligibility Assessed for SY 2024-25

NEW CONSTRUCTION ELIGIBILITY

Based on SY 2024–25 enrollment and projection methods, the District is eligible for approximately 6,395 pupil grants across five High School Attendance Areas (HSAAs) after accounting for prior projects. This equates to over approximately \$140M in State funding and approximately \$280M in total project funding with the District match. Funding estimates are based on 2025 State Allocation Board (SAB) approved grant rates and do not include additional project-specific augmentations. New Construction funding is available through the School Facility Program (SFP) but must be accessed through project-specific applications and eligibility updates as needed through the Office of Public School Construction (OPSC).

OUSD will use the FMP to identify and prioritize eligible projects, align them with School Facility Program (SFP) criteria, and submit project-specific applications to the Office of Public School Construction (OPSC) to access state funding.

MODERNIZATION ELIGIBILITY

The District has significant modernization eligibility across 78 sites, totaling approximately \$244M in State funding and approximately \$412M in total project funding with matching funds. Eligibility includes both baseline modernization and second modernization funding for buildings reaching 20–25 years since prior upgrades. Additional sites may qualify for new baseline eligibility pending further documentation, including data from the California Department of Education (CDE) and the California Basic Educational Data System (CBEDS). Funding estimates are based on 2025 State Allocation Board (SAB) approved rates and include some age-based adjustments but exclude project-specific augmentations.

2.4. 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.

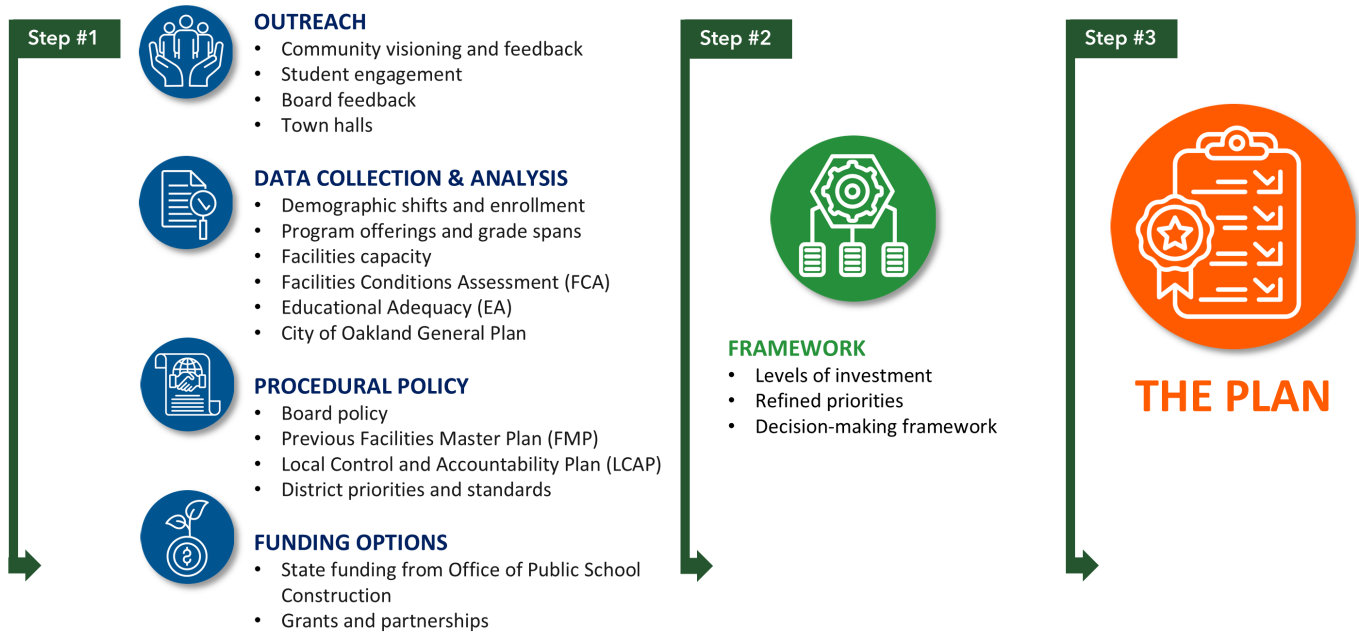


Figure 8 FMP Development Process

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

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 Education 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 Districtwide 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.

Accompanying the Plan is an online, publicly accessible dashboard that includes campus-level data across key metrics. The dashboard enables users to filter, visualize, and compare conditions, capacity, utilization, and equity indicators across campuses.

The online dashboard- an interactive tool operationalizes the Plan's framework, allowing decision-makers and the community to apply equity parameters consistently and test proposed investments against transparent, data-driven criteria.

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.
- **Engagement:** 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.
- **Funding:** Pursue additional funding opportunities and partnerships to support successful implementation.
- **Re-envision and re-design:** Use the FMP and supporting data to inform transformational school redesign through the sustainable community schools model and guide a citywide process to define OUSD's future footprint and align District services and staffing.

2.5. 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. 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.

1. FACILITY CONDITION ASSESSMENTS (FCA)

The FCA provides a comprehensive understanding of facility conditions across all schools, identifying deferred maintenance, system deficiencies, and long-term replacement needs. Teams conducted on-site inspections to evaluate system lifecycles, deficiencies, and required repairs or replacements. The assessments highlight immediate issues and long-term capital needs, support regulatory compliance, and inform a sustainable, cost-effective capital program.

A summary of the conditions can be found in **Chapter 4 Data Analysis** and in **Appendix 7.13**.

2. EDUCATION ADEQUACY ASSESSMENTS

In addition to physical condition, the District evaluated how well each campus supports modern learning. Education adequacy focuses on the quality, functionality, and flexibility of instructional and student spaces. These findings show how effectively facilities support student success and contemporary programs, recognizing that buildings in fair condition may still be inadequate for current needs.

A summary of the adequacy scores can be found in **Chapter 4 Data Review**.

3. CAPACITY AND PROGRAM ASSESSMENTS

Alongside the FCA and education adequacy evaluations, the District conducted updated reviews of building and program capacity using School Master Schedules (SY 2025–26). These reviews assessed classroom types, specialized spaces, instructional capacity, and enrollment relative to capacity, while considering future growth and program needs.

The findings ensure the Plan reflects each school's ability to serve students and inform decisions on program alignment, grade configurations, consolidation, expansion, and the District's long-term footprint.





This page is left intentionally blank.