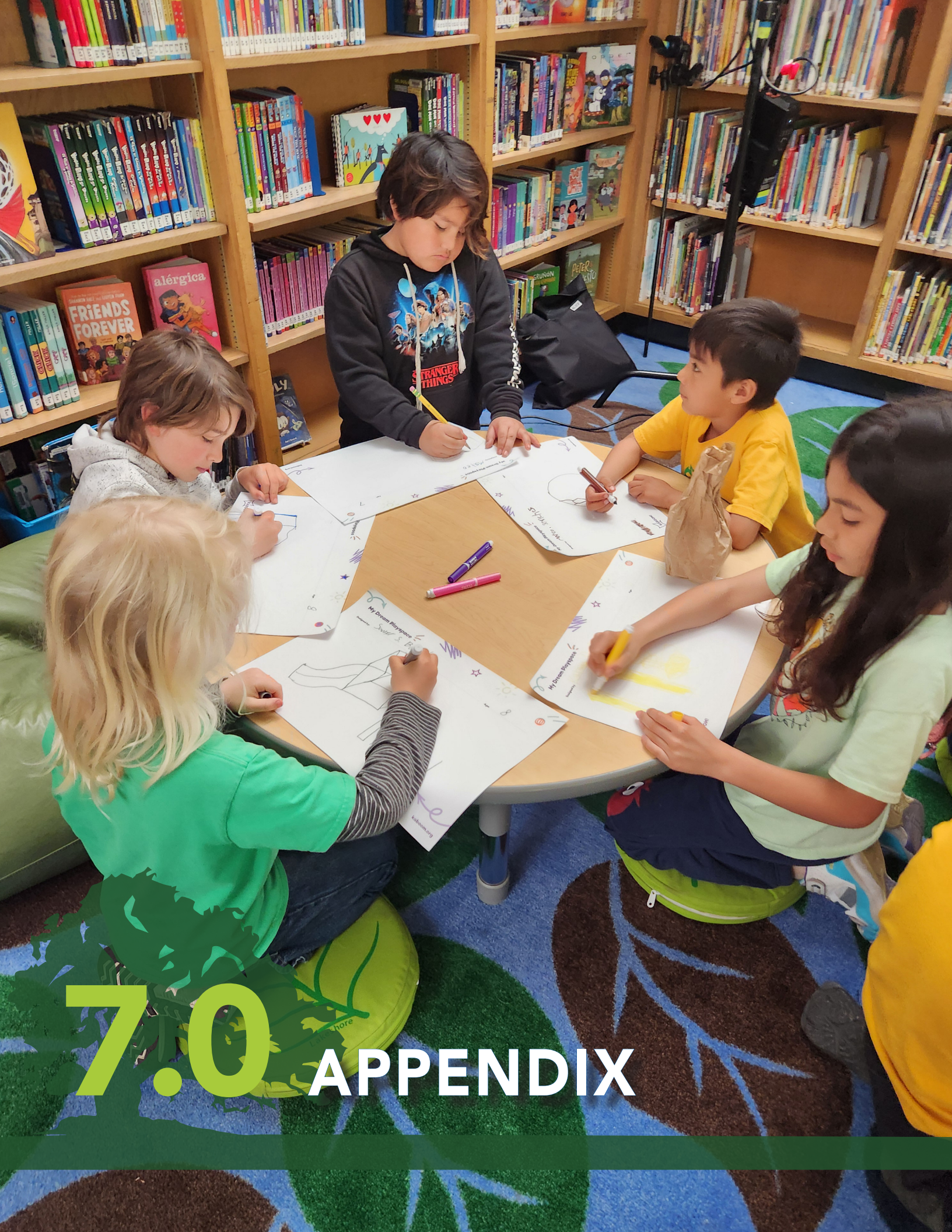




7.0 APPENDIX



7 Appendix

7.1. Survey Form for Staff and Community

Oakland Unified School District - 2025 Facilities Master Plan Feedback Form

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

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

1. Which OUSD school are you mainly connected to?

2. Which of the following ethnicities best describes you?

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

3. Which of the following best describes you?

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

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

Please select 4 options.

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

5. How well does your school facility accommodate the following programs?

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

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

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

☐ A ☐ B ☐ C ☐ D ☐ E

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

☐ A ☐ B ☐ C ☐ D ☐ E

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

☐ A ☐ B ☐ C ☐ D ☐ E

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

☐ A ☐ B ☐ C ☐ D ☐ E

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

☐ A ☐ B ☐ C ☐ D ☐ E

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

☐ A ☐ B ☐ C ☐ D ☐ E

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

☐ A ☐ B ☐ C ☐ D ☐ E

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

☐ A ☐ B ☐ C ☐ D ☐ E

Other: _____

☐ A ☐ B ☐ C ☐ D ☐ E



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

7. Please share any additional suggestions and comments below.

7.2. Survey Form for Students



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

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

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

1. Which OUSD school are you mainly connected to?

2. Which grade are you in?

3. Which of the following ethnicities best describes you?

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

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

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

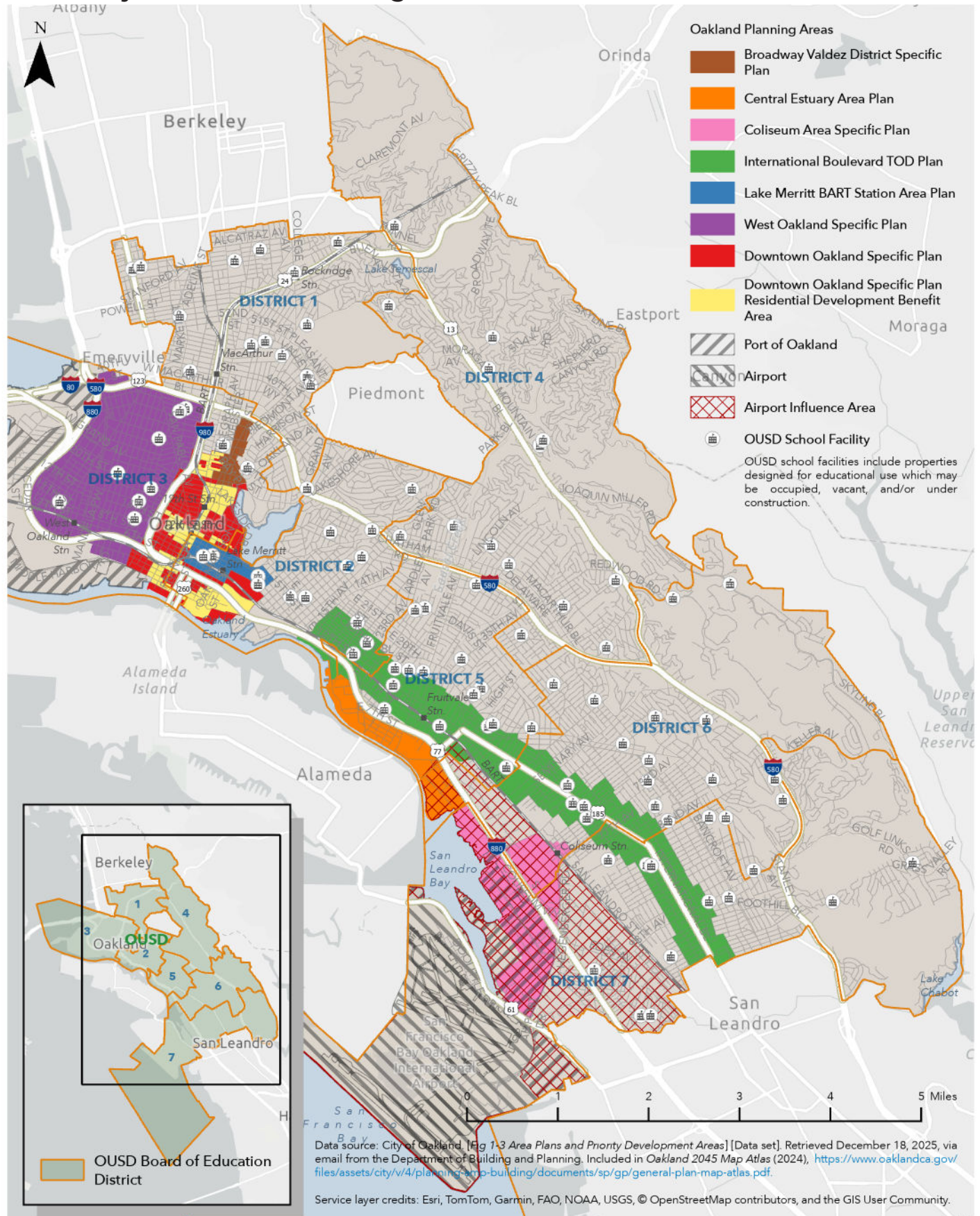


5. What do you think are the most important things to fix or improve in OUSD school buildings? (Pick 4)

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

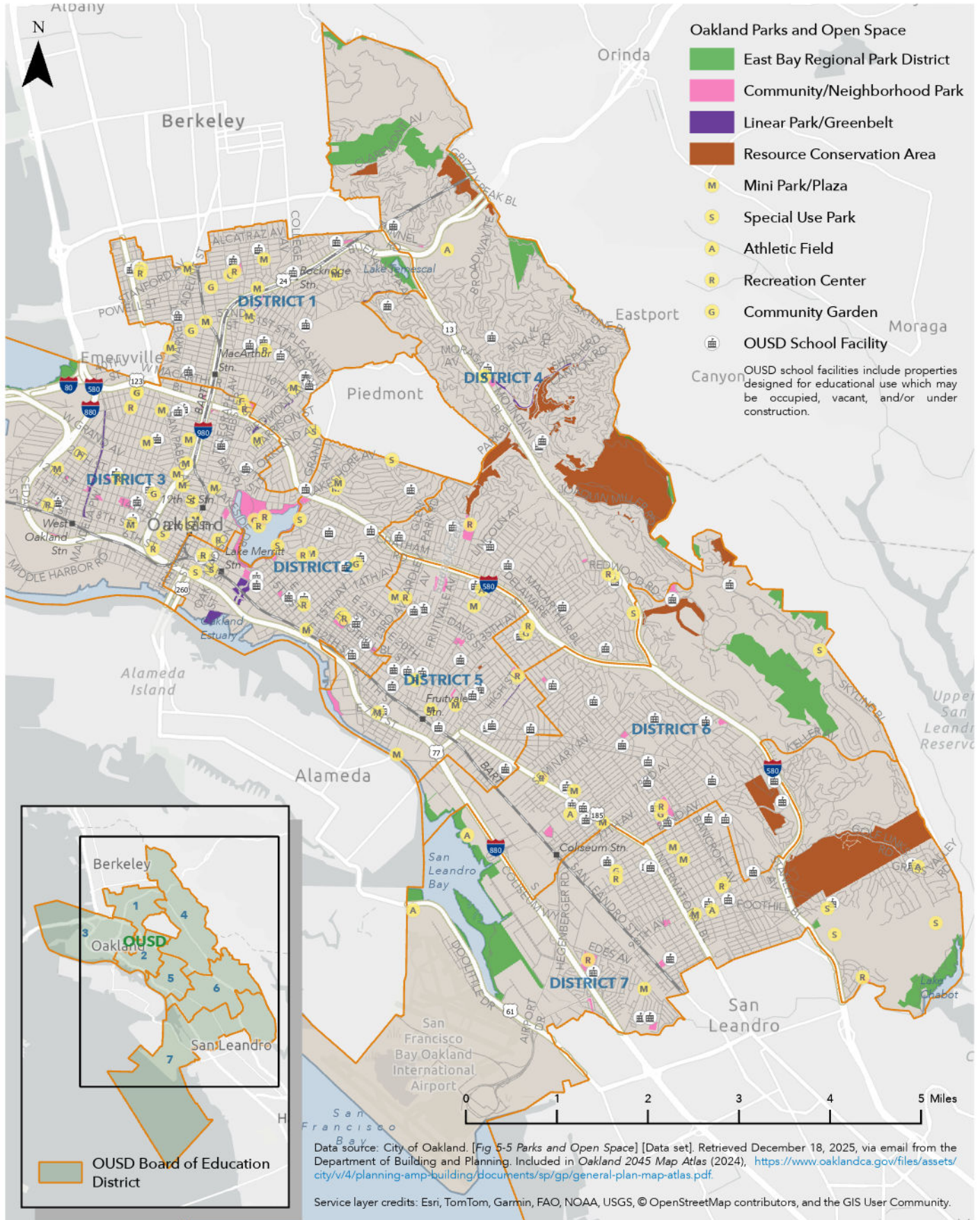
6. Please share any additional suggestions and comments below.

7.3. City of Oakland Planning Areas

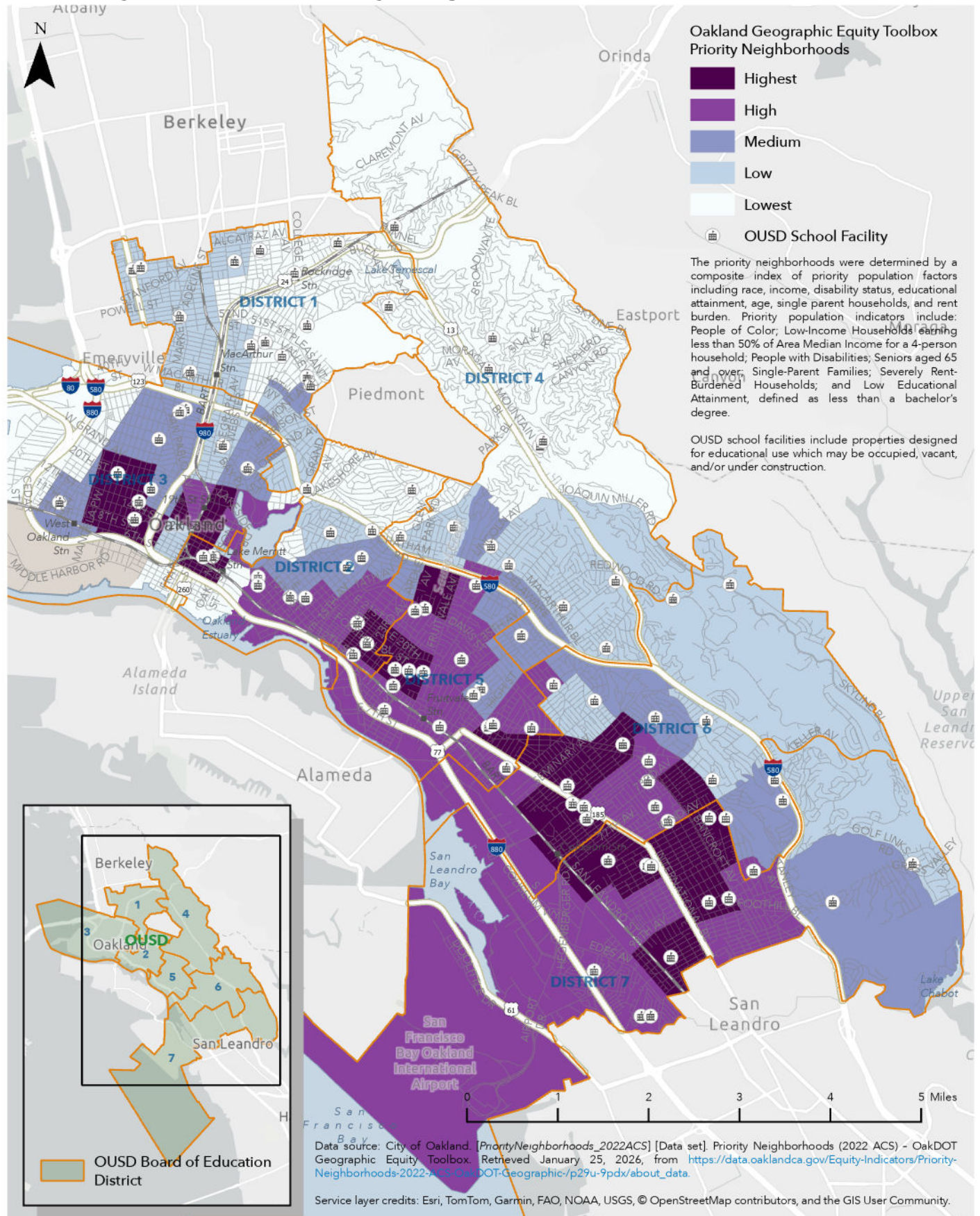




7.4. City of Oakland Parks and Open Spaces

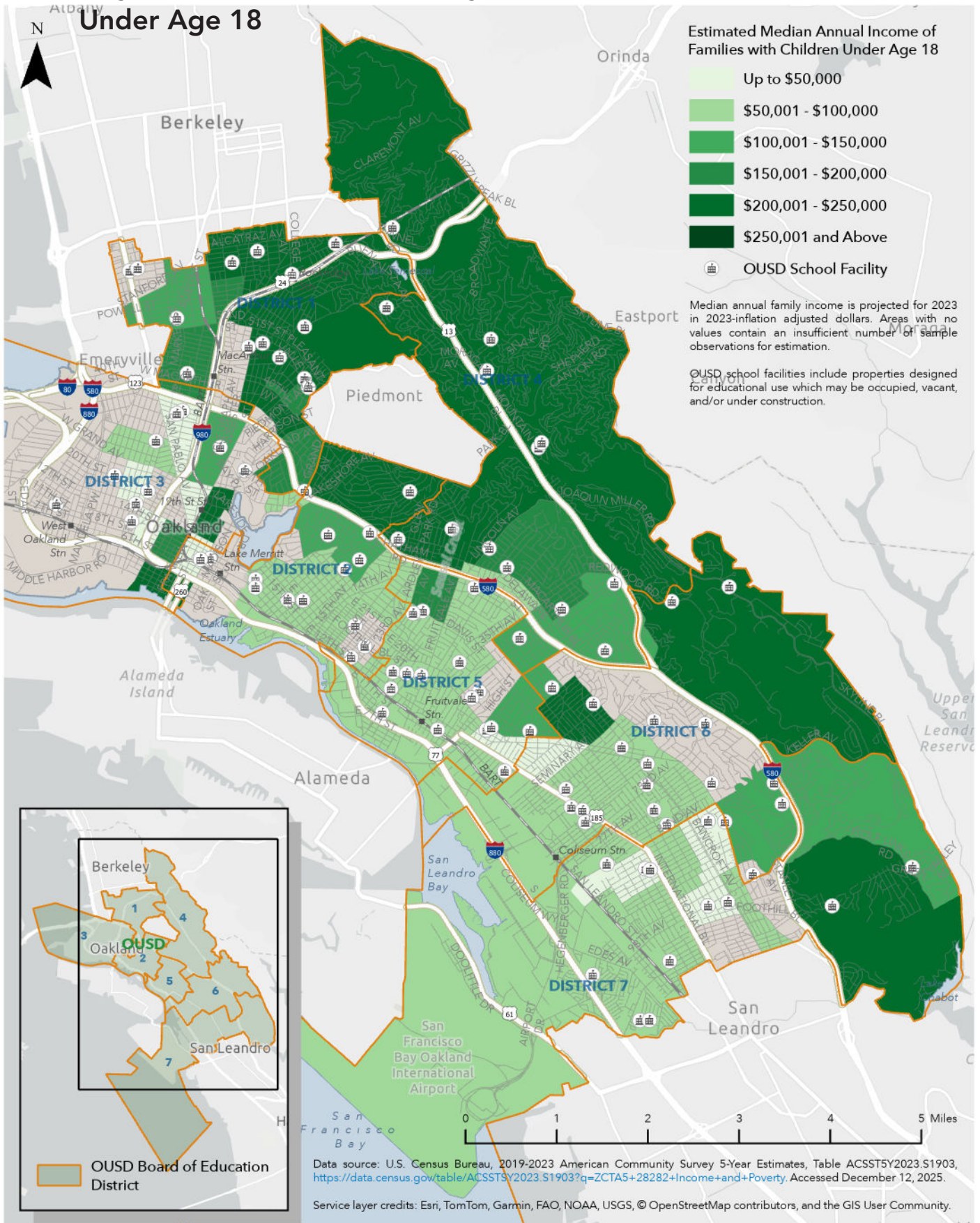


7.5. City of Oakland Priority Neighborhoods

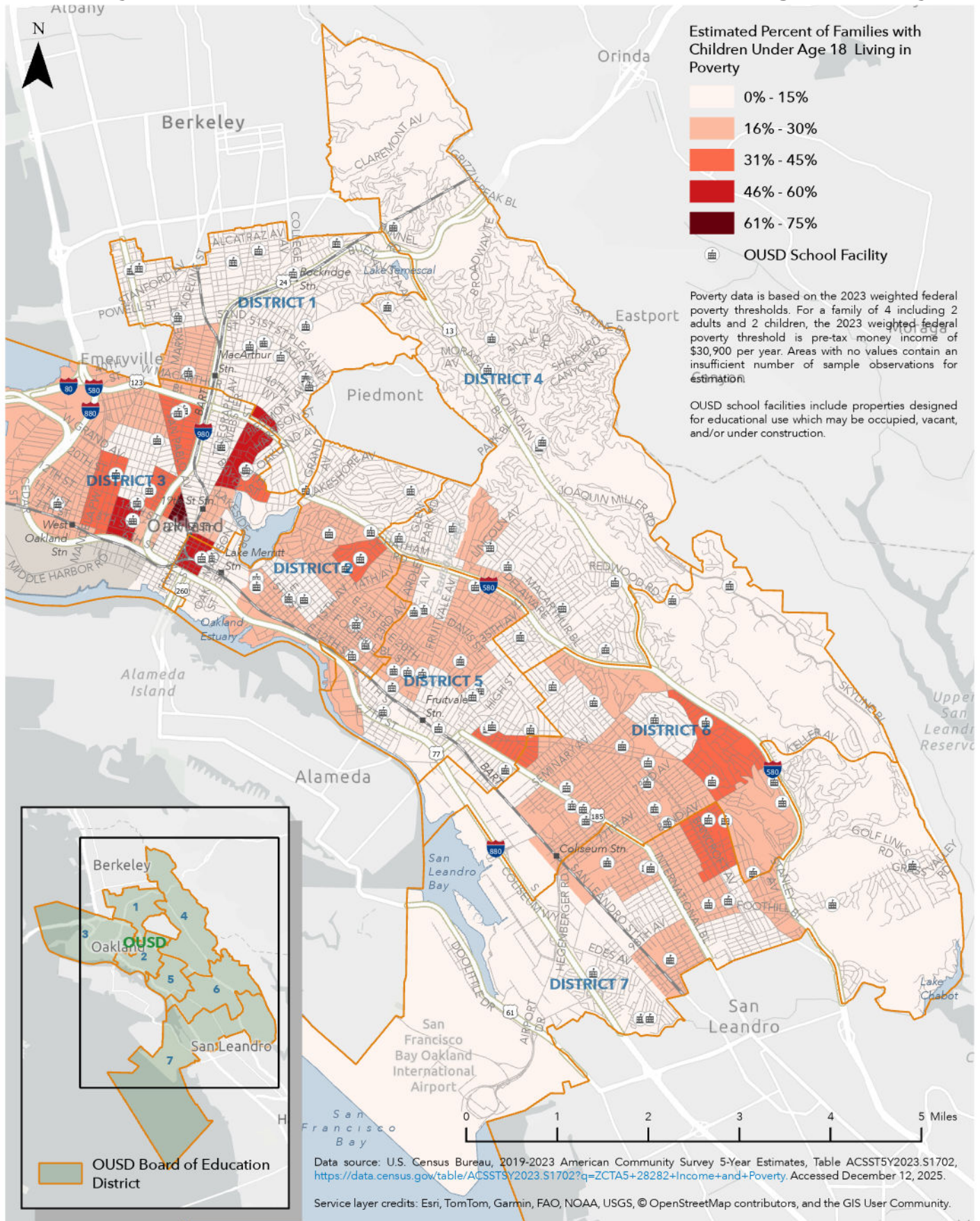




7.6. City of Oakland Median Family Income of Families with Children Under Age 18



7.7. City of Oakland Families with Children under 18 Living in Poverty





7.8. OUSD Assets

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

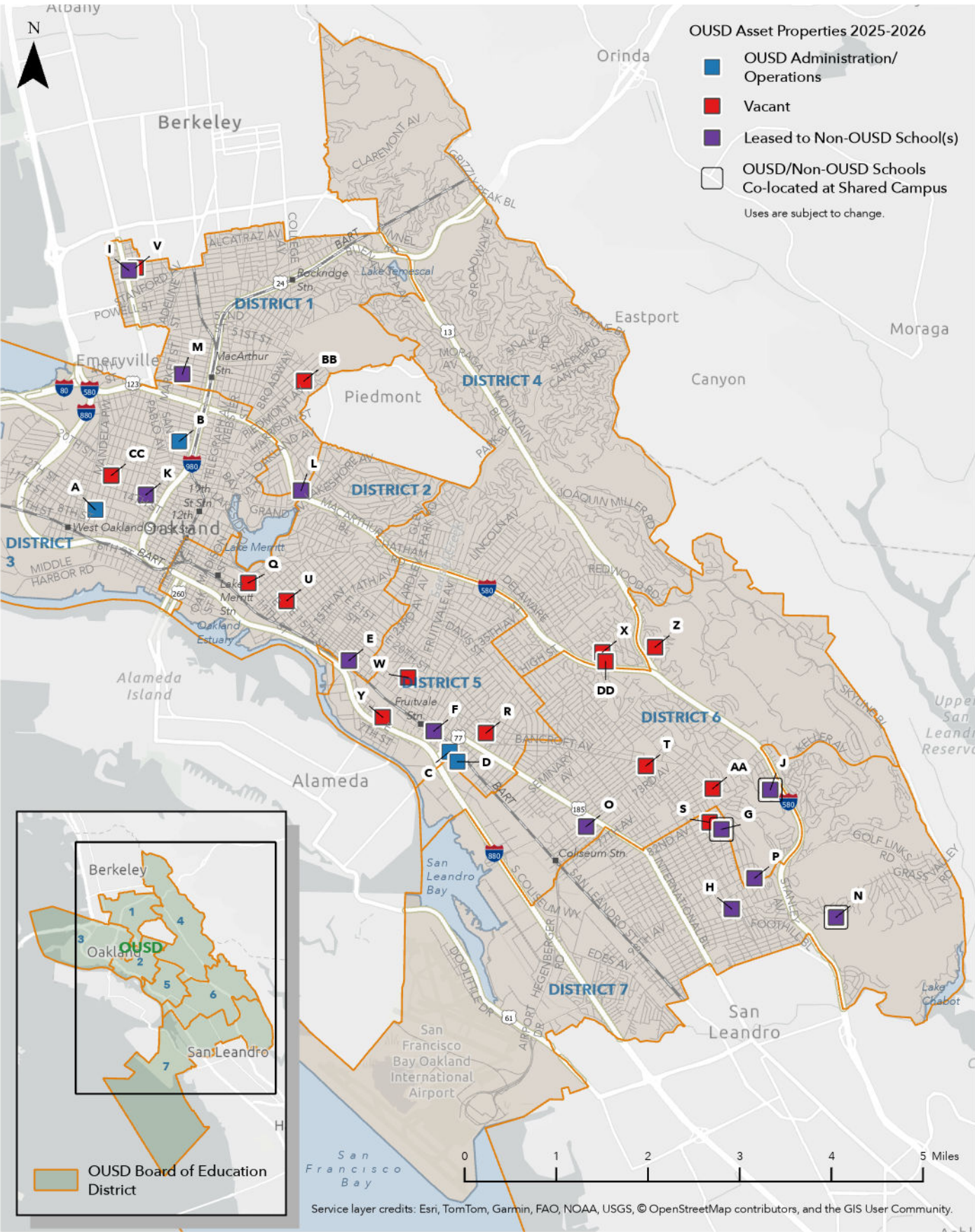
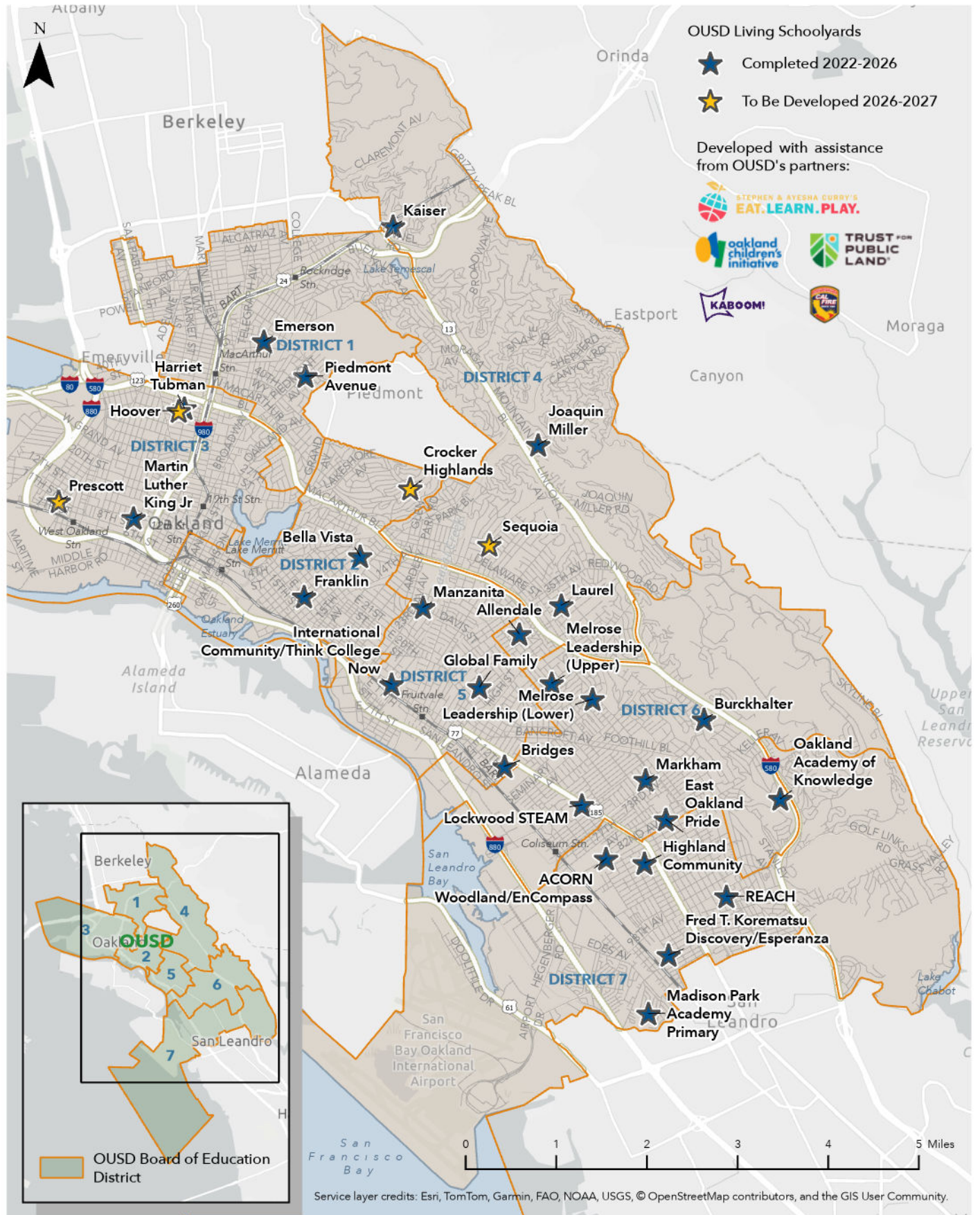


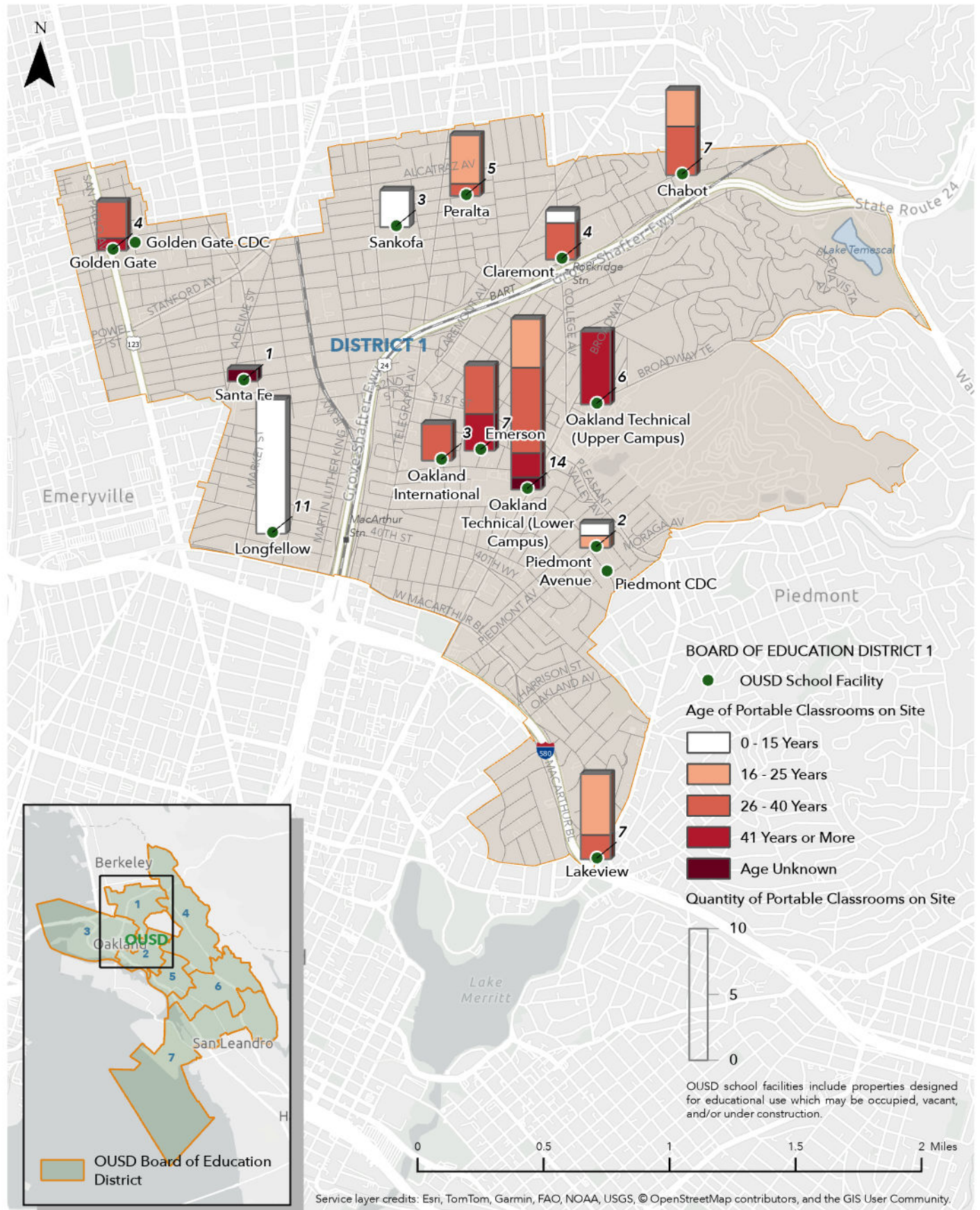
Figure 49 OUSD Assets

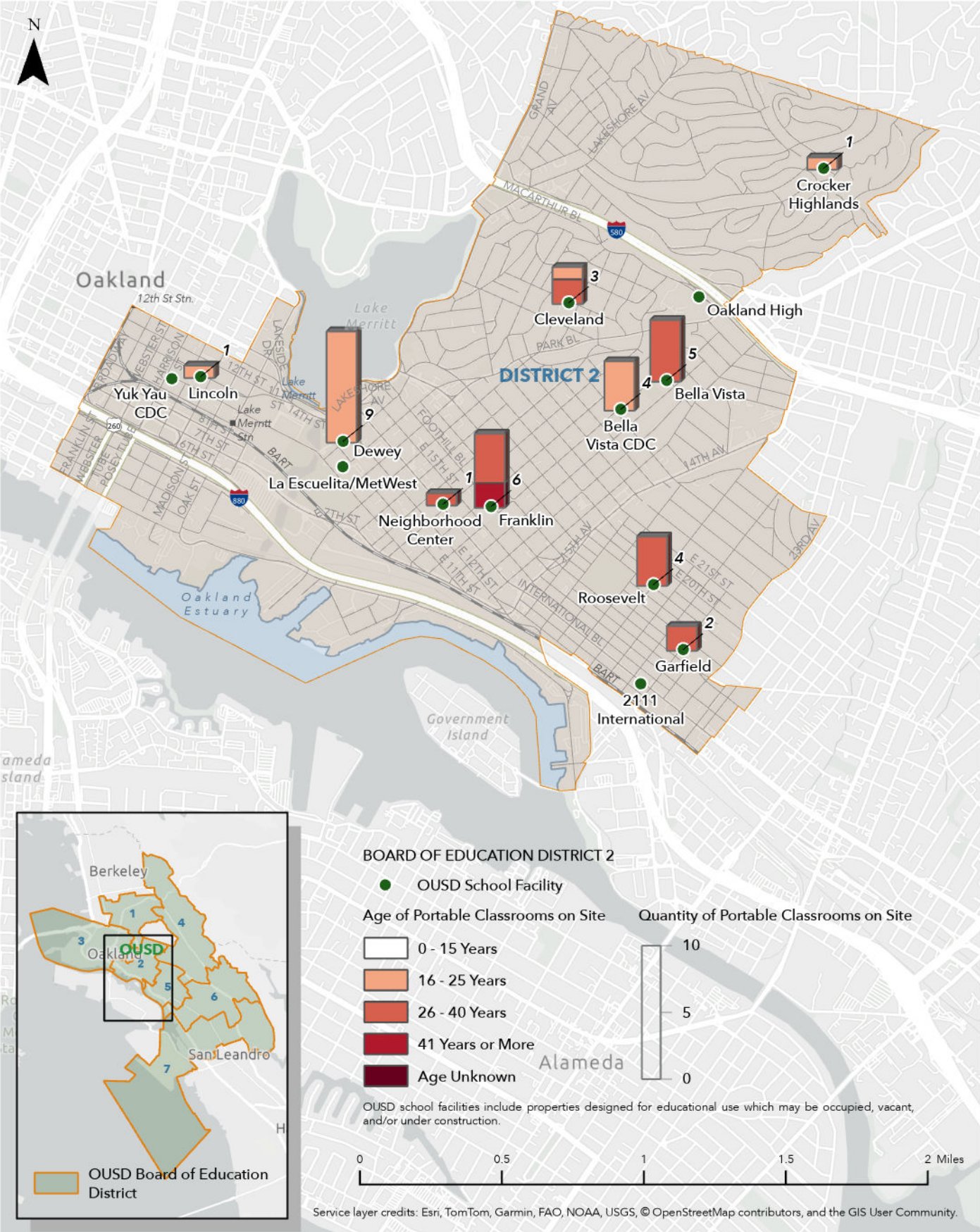


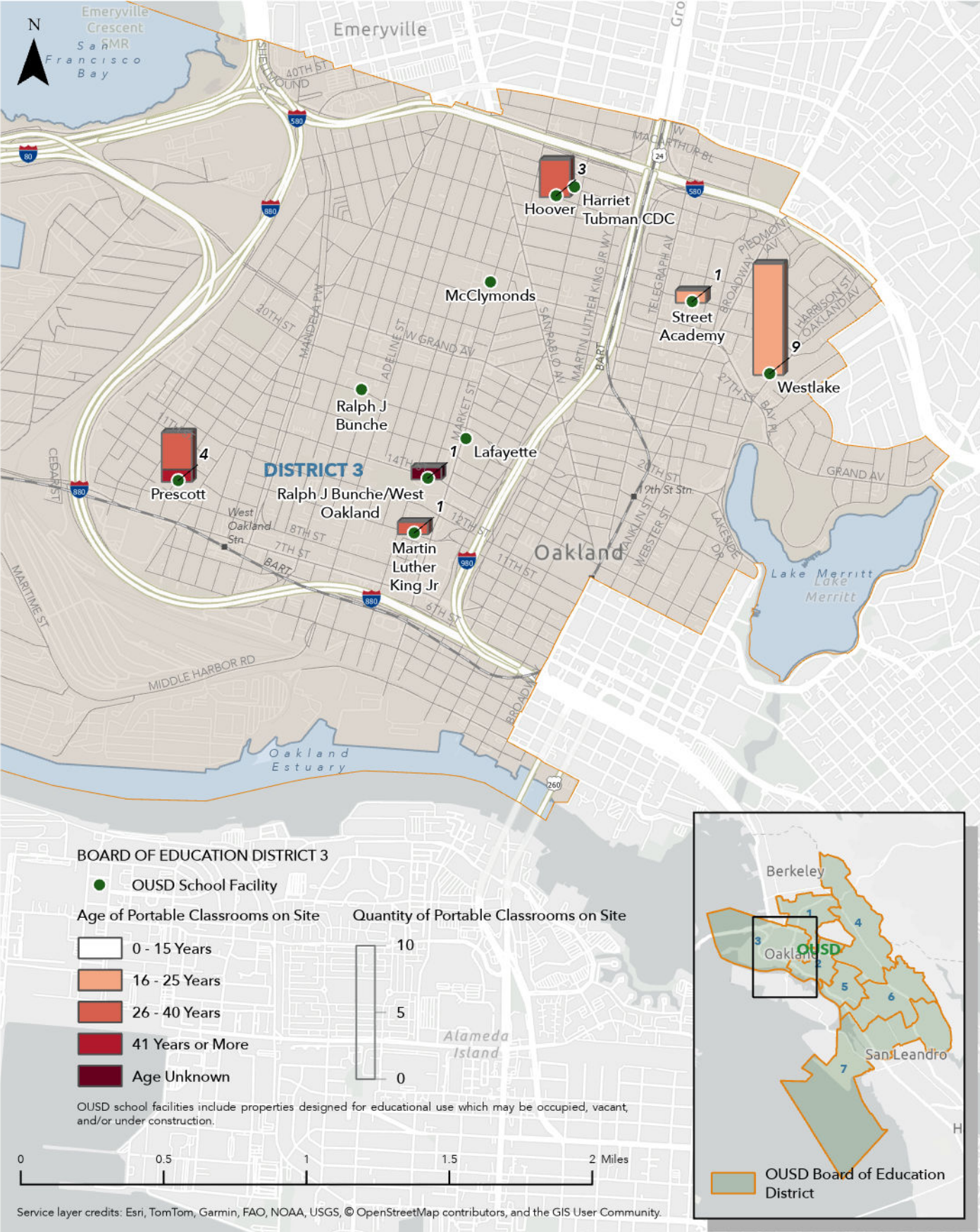
7.9. Living Schoolyards Projects by School Sites

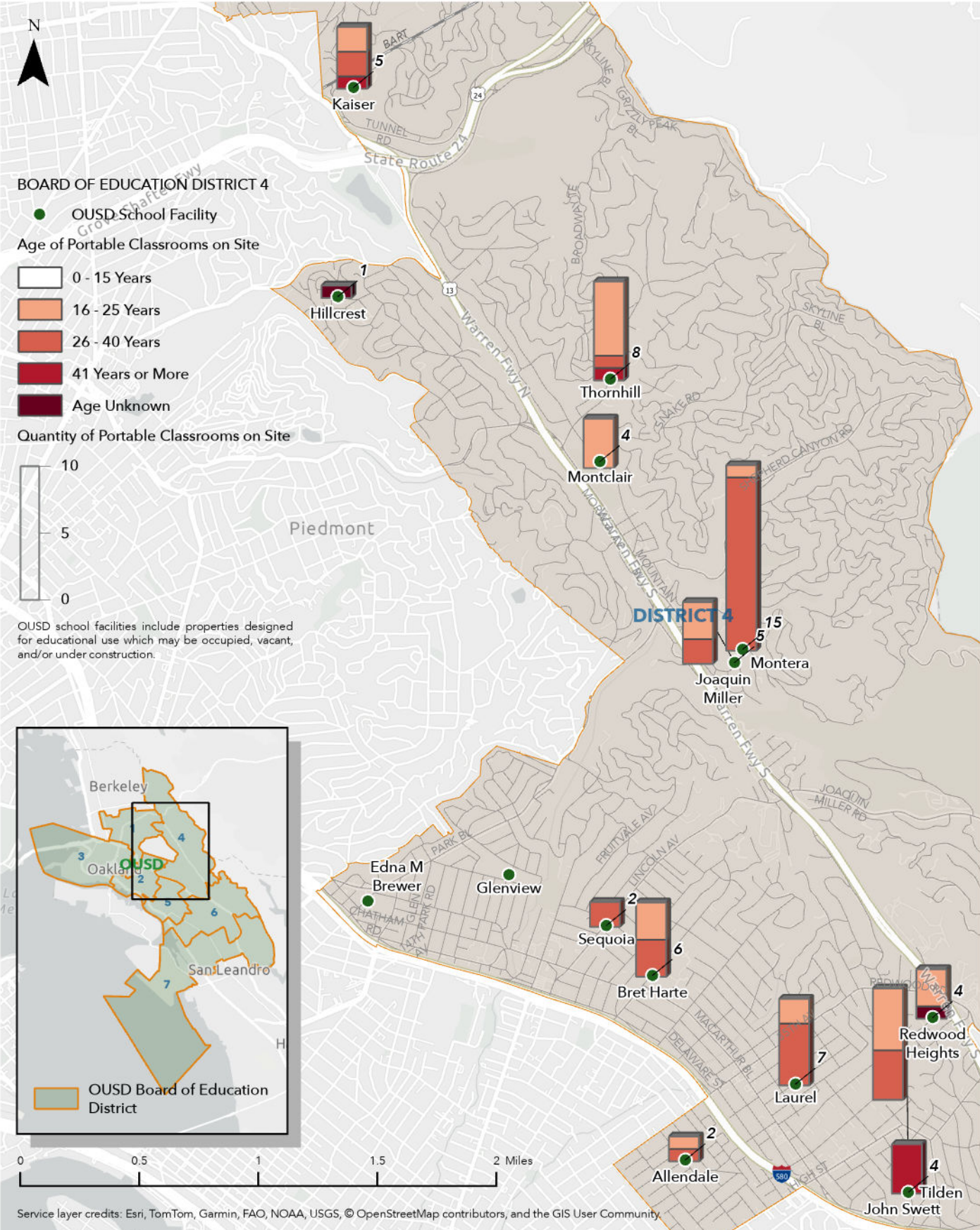


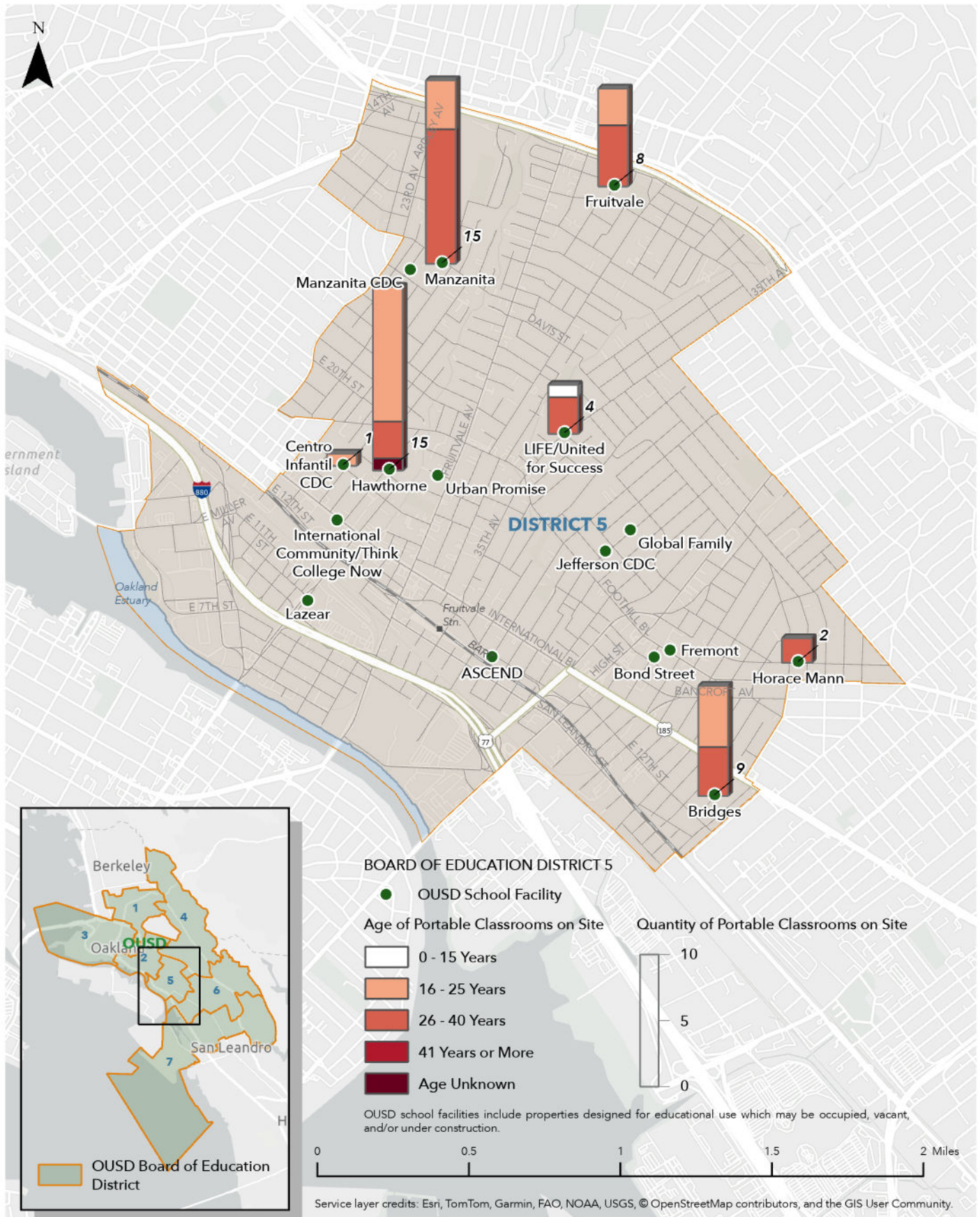
7.10. Portable Classrooms by Campus: Age and Location (By District)

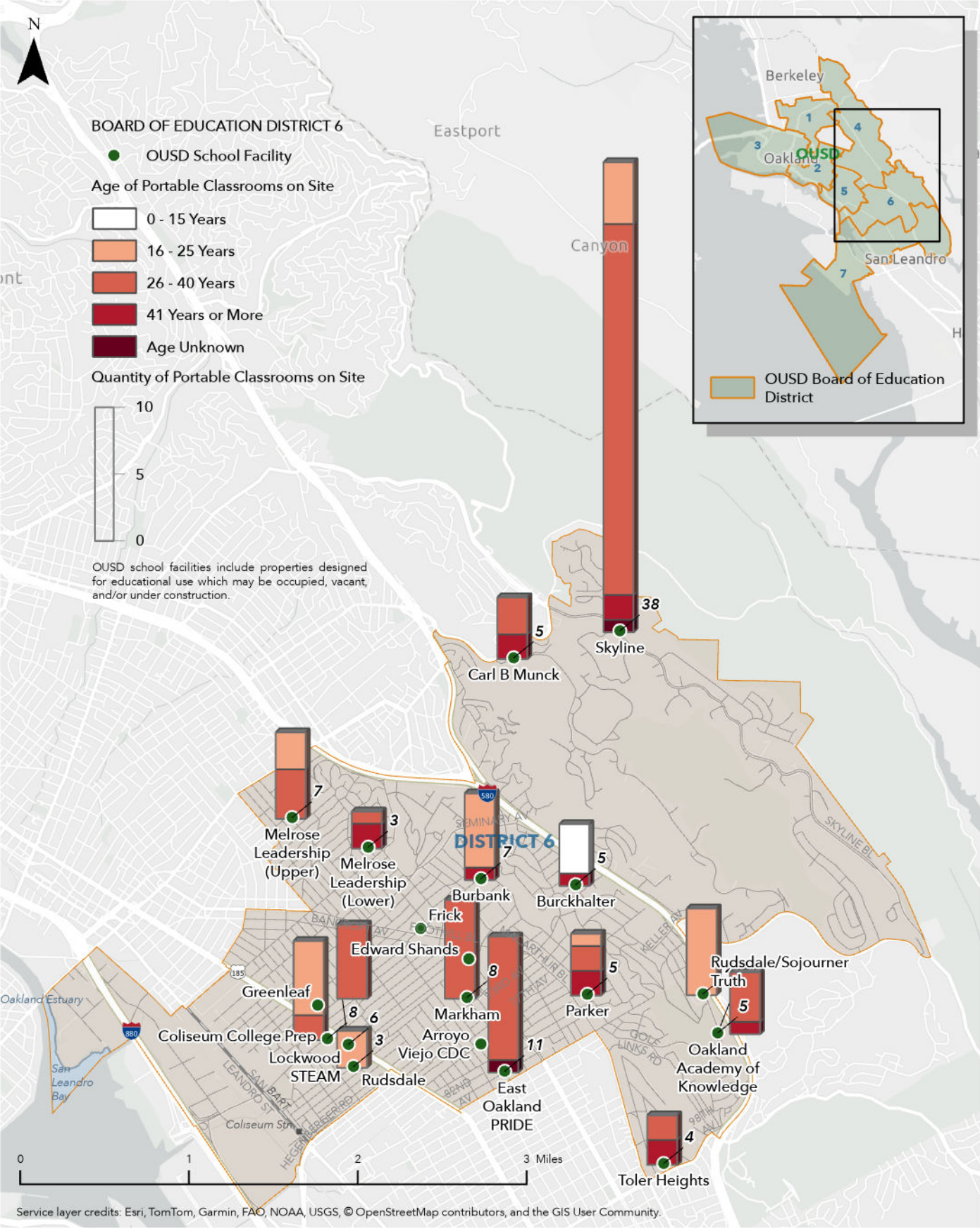


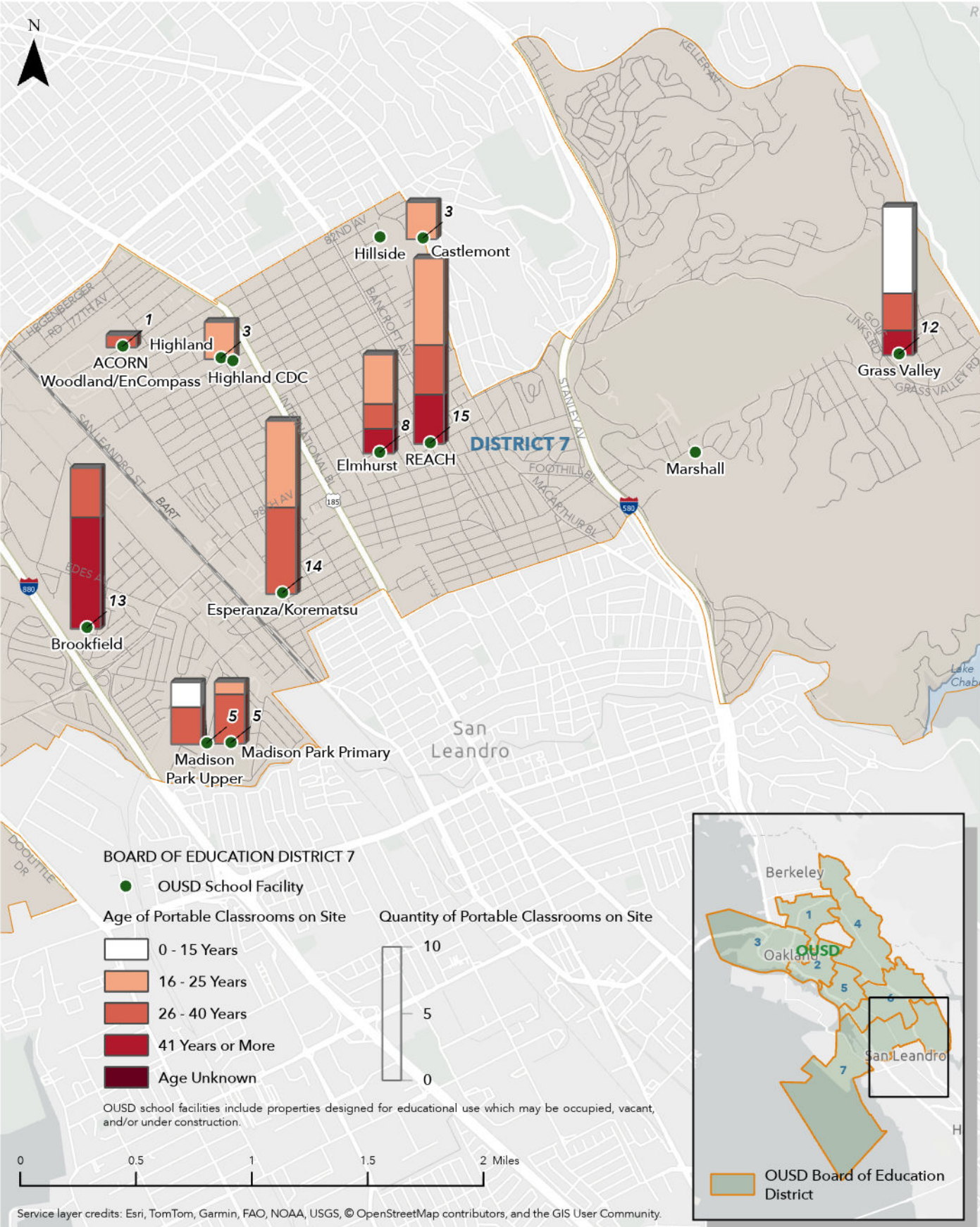














7.11. Lead in Drinking Water: Program Review and Long-Term Strategy Recommendations

7.11.1. Evolving toward a balanced operational and capital strategy

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

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

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

7.11.2. Overview of the issue and why it matters

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

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

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

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

Figure 50 Lead concentration standards

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

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

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

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

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

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

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

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

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

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

When elevated lead levels are found, outlets are immediately taken out of service with appropriate signage or locks while repairs begin. Remediation actions include fixture replacement, installation of filtration, deployment of filtered water systems, or removal of outlets when necessary. Follow-up testing verifies the effectiveness of interventions before outlets are restored. District investments in filtration systems have consistently demonstrated very low post-filtration lead concentrations, providing reliable protection even where upstream sources cannot yet be eliminated.



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

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

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

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

Figure 51 Lead exceedances by draw (SY 2025–26)

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

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

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

Figure 52 Percentage of drinking water outlets at each school that tested below 5 ppb for lead during initial baseline testing, prior to any repairs or remediation

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

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

PROGRAM EFFECTIVENESS AND EXPOSURE REDUCTION:

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

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

Figure 53 *Number of buildings across District where fixtures tested above 5 ppb for lead during initial baseline testing, prior to any repairs or remediation*

DISTRICTWIDE NATURE OF LEAD OCCURRENCE:

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

EFFECTIVENESS OF POINT-OF-USE FILTRATION:

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

DATA CAPTURE AND PROGRAM MANAGEMENT RISKS:

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

VALUE OF UPSTREAM DIAGNOSTICS:

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

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

SHIFT FROM RESPONSE TO SOURCE CONTROL:

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

INTEGRATION WITH CAPITAL PLANNING:

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

TRANSITION TO LONG-TERM SOLUTIONS:

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



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

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

SCHOOL-ENTRY SAMPLING AND DIAGNOSTIC PRECISION

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

TESTING TIMING AND PROTOCOL STANDARDIZATION

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

OUTLET COVERAGE AND DRINKING WATER ACCESS

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

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

INTEGRATION WITH CAPITAL PLANNING AND FACILITIES FRAMEWORKS

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

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

PREVENTIVE MAINTENANCE AND OPERATIONAL CONTROLS

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

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

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

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

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

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

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

7.11.9. Operational Testing Tiers

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

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

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



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

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

TIER 1:

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

TIER 2:

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

TIER 3:

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

Table with 3 columns: TIER 1, TIER 2, TIER 3. Rows include Pros and Cons for each tier.

**APPROACH TAKEN BY
OUSD IN SUMMER 2025**

Tier 1 Program and Testing (\$600,000.00)		Tier 2 Program and Testing (\$900,000.00)	
"A Third of the Schools" Sampling		"Half of the Devices" Sampling	
Database Management / District Communication / Signage		Database Management / District Communication / Signage	
Perform testing at a third of the schools each year (3-year cycle)		Perform testing at all schools	
Test all devices designated as consumable at each school		Test only half of the devices designated as consumable at each school	
Approximately 800–900 devices tested annually		Test the second half of the devices the following school year (2-year cycle)	
Retest a device after each remediation step until passing results are achieved		Approximately 1,200–1,300 devices tested annually	
Tier 1 (\$400,000) "From the Manufacturer" Filtration		Tier 2 (\$750,000) "Reflexive" Filtration	
Devices where filters come pre-installed from the manufacturer		Devices where filters come pre-installed from the manufacturer	
Filters replaced annually and as needed based on usage		Chosen as a remediation approach to high test results	
Results in smallest number of filters needing annual replacement		Could also consider filter installation on any device that has tested high in the past	
Approximately 250–300 devices filtered plus undocumented manufacturer-filtered devices		Filters replaced annually and as needed based on usage	
Con: Does not account for prior or future remediations		Results start with fewer filters but increase as remediations occur	
Tier 1		Tier 2	
Plumbing upgrades during substantial renovations / modernizations		Plumbing upgrades during substantial renovations / modernizations	
FTE Support Staff		FTE Support Staff	
		Tier 3 (\$1,350,000.00)	
		"Complete System" Sampling	
		Database Management / District Communication / Signage	
		Perform testing at all schools	
		Test all devices designated as consumable at each school	
		Approximately 2,500 devices tested annually	
		Retest a device after each remediation step until passing results are achieved	
		Tier 3 (\$1,690,000) "Proactive" Filtration	
		Devices where filters come pre-installed from the manufacturer	
		Install filters on all consumable devices throughout OUSD	
		Replace filters on devices as part of remediation after high results	
		Filters replaced annually and as needed based on usage	
		Largest number of filters to install, maintain, and replace annually	
		Approximately 2,000–2,500 devices require filters	
		Tier 3	
		Plumbing upgrades during substantial renovations / modernizations	
		FTE Support Staff	



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

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

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

Campus ID	Campus	Year of First Construction	Enrollment	Devices Present	Devices Removed	Plumbing Grade Based on Initial Water Testing prior to any remediation	No Remedial Actions Needed After Initial Testing	Any Needed Remedial Actions Completed After Initial Testing	Remedial Actions Still On-Going After Initial Testing	% of Operational Devices with Passing Results After Baseline Testing or Remediations Completed
203	Frick	1958	357	33	-	A	☐	☒	☐	100.0%
204	Lowell	1957	237	33	-	C+	☐	☒	☐	100.0%
205	Calvin Simmons	1975	783	32	-	C+	☐	☒	☐	100.0%
206	Bret Harte	1959	324	28	1	C	☐	☒	☐	100.0%
207	Havencourt	1975	910	28	5	A	☐	☒	☐	100.0%
210	Edna Brewer	1960	786	25	2	C	☐	☒	☐	100.0%
211	Montera	1957	719	44	1	B	☐	☒	☐	100.0%
212	Roosevelt	1976	501	16	-	B+	☐	☒	☐	100.0%
213	Westlake	1978	302	40	1	C	☐	☒	☐	100.0%
214	Carter	1978	245	21	3	B-	☐	☒	☐	100.0%
215	Madison	1958	628	35	3	A	☐	☒	☐	100.0%
216	King Estates	1960	243	18	-	D+	☐	☒	☐	100.0%
236	Urban Promise (Whitton)	1949	396	18	-	B+	☐	☒	☐	100.0%
301	Castlemont	1928	676	42	2	C	☐	☒	☐	100.0%
302	Fremont	1931	1211	38	2	B+	☐	☒	☐	100.0%
303	McClymonds	1924	302	19	-	A	☒	☐	☐	100.0%
304	Oakland High	1928	1609	38	-	C+	☐	☒	☐	100.0%
305	Oakland Technical*	1913	N/A	57	1	C-	☐	☐	☒	98.2%
306	Skyline	1959	1177	34	-	C	☐	☒	☐	100.0%
310	Dewey	2002	125	12	-	C+	☐	☒	☐	100.0%
313	Street Academy (Grant)	1927	85	6	-	B-	☐	☒	☐	100.0%
314	ARTS School (Far West)	1960	1805	15	-	B+	☐	☒	☐	100.0%
804	Arroyo Viejo CDC	2012	49	10	1	C	☐	☒	☐	100.0%
805	Bella Vista CDC	2002	56	12	-	C-	☐	☒	☐	100.0%
815	Highland CDC	1982	44	11	-	C-	☐	☒	☐	100.0%
817	Jefferson CDC	1974	47	8	-	C-	☐	☒	☐	100.0%
824	Yuk Yau CDC	1974	85	6	2	A	☐	☒	☐	100.0%
825	Harriet Tubman CDC*	1958	40	28	-	C	☐	☐	☒	92.9%
829	Manzanita CDC	1958	64	7	-	B	☐	☒	☐	100.0%
893	Centro Infantil CDC	1974	30	6	3	F	☐	☒	☐	100.0%

Figure 54 Summary of Baseline Drinking Water Testing Results, Remediation Status, and Post-Correction Compliance by Campus



Campus ID	Campus Name	Draw 1 (Fixture- 125 ml)	Draw 1 (Fixture- 125 ml) above 5ppb	Draw 2 (To Wall- 125 ml)	Draw 2 (To Wall- 125 ml) Above 5 ppb	Draw 3 (Pipe- 250 sample)	Draw 3 (Pipe- 250 sample) Above 5 ppb	Plumbing Infrastructure Grade
861	Acorn Woodland CDC	7	4	7	3	7	2	F
101	Allendale	37	18	37	6	37	4	C
802	Arroyo Viejo CDC	9	1	9	0	9	1	C
102	Bella Vista	18	1	18	1	18	2	C
805	Bella Vista CDC	11	4	11	2	11	0	C
206	Bret Harte	26	8	26	5	26	2	C
103	Brookfield	45	13	45	9	45	6	C
803	Burbank CDC	18	2	18	0	18	0	A
105	Burckhalter	15	2	15	1	15	0	B
228	Calvin Simmons	27	9	27	3	27	2	C
168	Carl Munck	25	10	25	2	25	1	B
353	Carter	21	4	21	2	21	0	B
301	Castlemont	33	11	33	11	33	10	D
819	Centro Infantil CDC	8	6	8	4	8	2	F
186	Cesar Chavez	53	8	52	2	52	1	B
106	Chabot	28	8	28	4	28	2	C
201	Claremont	25	1	23	0	23	0	A
108	Cleveland	26	2	26	1	26	0	B
193	Cox	29	6	29	2	29	3	C
111	Crocker	22	6	22	4	22	1	C
310	Dewey	10	2	9	1	9	0	C
210	Edna Brewer	22	10	22	3	22	1	C
229	Elmhurst	33	17	33	13	33	14	F
115	Emerson	33	12	33	5	33	2	C
811	Emerson CDC	7	2	7	1	7	1	C
314	Far West	14	1	13	1	13	1	B
116	Franklin	25	9	25	2	25	0	B
302	Fremont	34	5	33	4	33	0	C
219	Frick	30	1	30	1	30	2	B
117	Fruitvale	18	10	18	5	18	1	C
118	Garfield	42	13	42	3	42	0	B
119	Glenview	37	0	37	0	37	0	A
122	Grass Valley	27	6	27	4	27	0	C
825	Harriet Tubman CDC	14	2	14	1	14	0	B
232	Havenscourt	29	10	29	4	29	5	C
125	Highland	46	5	46	2	46	0	B
815	Highland CDC	10	2	10	2	10	2	C
127	Hillcrest	15	5	15	1	15	1	B
840	Hintil Kuu Ca CDC	7	4	7	4	7	3	F
170	Hoover	27	0	27	1	27	2	B
136	Horace Mann	25	6	25	5	25	4	C
169	Howard	34	21	34	13	34	11	D
809	International CDC	4	0	4	0	4	0	A
114	Jefferson	30	10	30	1	30	3	C
817	Jefferson CDC	8	4	8	4	8	3	F
142	Joaquin Miller	18	8	18	5	18	2	C
812	Kaiser ECE	16	0	16	0	16	0	A
352	King Estates	15	5	15	4	15	3	C
121	La Escuelita	30	0	30	0	30	0	A
131	Laurel	40	13	40	3	40	4	C
820	Laurel CDC	17	0	17	0	17	0	A
133	Lincoln	40	7	40	3	40	2	B
160	Lockwood	43	13	43	8	43	4	C
204	Lowell	28	6	28	6	28	4	C
215	Madison	34	2	34	2	34	0	B
175	Manzanita	61	16	61	9	61	6	C
829	Manzanita CDC	7	2	7	1	7	1	C
138	Markham	36	6	36	6	36	5	C
235	Maxwell Park	19	5	19	2	19	3	C
303	McClymonds	22	0	22	0	22	0	A
178	Melrose	37	7	36	4	36	3	C

Campus ID	Campus Name	Draw 1 (Fixture- 125 ml)	Draw 1 (Fixture- 125 ml) above 5ppb	Draw 2 (To Wall- 125 ml)	Draw 2 (To Wall- 125 ml) Above 5 ppb	Draw 3 (Pipe- 250 sample)	Draw 3 (Pipe- 250 sample) Above 5 ppb	Plumbing Infrastructure Grade
182	MLK	36	14	36	6	36	2	C
143	Montclair	33	1	33	1	33	0	B
211	Montera	42	5	42	6	42	7	C
304	Oakland High	39	8	39	4	39	1	C
305	Oakland Tech	53	18	50	8	50	3	C
145	Peralta	19	5	19	3	19	0	C
146	Piedmont	18	3	18	0	18	0	A
183	Prescott	36	7	36	3	36	2	B
148	Redwood Hts	17	1	17	0	17	0	A
212	Roosevelt	14	2	12	3	12	1	C
308	Santa Fe	30	19	30	12	30	8	F
151	Sequoia	27	13	26	4	26	2	C
152	Sherman campus	20	12	20	6	20	2	D
306	Skyline	36	13	36	10	36	6	C
154	Sobranter Park	19	10	19	4	19	2	C
172	Stonehurst	52	6	52	1	52	0	B
838	Stonehurst CDC	7	0	6	0	6	0	A
313	Street Academy (Grar	5	0	5	1	5	0	C
157	Thornhill	24	7	24	3	24	2	C
831	United Nation CDC	13	0	13	0	13	0	A
236	Urban Promise (Whiti	17	3	17	1	17	0	B
194	Washington	31	1	31	0	31	0	A
107	Webster	33	8	33	6	33	3	C
213	Westlake	40	11	40	4	40	6	C
112	Whittier	39	4	39	0	39	0	A
165	Woodland	53	14	53	1	53	0	B
824	Yuk Yau CDC	7	2	7	0	7	0	A

Figure 55 Campus-level lead results based on the results

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



7.12. School Capacity and Occupancy Rate Calculation Framework

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

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

1. PLAN CAPACITY

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

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

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

2. INSTRUCTIONAL PROGRAM CAPACITY

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

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

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

3. INSTRUCTIONAL SCHEDULED CAPACITY

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

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

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

Methodology

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

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

OCCUPANCY RATE = ENROLLMENT/CAPACITY

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

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

Program / Grade	Plan		Program		Schedule	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
General Ed Classroom	25	27	-	-	-	-
Specialty Classroom	24	27	-	-	-	-
CDC (Pre-k and TK)	24	-	24	-	24	-
Kindergarten	-	-	26	-	26	-
Grade 1-3	-	-	29	-	29	-
Grade 4-6	-	-	30	-	30	-
Grade 6	-	-	30	30	30	30
Grade 7-12	-	-	-	31	-	31
Special Day Class – Mild Moderate	13	13	13	13	13	13
Special Day Class – Extensive Support Needs	9	9	10	10	10	10
Special Day Class – Counseling Enriched	13	13	11	11	11	11
Special Day Class – CDC	13	-	10	10	10	10
Labs (Computer, Science)	-	-	-	30	-	30
Arts	-	-	-	26	-	26
Specialty Curriculum (Math, English, Social Studies, etc.)	-	-	29	31	-	31
Newcomer Program	-	-	29	31	-	0
Gymnasium	-	-	0	51	-	51
SIPPS	-	-	29	31	-	0
After School	-	-	29	31	-	0
Child Care	-	-	29	31	-	0
Adult Ed	-	-	-	36	-	36
Speech	-	-	29	31	-	0
Resource Room	-	-	29	31	-	0

Source: OPSC State Facility Program Handbook- Jan 2019

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

Figure 56 Classroom Loading Standards



7.13. Facility Condition Assessment Methodology

7.13.1. Introduction

AECOM conducted a facility condition assessment (FCA) to support master planning for Oakland Unified School District (OUSD) educational sites. Fieldwork was executed to collect facility inventory information and perform specified asset condition assessments.

The AECOM team executed the field assessments with experienced technical experts. The assessment consisted of a visual inspection by a multi-disciplinary team of architects, engineers and technicians to evaluate existing conditions of key building components. OUSD provided staff to verify the survey teams could access areas of the facility, assist when necessary, with accurate data collection, and identify components with maintenance concerns.

The FCA findings spreadsheet provides an overview of existing system conditions and deferred maintenance repair or replacement recommendations. The information contained within the spreadsheet supports the development of a sound capital plan by providing a detailed list of existing major deficiencies along with their associated recommended corrective actions and rough order of magnitude (ROM) costs.

AECOM personnel evaluated the facilities surveyed to determine if there was sufficient physical evidence to warrant complete replacement of the system or repair/replacement of particular assets within the system. The following systems were assessed by AECOM:

- Building Envelope and Stairs
- Heating, Ventilation and Air Conditioning
- Electrical and Electrical Distribution
- Conveying
- Plumbing Systems
- Fire Alarm and Suppression
- Site Improvements
- ADA

Interior Construction and Finishes data were collected by Perkins Eastman.

7.13.2. Facility Condition Assessment

ASSESSMENT CRITERIA

Data was collected by field teams who conducted walk-through assessments of the buildings to record building assets and systems, identify physical deficiencies and deferred maintenance, and notate major safety concerns. AECOM utilized discipline specific architects, engineers and experienced technicians for data accuracy and efficiency during the FCA process. The field teams captured building asset and system data using tablets that were pre-populated with a project specific building database. Assets or systems in need of repair or replacement were noted in the software along with key findings corresponding to the condition rating and were documented via digital photographs, and severely deficient systems were noted with comments and photographs.

The AECOM team conducted the condition assessment using established criteria to identify the components and elements of buildings to verify consistency in collected data. The criteria are based on AECOM's standardized approach to FCAs. The criteria provide guidance for the assessment of each facility's major systems and equipment.

The level of assessment was a visual inspection intended to collect and develop recommendations based on performing a walk-through survey and dialogue with facility maintenance. The assessment provides a snapshot of conditions on the day of fieldwork. All assessments were conducted in accordance with ASTM E2018, consistent with the need to assess general conditions of the property and document physical deficiencies. This effort relied on the knowledge of facility personnel, visual observation of the facilities under study, and AECOM personnel's professional judgment to evaluate the deficiencies of the facilities studied.

The data was collected without intrusion, relocation, or removal of materials, exploratory probing, use of special protective clothing, or use of any special equipment (lifts, fall protection, etc.) and did not necessitate lockout/tag out procedures.

ASSESSMENT CRITERIA

The following table contains a general description of the assessment rating criteria utilized under this effort. This rating criteria was used by field assessors to classify the current condition of assets. Each team member used identical condition assessment criteria to assess the condition of building systems to verify consistency in the data collection. The condition assessment criteria provided guidance for the assessment of each facility’s systems and major assets. Team members utilized the system age and observed deficient conditions to assess the building systems.

DATA & DEFICIENCY ANALYSIS

The data collected in the field goes through our review and data analysis process including the development of deficiencies and deferred maintenance items including corrective action recommendations. Additionally, each asset or system is reviewed in relation to its reported expected useful life, also known as the “age-based approach,” which can be used to define the remaining useful life and effective age of the asset or system. Expected useful life is defined in ASTM E2018-24 as “the average amount of time in years that an item, component or system is estimated to function without material repair when installed new and assuming routine maintenance is practiced.” Remaining useful life is developed using the effective age of an asset or system in relation to the asset’s or system’s expected useful life. Please note that the effective age of an asset or system could be more or less than the actual age of an asset. Reasons for this include the location’s temperature, humidity, and high-traffic use.

Rating	Rating Description	Standard
5	Excellent	New equipment, no visible deficiencies. Only nor-mal scheduled maintenance required.
4	Good	Well maintained, only minor repairs needed. Oper-ates at optimal conditions.
3	Fair	More minor repairs and infrequent larger repairs required, but equipment is functioning properly.
2	Poor	Significant repairs or replacement required. Equipment is operating but deficiencies beginning to affect performance.
1	Deficient	Major repair or replacement required. Equipment is no longer functioning or is a life safety hazard. Unit in need of a large overhaul repair or entire re-placement in order for functionality to operate at ideal, safe conditions.
N/A	N/A	System is not present in the building.

Figure 57 *Assessment Ratings*



7.13.3. Cost Estimate Approach

Cost estimates are developed using a combination of RSMMeans online cost databases and AECOM’s experience with similar projects. The estimates are adjusted using local area cost factors and utilize cost data that is updated quarterly. The estimates developed for this report are not intended to be considered construction estimates and are intended only as budgetary ROM costs estimates. They are not intended to reflect actual construction costs which are determined by many factors including choice and availability of material, choice and availability of a qualified contractor, regional climate zone, quality of existing materials and construction, site compatibility, and access to the subject property and buildings at the time of construction. Additionally, cost estimates are intended to allow for the repair or replacement of an existing asset or system and are not intended to include costs related with improvements or upgrades to systems or spaces which account for future program occupancy.

Rough order of magnitude estimation takes into consideration top-level general estimates and is provided when scope and specific requirements have not been defined. All planning-level estimates included within the report were based on zero percent design. The correlation of the accuracy of an estimate is directly proportional to the level of project definition. As such, preliminary ROM estimates based on little to no scope definition have a wider range of projected accuracy. Figure 54 identifies typical expectations for the accuracy of ROM estimates. Actual costs will vary from the estimation expert’s opinions of costs depending on considerations including:

- The type and design of suggested remedy
- Quality of materials and installation
- Manufacturer and type of equipment or system selected
- Field conditions
- Whether competitive pricing is solicited
- Phasing of the work
- Whether a physical deficiency is repaired or replaced in whole
- Quality of contractor
- Market conditions

These costs do not include unknown hazardous materials removal or evaluation of other costs that were not a part of this study. The approach used for estimate development is intended for budgetary planning and future project prioritization only and should not be construed as representative of the competitive bid process.

Particular	Planning
Estimate Type	Rough Order-of-Magnitude (ROM)
Level of Project Definition	0 to 10%
Accuracy Range Goal	- 25% to +50%

Figure 58 Rough Order-of-Magnitude Estimating

As projects are further planned, it is highly recommended that detailed feasibility and design efforts be completed to specifically identify required actions, determine scope and necessary code compliance requirements, as well as identify the most efficient implementation approach. These actions will better inform anticipated project costs and greatly increase the viability of projected funding requirements.

Figure 55 Project markups were applied to deficiencies. This opinion of cost was developed by a cost engineer and was based on the building construction, geographic location, and benchmarking of other recent cost estimates.

Moving forward, it is imperative for the District to leverage these findings not only for immediate maintenance planning but also for long-term strategic initiatives.

Project Markups- Hard Costs	
Area Cost Factor (Oakland, CA)	34.7%
Additional Markups	90.0%
Total ACF + Markups	124.70%

Figure 59 Project Markups

7.13.4. Facility Condition Index

The facility condition index (FCI) can serve as the basis of a strategic facilities capital plan. It is a standardized scale utilized by the federal government. It results in a benchmark to analyze the effect of investing in facility improvements. The FCI is calculated using the data gathered in facility condition assessments. The FCI is the ratio of deferred maintenance dollars to replacement cost new dollars and provides a straightforward comparison of an organization's facility portfolio.

The FCI values were calculated using the following formula:

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

FCI = Cost to Correct Identified Deficiencies ÷ Present Facility Replacement Value (PRV)*

*Note: The PRV is based on cost figures derived from industry standards.

The table below shows the total cost per square foot used to calculate the PRV.

Facility Type	Total Cost (\$/SF)
School	\$1,100

Figure 60 Present Facility Replacement Value (PRV) Calculation

Metrics such as the FCI give OUSD stakeholders the ability to compare the condition of similar buildings to each other, as well as establish target condition ratings. Comparing buildings analytically also rapidly highlights the buildings that are in the greatest need for updates, repairs, or replacements. FCI analysis provides the true cause and effect of investment decisions.

The lower the FCI, the lower the need for remedial or renewal funding relative to the facility's value. For OUSD, the inverse FCI was used to associate the FCI with letter grades. For example, an FCI of 0.03 aligns with a condition grade of 0.97, which signifies that a building is in "A" grade condition with only an approximately 3% deficiency, which is generally considered low. An FCI of 0.40 equates to a condition grade of 0.60, meaning that a building is in "F" grade condition and needs extensive repair and rehabilitation, as the cost of correcting identified deficiencies is 40% of the replacement cost of the facility.

- The analysis identifies the scale and distribution of improvement needs by building, helping prioritize which assets require the greatest investment.
- FCI ratings help determine whether facilities should be repaired, rehabilitated, or replaced.
- It distinguishes between short-term, lower-cost repairs and mid- to long-term, higher-cost capital overhauls or replacements.
- Ongoing operations and maintenance (O&M) and targeted repairs can extend asset life and delay major capital costs.
- There is a financial threshold at which continued O&M becomes less cost-effective than replacement.
- This threshold varies by organization based on financial capacity, strategic priorities, and operational constraints.

Overall, the analysis provides a data-driven foundation for informed capital investment decisions.

7.13.5. Do Nothing Costs

"Do Nothing Costs" represent the projected increase in deferred maintenance and capital repair needs if no improvements or investments are made over time. For the purposes of this FMP, the Do Nothing scenario projects facility deficiencies through the year 2040, assuming that major repairs, modernizations, or replacements are not undertaken. Under this scenario, building systems continue to age and deteriorate, increasing the backlog of repair needs and the associated costs.

The FCI is calculated by dividing the total cost of deferred maintenance and capital renewal needs by the facility's Current Replacement Value (PRV). In this analysis, the PRV and current deficiency costs are estimated for the baseline year of 2026, representing the present-day replacement value of the facility and the cost of addressing currently identified deficiencies.

As deferred maintenance accumulates under the 2040 "Do Nothing" scenario, the cost of deficiencies increases while the PRV remains relatively stable (aside from inflation adjustments). This causes the FCI ratio to rise over time, indicating worsening facility condition. When the cost of repairs approaches or exceeds a significant share of the PRV, continued maintenance may become less cost-effective than major rehabilitation or replacement.



7.14. FCI Scores by Campus

Campus ID	Campus	Overall	Structure	Exterior Enclosure	Roofing	Exterior Stairs	Elevator and Wheelchair Lifts	Plumbing	Fire Protection	HVAC	Electrical	Site Improvements
101	Allendale	0.45	0.61	0.20	0.41	0.00	0.84	0.59	0.00	0.60	0.40	0.36
102	Bella Vista	0.88	1.00	0.11	0.22	0.06	0.61	0.11	0.11	0.87	0.01	0.20
103	Brookfield	0.42	0.40	0.22	0.40	0.00	0.06	0.41	0.00	1.00	0.46	0.21
104	Burbank	0.20	0.20	0.00	0.00	N/A	0.00	0.10	0.00	0.74	0.29	0.02
105	Burckhalter	1.00	1.00	0.06	0.21	0.04	0.00	0.55	0.08	0.69	0.15	0.27
106	Chabot	0.32	0.28	0.08	1.00	0.00	0.97	0.13	0.00	0.61	0.07	0.00
108	Cleveland	0.56	0.62	0.00	0.00	0.00	0.00	0.11	0.00	0.55	1.00	0.09
109	Marcus Foster Leadership Center	0.00	0.00	0.00	0.00	N/A	0.00	0.00	0.00	0.00	0.00	0.00
110	Cox	0.21	0.47	0.00	0.00	0.00	0.00	0.14	0.00	0.37	0.03	0.50
111	Crocker	0.89	1.00	0.12	0.24	N/A	0.95	0.15	0.12	0.39	0.04	0.03
115	Emerson	0.31	0.20	0.16	0.41	N/A	0.13	0.55	0.00	0.87	0.19	0.37
116	Franklin	0.28	0.31	0.21	0.41	0.00	0.64	0.41	0.00	0.27	0.22	0.04
117	Fruitvale	1.00	1.00	0.12	0.27	0.00	0.00	0.41	0.00	0.20	0.06	0.12
118	Garfield	1.00	1.00	0.13	0.44	0.00	0.00	0.39	0.07	0.54	0.33	0.09
119	Glenview	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.04
120	Golden Gate	0.49	0.61	0.21	0.25	N/A	0.00	0.00	0.20	1.00	0.43	0.36

Deficient

Poor

Fair

Good

Excellent

N/A System not assessed

Campus ID	Campus	Overall	Structure	Exterior Enclosure	Roofing	Exterior Stairs	Elevator and Wheelchair Lifts	Plumbing	Fire Protection	HVAC	Electrical	Site Improvements
121	La Escuelita/MetWest/UN CDC	0.00	0.00	0.00	0.00	N/A	0.00	0.00	0.00	0.00	0.00	0.00
122	Grass Valley	0.29	0.31	0.21	0.00	0.00	0.00	0.12	0.00	0.88	0.24	0.00
124	Hawthorne	0.33	0.76	0.14	0.26	0.00	0.09	0.16	0.13	0.05	0.10	0.21
126	Highland	0.42	1.00	0.01	0.09	0.00	0.50	0.22	0.00	0.31	0.19	0.08
127	Hillcrest	0.79	1.00	0.06	0.41	0.00	0.18	0.10	0.00	0.70	0.03	0.13
128	Global Family	0.21	0.24	0.08	0.27	0.00	0.00	0.27	0.00	0.29	0.25	0.09
129	Lafayette	0.26	0.17	0.18	0.33	0.00	0.53	0.21	0.50	0.59	0.11	0.20
130	Lakeview	1.00	1.00	0.17	0.03	0.00	0.89	0.00	0.54	1.00	0.00	0.14
131	Laurel	0.60	1.00	0.07	0.21	0.01	0.76	0.33	0.00	0.45	0.03	0.23
132	Lazear	0.00	0.00	0.00	0.00	N/A	N/A	0.00	0.00	0.00	0.00	0.16
133	Lincoln	0.74	1.00	0.07	0.00	N/A	0.00	0.38	0.00	0.41	0.19	0.01
134	Lockwood	0.68	1.00	0.06	0.18	0.01	1.00	0.38	0.03	0.46	0.16	0.91
135	Oakland Military Academy (Longfellow)	0.10	0.16	0.10	0.22	N/A	0.00	0.14	0.00	0.00	0.01	0.03
136	Horace Mann	0.79	1.00	0.06	0.00	0.00	0.00	0.61	0.00	0.84	0.34	0.05
137	Manzanita SEED/Community (Manzanita)	0.27	0.31	0.01	0.37	0.00	N/A	0.33	0.00	0.62	0.31	0.34
138	Markham	0.79	1.00	0.06	0.00	0.00	0.00	0.72	0.00	0.70	0.05	0.34

Deficient

Fair

Excellent

Poor

Good

N/A System not assessed



Campus ID	Campus	Overall	Structure	Exterior Enclosure	Roofing	Exterior Stairs	Elevator and Wheelchair Lifts	Plumbing	Fire Protection	HVAC	Electrical	Site Improvements
139	Melrose Leadership Upper (Maxwell Park)	1.00	1.00	0.10	0.21	0.00	0.00	0.20	0.11	0.69	0.02	0.29
141	Melrose	0.09	0.09	0.05	0.00	0.00	0.00	0.06	0.00	0.30	0.09	0.32
142	Joaquin Miller	0.29	0.12	0.00	0.56	0.00	0.00	0.67	0.00	0.87	0.30	0.42
143	Montclair	0.13	0.19	0.01	0.00	0.00	0.00	0.12	0.00	0.40	0.09	0.23
144	OACE/Roots (Parker)	1.00	1.00	0.20	0.44	N/A	0.00	0.00	0.66	1.00	0.18	0.48
145	Peralta	0.21	0.20	0.16	0.41	N/A	0.00	0.17	0.00	0.33	0.18	0.08
146	Piedmont	0.49	0.90	0.22	0.00	0.00	0.10	0.67	0.24	0.71	0.01	0.24
147	Prescott	0.34	0.31	0.22	0.41	0.00	0.10	0.38	0.00	0.75	0.35	0.33
148	Redwood Heights	1.00	1.00	0.00	0.41	0.00	0.11	0.00	0.06	1.00	0.02	0.26
150	Young Adult Program/SpEd Offices (Santa Fe)	1.00	1.00	0.20	0.38	0.00	0.00	0.43	0.22	1.00	0.16	0.12
151	Sequoia	0.79	1.00	0.02	0.03	0.00	0.00	0.07	0.00	0.49	0.02	0.17
153	Melrose Leadership Lower (Sherman)	0.31	0.25	0.17	0.31	0.00	0.00	0.57	0.00	0.84	0.14	0.40
154	Sobranite Park	1.00	1.00	0.11	0.21	N/A	0.00	0.24	0.00	0.56	0.22	0.13
155	Esperanza/Korematsu (Stonehurst)	0.19	0.02	0.14	0.34	0.00	0.00	0.15	0.17	0.61	0.23	0.92
156	John Swett/Tilden	0.04	0.02	0.02	0.08	0.00	0.10	0.07	0.00	0.09	0.04	1.00
157	Thornhill	0.28	0.31	0.04	0.00	N/A	0.15	0.55	0.20	0.55	0.45	0.23

Deficient

Poor

Fair

Good

Excellent

N/A System not assessed

Campus ID	Campus	Overall	Structure	Exterior Enclosure	Roofing	Exterior Stairs	Elevator and Wheelchair Lifts	Plumbing	Fire Protection	HVAC	Electrical	Site Improvements
159	Toler Heights	1.00	1.00	0.34	0.64	0.00	0.52	0.81	0.31	1.00	0.00	0.23
161	Washington	1.00	1.00	0.06	0.41	0.00	0.96	0.32	0.61	1.00	0.00	0.06
162	East Oakland Pride (Webster)	0.56	1.00	0.04	0.00	N/A	0.00	0.11	0.00	0.63	0.03	0.40
163	Greenleaf (Whittier)	0.12	0.18	0.02	0.00	0.00	0.00	0.00	0.00	0.44	0.00	0.04
165	Acorn/EnCompass (Woodland)	0.12	0.04	0.00	0.00	N/A	0.00	0.08	0.08	0.69	0.03	0.21
166	Howard	0.38	0.31	0.22	0.41	N/A	0.11	0.70	0.05	0.78	0.36	0.74
168	Carl Munck	0.29	0.33	0.12	0.31	N/A	0.00	0.39	0.09	0.58	0.17	0.04
170	Hoover	0.78	1.00	0.22	0.41	0.00	0.00	0.01	0.00	0.39	0.24	0.06
171	Kaiser	0.28	0.10	0.16	0.41	N/A	0.22	0.19	0.00	0.99	0.30	0.16
174	Marshall	0.39	0.31	0.22	0.00	N/A	N/A	0.41	0.41	1.00	0.42	0.63
182	Martin Luther King Jr.	0.30	0.20	0.22	0.41	N/A	0.08	0.72	0.20	0.45	0.26	0.34
184	Central Kitchen	0.00	0.00	0.00	0.00	0.00	N/A	0.00	0.00	0.00	0.00	0.00
185	ASCEND	0.05	0.04	0.00	0.00	0.00	0.00	0.00	0.00	0.25	0.03	0.04
186	ICS/TCN (Cesar Chavez)	0.23	0.31	0.07	0.00	0.00	0.00	0.47	0.00	0.61	0.03	0.21
201	Claremont	1.00	0.46	1.00	0.11	0.00	N/A	1.00	0.00	1.00	0.75	1.00
202	Elmhurst	0.80	1.00	0.04	0.04	0.00	0.00	0.37	0.01	0.73	0.20	0.39

Deficient

Fair

Excellent

Poor

Good

N/A System not assessed



Campus ID	Campus	Overall	Structure	Exterior Enclosure	Roofing	Exterior Stairs	Elevator and Wheelchair Lifts	Plumbing	Fire Protection	HVAC	Electrical	Site Improvements
203	Frick	0.81	1.00	0.10	0.00	0.00	0.00	0.14	0.00	0.85	0.30	0.21
204	WOMS/Bunche (Lowell)	0.79	1.00	0.02	0.00	0.00	0.68	0.19	0.00	0.49	0.01	0.17
205	UFSA/Life (Calvin Simmons)	0.71	1.00	0.06	0.00	0.00	0.00	0.08	0.01	0.91	0.21	0.07
206	Bret Harte	0.81	1.00	0.10	0.05	0.00	0.67	0.41	0.04	0.56	0.13	0.20
207	Havenscourt	0.70	1.00	0.05	0.29	0.00	0.00	0.30	0.04	0.46	0.21	0.35
210	Edna Brewer	0.92	1.00	0.02	0.00	0.00	0.00	0.36	0.14	0.49	0.14	0.27
211	Montera	0.39	0.72	0.22	0.41	N/A	0.00	0.52	0.00	0.12	0.23	0.23
212	Roosevelt	0.94	1.00	0.20	0.00	0.00	0.27	0.59	0.00	0.16	0.22	0.29
213	Westlake	0.38	0.53	0.11	0.29	0.00	0.50	0.22	0.00	0.83	0.31	0.37
214	Oakland International (Carter)	0.20	0.20	0.00	0.19	0.00	N/A	0.13	0.04	0.46	0.36	0.06
215	Madison Park	0.24	0.43	0.02	0.03	0.00	0.04	0.36	0.00	0.47	0.05	0.14
216	Rudsdale/Sojourner Truth (King Estates)	0.70	1.00	0.19	0.15	0.00	0.10	0.56	0.00	0.70	0.35	1.00
222	Oakland Unity (Old Rudsdale)	0.29	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.29
236	Urban Promise (Whitton)	0.25	0.44	0.16	0.00	N/A	0.00	0.20	0.00	0.51	0.00	0.24
301	Castlemont	0.87	1.00	0.21	0.37	N/A	0.47	0.31	0.09	0.66	0.18	1.00
302	Fremont	0.31	0.81	0.00	0.15	0.00	0.19	0.17	0.02	0.02	0.17	0.16

Deficient

Poor

Fair

Good

Excellent

N/A System not assessed

Campus ID	Campus	Overall	Structure	Exterior Enclosure	Roofing	Exterior Stairs	Elevator and Wheelchair Lifts	Plumbing	Fire Protection	HVAC	Electrical	Site Improvements
303	McClymonds	1.00	1.00	0.22	0.36	0.00	0.20	0.00	0.17	0.95	0.27	1.00
304	Oakland High	0.49	1.00	0.10	0.00	0.00	0.00	0.08	0.00	0.29	0.05	0.17
305	Oakland Technical Main Campus	1.00	1.00	0.09	0.24	0.00	0.13	0.62	0.22	0.69	0.04	0.92
306	Skyline	1.00	1.00	0.11	0.17	N/A	0.00	0.31	0.09	0.77	0.10	1.00
310	Dewey	0.05	0.07	0.00	0.00	N/A	0.00	0.00	0.00	0.24	0.02	0.03
313	Street Academy (Grant)	1.00	1.00	0.18	0.41	0.00	N/A	0.27	0.61	0.90	0.21	0.16
314	Oakland Tech Upper Campus (Far West)	0.33	0.31	0.22	0.41	N/A	N/A	0.25	0.41	0.55	0.34	0.36
335	Community School for Creative Education (2111 International Blvd)	0.10	0.20	0.12	0.00	N/A	0.00	0.00	0.00	0.00	0.10	0.05
406	Opportunity Academy (Evening AEC)	0.30	0.20	0.22	0.41	0.00	N/A	0.25	0.00	0.61	0.49	0.08
804	Arroyo Viejo CDC	0.49	1.00	0.00	0.00	N/A	0.00	0.27	0.00	0.47	0.00	0.00
805	Bella Vista CDC	0.01	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.01
814	Golden Gate CDC	0.71	0.47	0.41	0.75	0.00	N/A	1.00	0.58	1.00	0.90	0.12
815	Highland CDC	0.11	0.06	0.06	0.00	N/A	N/A	0.12	0.18	0.40	0.12	0.15
817	Global Family CDC	0.57	1.00	0.22	0.00	N/A	N/A	0.27	0.20	0.41	0.34	0.08
824	Yuk Yau CDC	0.57	1.00	0.22	0.00	N/A	N/A	0.53	0.00	0.32	0.34	0.13
825	Harriet Tubman CDC	0.73	1.00	0.23	0.41	0.00	N/A	0.94	0.00	0.88	0.51	0.11

 Deficient

 Fair

 Excellent

 Poor

 Good

 N/A System not assessed



Campus ID	Campus	Overall	Structure	Exterior Enclosure	Roofing	Exterior Stairs	Elevator and Wheelchair Lifts	Plumbing	Fire Protection	HVAC	Electrical	Site Improvements
829	Manzanita CDC	0.66	1.00	0.22	0.41	N/A	N/A	0.53	0.41	0.41	0.46	0.13
893	Centro Infantil CDC	0.69	1.00	0.23	0.45	N/A	N/A	0.94	0.00	0.64	0.34	0.09
900	Warehouse	0.23	0.40	0.16	0.28	0.00	0.19	0.01	0.00	0.00	0.34	0.51
906	Community Day (Observatory)	0.35	0.27	0.19	0.40	N/A	1.00	0.62	0.31	0.58	0.30	0.80
977	Piedmont CDC	0.39	0.29	0.13	0.35	N/A	N/A	0.79	0.35	0.83	0.49	0.07
998	Buildings and Grounds	0.29	0.37	0.20	0.40	0.00	N/A	0.72	0.00	0.09	0.25	0.00

Deficient
Poor

Fair
Good

Excellent
N/A System not assessed

7.15. Education Adequacy Scores by Campus

Campus ID	Campus	Overall	Assembly Score	Classroom Score	Community Score	Presence Score	Safety Score	Organization Score	Environmental Score	Extended Learning Score
101	Allendale	0.66	0.85	0.63	0.59	0.71	0.69	0.71	1.00	0.20
102	Bella Vista	0.58	0.85	0.57	0.65	0.58	0.51	0.79	0.85	0.11
103	Brookfield	0.67	0.73	0.62	0.43	0.75	0.59	0.69	1.00	0.70
104	Burbank	0.53	0.73	0.51	0.41	0.69	0.51	0.63	1.00	0.00
105	Burckhalter	0.65	0.78	0.59	0.41	0.71	0.51	0.77	0.98	0.64
106	Chabot	0.55	0.42	0.54	0.51	0.59	0.47	0.54	0.93	0.67
108	Cleveland	0.55	0.47	0.65	0.40	0.54	0.33	0.56	0.89	0.77
110	Cox	0.61	0.37	0.59	0.47	0.68	0.62	0.63	0.92	0.70
111	Crocker	0.57	0.48	0.55	0.48	0.73	0.56	0.50	0.82	0.53
115	Emerson	0.68	0.68	0.57	0.79	0.64	0.75	0.71	0.67	0.70
116	Franklin	0.70	0.80	0.66	0.59	0.73	0.64	0.69	0.88	0.71
117	Fruitvale	0.54	0.47	0.57	0.59	0.67	0.58	0.71	0.58	0.11
118	Garfield	0.54	0.47	0.55	0.43	0.60	0.56	0.63	1.00	0.22
119	Glenview	0.77	0.95	0.82	0.84	0.88	0.66	0.67	0.97	0.53
121	La Escuelita/MetWest/UN CDC	0.68	0.90	0.59	0.60	0.81	0.85	0.69	0.97	0.05
122	Grass Valley	0.49	0.68	0.53	0.43	0.75	0.40	0.42	0.80	0.11

Deficient

Fair

Excellent

Poor

Good

N/A System not assessed



Campus ID	Campus	Overall	Assembly Score	Classroom Score	Community Score	Presence Score	Safety Score	Organization Score	Environmental Score	Extended Learning Score
126	Highland	0.71	0.75	0.66	0.63	0.86	0.94	0.54	0.88	0.29
127	Hillcrest	0.57	0.63	0.63	0.53	0.54	0.67	0.38	0.89	0.31
128	Global Family	0.61	0.63	0.61	0.54	0.58	0.65	0.67	0.71	0.52
130	Lakeview	0.49	0.58	0.64	0.49	0.67	0.33	0.54	0.80	0.00
131	Laurel	0.58	0.63	0.56	0.56	0.70	0.49	0.71	0.96	0.34
133	Lincoln	0.52	0.53	0.58	0.43	0.81	0.44	0.48	0.97	0.11
134	Lockwood	0.54	0.53	0.58	0.70	0.73	0.38	0.63	0.93	0.27
136	Horace Mann	0.58	0.52	0.59	0.58	0.74	0.53	0.79	0.94	0.14
137	Manzanita SEED/Community (Manzanita)	0.69	0.90	0.60	0.77	0.83	0.62	0.85	0.97	0.31
138	Markham	0.59	0.63	0.55	0.53	0.71	0.57	0.63	1.00	0.30
139	Melrose Leadership Upper (Maxwell Park)	0.59	0.70	0.55	0.49	0.69	0.44	0.71	0.83	0.59
141	Melrose	0.45	0.52	0.50	0.46	0.50	0.32	0.69	0.81	0.08
142	Joaquin Miller	0.65	0.80	0.61	0.44	0.76	0.56	0.69	0.83	0.58
143	Montclair	0.67	0.90	0.70	0.53	0.76	0.55	0.69	0.96	0.48
144	OACE/Roots (Parker)	0.42	0.68	0.54	0.57	0.44	0.18	0.40	1.00	0.03
145	Peralta	0.69	0.85	0.56	0.85	0.79	0.79	0.69	0.74	0.33

Deficient

Poor

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Good

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N/A System not assessed

Campus ID	Campus	Overall	Assembly Score	Classroom Score	Community Score	Presence Score	Safety Score	Organization Score	Environmental Score	Extended Learning Score
146	Piedmont	0.61	0.90	0.65	0.51	0.79	0.47	0.52	0.87	0.36
147	Prescott	0.57	0.68	0.60	0.61	0.65	0.45	0.85	0.94	0.08
148	Redwood Heights	0.65	0.85	0.58	0.63	0.81	0.63	0.58	0.97	0.39
150	Young Adult Program/SpEd Offices (Santa Fe)	0.59	0.78	0.63	0.47	0.74	0.73	0.48	0.72	0.00
151	Sequoia	0.53	0.57	0.50	0.33	0.72	0.48	0.50	0.81	0.43
153	Melrose Leadership Lower (Sherman)	0.57	0.58	0.58	0.58	0.59	0.40	0.71	0.76	0.60
154	Sobrante Park	0.59	0.90	0.51	0.53	0.77	0.48	0.71	1.00	0.23
155	Esperanza/Korematsu (Stonehurst)	0.65	0.68	0.61	0.50	0.73	0.46	0.69	0.94	0.86
157	Thornhill	0.48	0.47	0.49	0.57	0.55	0.37	0.56	0.69	0.40
161	Washington	0.56	0.68	0.53	0.38	0.70	0.59	0.46	0.93	0.28
162	East Oakland Pride (Webster)	0.69	0.85	0.61	0.53	0.87	0.44	0.77	1.00	0.83
163	Greenleaf (Whittier)	0.67	0.52	0.61	0.63	0.86	0.78	0.79	0.94	0.33
165	Acorn/EnCompass (Woodland)	0.68	0.90	0.75	0.48	0.81	0.70	0.63	0.93	0.17
166	Howard	0.60	0.80	0.58	0.54	0.72	0.51	0.79	1.00	0.11
168	Carl Munck	0.53	0.52	0.48	0.49	0.69	0.54	0.71	0.93	0.08
170	Hoover	0.67	0.95	0.58	0.84	0.77	0.59	0.79	0.88	0.36

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Fair

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Poor

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N/A System not assessed



Campus ID	Campus	Overall	Assembly Score	Classroom Score	Community Score	Presence Score	Safety Score	Organization Score	Environmental Score	Extended Learning Score
171	Kaiser	0.59	0.62	0.59	0.59	0.83	0.53	0.79	1.00	0.00
173	Old Bunche	0.47	0.00	0.74	0.41	0.64	0.46	0.42	1.00	0.11
182	Martin Luther King Jr.	0.66	0.73	0.64	0.78	0.71	0.47	0.83	0.87	0.58
186	ICS/TCN (Cesar Chavez)	0.55	0.63	0.57	0.51	0.75	0.55	0.63	0.84	0.00
201	Claremont	0.73	0.85	0.62	0.83	0.83	0.87	0.79	0.72	0.32
202	Elmhurst	0.57	0.78	0.46	0.63	0.73	0.54	0.54	0.76	0.33
203	Frick	0.64	0.95	0.51	0.68	0.79	0.64	0.54	1.00	0.33
204	WOMS/Bunche (Lowell)	0.62	0.68	0.53	0.70	0.84	0.88	0.29	0.88	0.11
205	UFSA/Life (Calvin Simmons)	0.55	0.68	0.48	0.63	0.66	0.51	0.63	0.90	0.20
206	Bret Harte	0.56	0.80	0.49	0.52	0.53	0.54	0.56	0.72	0.50
207	Havenscourt	0.65	1.00	0.54	0.57	0.68	0.72	0.75	0.92	0.15
210	Edna Brewer	0.60	0.68	0.50	0.77	0.85	0.51	0.79	0.86	0.22
211	Montera	0.62	0.78	0.47	0.63	0.82	0.70	0.71	0.88	0.15
212	Roosevelt	0.43	1.00	0.43	0.53	0.38	0.15	0.46	0.82	0.20
213	Westlake	0.66	0.95	0.58	0.85	0.86	0.61	0.83	0.85	0.11
214	Oakland International (Carter)	0.72	0.90	0.62	0.91	0.86	0.82	0.54	0.90	0.36

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Poor

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N/A System not assessed

Campus ID	Campus	Overall	Assembly Score	Classroom Score	Community Score	Presence Score	Safety Score	Organization Score	Environmental Score	Extended Learning Score
215	Madison Park	0.57	0.52	0.60	0.48	0.80	0.63	0.60	1.00	0.00
216	Rudsdale/Sojourner Truth (King Estates)	0.49	0.95	0.58	0.44	0.45	0.32	0.54	0.89	0.03
236	Urban Promise (Whitton)	0.68	0.83	0.55	0.78	0.88	0.62	0.77	1.00	0.43
301	Castlemont	0.61	0.73	0.56	0.76	0.72	0.34	0.75	0.92	0.70
302	Fremont	0.68	0.85	0.60	0.72	0.79	0.60	0.58	0.75	0.72
303	McClymonds	0.58	0.52	0.59	0.82	0.64	0.59	0.42	0.97	0.39
304	Oakland High	0.65	0.95	0.54	0.69	0.74	0.49	0.71	0.90	0.61
305	Oakland Technical Main Campus	0.67	0.95	0.56	0.76	0.77	0.72	0.63	0.90	0.32
306	Skyline	0.59	0.42	0.50	0.71	0.82	0.53	0.63	0.88	0.63
310	Dewey	0.63	0.70	0.65	0.50	0.76	0.47	0.69	0.67	0.70
313	Street Academy (Grant)	0.39	0.05	0.49	0.47	0.62	0.29	0.58	0.93	0.00
314	Oakland Tech Upper Campus (Far West)	0.41	0.00	0.51	0.49	0.49	0.55	0.54	0.58	0.00
804	Arroyo Viejo CDC	0.46	0.00	0.68	0.19	0.65	0.34	0.83	1.00	0.00
805	Bella Vista CDC	0.45	0.42	0.57	0.31	0.54	0.29	0.54	0.67	0.35
815	Highland CDC	0.52	0.73	0.46	0.62	0.79	0.53	0.67	0.33	0.00
817	Global Family CDC	0.50	0.58	0.54	0.41	0.48	0.70	0.33	0.89	0.00

Deficient

Fair

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Poor

Good

N/A System not assessed



Campus ID	Campus	Overall	Assembly Score	Classroom Score	Community Score	Presence Score	Safety Score	Organization Score	Environmental Score	Extended Learning Score
824	Yuk Yau CDC	0.54	0.48	0.55	0.53	0.60	0.42	0.54	0.67	0.74
825	Harriet Tubman CDC	0.66	0.75	0.70	0.59	0.77	0.77	0.71	1.00	0.00
829	Manzanita CDC	0.35	0.00	0.59	0.03	0.47	0.29	0.48	0.83	0.00
893	Centro Infantil CDC	0.51	0.53	0.61	0.31	0.48	0.57	0.63	0.75	0.08
109	Marcus Foster Leadership Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
120	Golden Gate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
124	Hawthorne	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
129	Lafayette	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
132	Lazear	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
135	Oakland Military Academy (Longfellow)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
156	John Swett/Tilden	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
159	Toler Heights	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
174	Marshall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
176	John Swett/Tilden	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
184	Central Kitchen	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
185	ASCEND	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Deficient

Fair

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Poor

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Campus ID	Campus	Overall	Assembly Score	Classroom Score	Community Score	Presence Score	Safety Score	Organization Score	Environmental Score	Extended Learning Score
222	Oakland Unity (Old Rudsdale)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
300	Castlemont - Hillside	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
335	Community School for Creative Education (2111 International Blvd)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
404	Edward Shands	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
405	Bond Street AEC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
406	Opportunity Academy (Evening AEC)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Deficient
Poor

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Good

Excellent
N/A System not assessed

**7.16. Assesed Valuation for Fiscal Year 2025/26****CERTIFICATE OF ASSESSED VALUATION
FISCAL YEAR 2025/26****STATE OF CALIFORNIA
COUNTY OF ALAMEDA**

I, MELISSA WILK, Auditor-Controller of the County of Alameda, State of California, do hereby certify that as shown by the last equalized assessment roll of the County of Alameda, the total assessed valuation of the taxable property within the **Oakland Unified School District** in said County, is as follows:

	COUNTY SECURED ROLL	STATE BOARD ROLL	COUNTY UNSECURED ROLL	TOTAL
Land	26,679,516,429	19,613,787	710,807,313	27,409,937,529
Improvements	63,230,450,451	30,695,561	2,369,184,203	65,630,330,215
Personal Property	379,544,499	1,735	1,487,775,691	1,867,321,925
TOTAL GROSS	90,289,511,379	50,311,083	4,567,767,207	94,907,589,669
Less Exemptions:				
Homeowners	361,958,800		121,800	362,080,600
Other	5,404,892,088		803,464,702	6,208,356,790
TOTAL NET	84,522,660,491	50,311,083	3,764,180,705	88,337,152,279

IN WITNESS WHEREOF, I HAVE HEREUNTO SET MY
HAND AND SEAL THIS 6TH OF MARCH 2026

MELISSA WILK
Auditor-Controller of Alameda County
State of California

Fund No.: 3010

7.17. 2024-25 State Bond Funding Eligibility and Funding Summary

Existing Classroom Capacity

	K-6	7-8	9-12	NS SDC	S SDC	Total
Castlemont (09)	10,022	1,387	1,863	244	19	13,535
Fremont (13)	4,852	999	513	195	36	6,595
McClymonds (79)	3,260	891	1,431	81	0	5,663
Oakland + Oakland Tech (50)	11,478	2,339	3,976	297	131	18,221
Skyline (21)	5,224	1,083	1,728	81	28	8,144
TOTAL	34,836	6,699	9,511	898	214	52,158

Castlemont (HSAA 09) - Capacity Breakdown

Description	OPSC Application	K-6	7-8	9-12	Non-Severe	Severe	Total
SAB 50-02 Approved Capacity							
SAB 50-02 Approved Capacity		8,931	1,377	1,809	244	19	12,380
Capacity Adjustments							
Buyout of State Relos	n/a	16	10				26
LPS Oakland R&D CSFP	54/61259-09-005			54			54
Woodland ES	Locally Funded	750					750
Highland ES	Locally Funded	325					325
Total Capacity		10,022	1,387	1,863	244	19	13,535

Fremont (HSAA 13) - Capacity Breakdown

Description	OPSC Application	K-6	7-8	9-12	Non-Severe	Severe	Total
SAB 50-02 Approved Capacity							
SAB 50-02 Approved Capacity		4,050	945	513	195	36	5,739
Capacity Adjustments							
Cesar Chavez ES	50/61259-13-001	600					600
Buyout of State Relos	n/a	2					2
Ascend	Locally Funded	200	54				254
Total Capacity		4,852	999	513	195	36	6,595

**McClymonds (HSAA 79) - Capacity Breakdown**

Description	OPSC Application	K-6	7-8	9-12	Non-Severe	Severe	Total
SAB 50-02 Approved Capacity							
SAB 50-02 Approved Capacity		3,260	891	1,431	81	0	5,663
Capacity Adjustments							
No Adjustments							0
Total Capacity		3,260	891	1,431	81	0	5,663

Oakland + Oakland Tech (HSAA 50) - Capacity Breakdown

Description	OPSC Application	K-6	7-8	9-12	Non-Severe	Severe	Total
SAB 50-02 Approved Capacity							
SAB 50-02 Approved Capacity		11,395	2,160	3,456	284	131	17,426
Capacity Adjustments							
Buyout of State Relos (O)	n/a	5	2				7
Oakland HS ORG (O)	56/61259-11-001			27			27
Piedmont Mod Gain (OT)	57/61259-12-043	50					50
Buyout of State Relos (OT)	n/a	3	2	7			12
Chabot ORG (OT)	56/61259-12-002	25					25
MetWest HS	50/61259-50-001			486			486
La Escuelita ES	50/61259-50-002		175		13		188
Total Capacity		11,478	2,339	3,976	297	131	18,221

Skyline (HSAA 21) - Capacity Breakdown

Description	OPSC Application	K-6	7-8	9-12	Non-Severe	Severe	Total
SAB 50-02 Approved Capacity							
SAB 50-02 Approved Capacity		5,221	1,026	1,728	81	28	8,084
Capacity Adjustments							
Buyout of State Relos	n/a	3	3				6
Bret Harte Mod Net Gain	57/61259-00-056		54				54
Total Capacity		5,224	1,083	1,728	81	28	8,144

Estimated New Construction Eligibility (per 2024-25 SAB 50-01, 5 Yr Standard)

Castlemont (HSAA 09)	K-6	7-8	9-12	NS	S	Total
Available Eligibility	0	172	1,104	0	83	1,359
Estimated State Share Funding	\$0	\$2,882,892	\$23,545,008	\$0	\$3,696,073	\$30,123,973

Fremont (HSAA 13)	K-6	7-8	9-12	NS	S	Total
Available Eligibility	393	682	2,465	0	0	3,540
Estimated State Share Funding	\$6,227,871	\$11,431,002	\$52,571,055	\$0	\$0	\$70,229,928

McClymonds (HSAA 79)	K-6	7-8	9-12	NS	S	Total
Available Eligibility	0	0	0	0	3	3
Estimated State Share Funding	\$0	\$0	\$0	\$0	\$133,593	\$133,593

Oakland+Oak Tech (HSAA 50)	K-6	7-8	9-12	NS	S	Total
Available Eligibility	0	0	783	169	97	1,049
Estimated State Share Funding	\$0	\$0	\$16,699,041	\$5,033,158	\$4,319,507	\$26,051,706

Skyline (HSAA 21)	K-6	7-8	9-12	NS	S	Total
Available Eligibility	1,727	0	0	202	103	2,032
Estimated State Share Funding	\$27,367,769	\$0	\$0	\$6,015,964	\$4,586,693	\$37,970,426



2024-25 Estimated Modernization Eligibility Summary

School Site	Pupil Grant Eligibility	Standard State Funding	2nd Mod Unrestricted † State Funding	2nd Mod Restricted †† State Funding	Total State Funding
Allendale ES	242	\$392,368	\$0	\$1,260,386	\$1,652,754
Bella Vista ES	779	\$4,943,871	\$0	\$0	\$4,943,871
Brookfield Village ES	384	\$462,653	\$2,569,506	\$19,917	\$3,052,076
Burbank ES	352	\$2,199,648	\$0	\$0	\$2,199,648
Burckhalter ES	64	\$468,774	\$0	\$62,490	\$531,264
Chabot ES	472	\$1,185,327	\$943,599	\$1,212,306	\$3,341,232
Chavez ES (Inter Comm School)	0	\$0	\$0	\$0	\$0
Cleveland ES	43	\$282,859	\$0	\$0	\$282,859
Cole ES	31	\$284,642	\$0	\$0	\$284,642
Cox ES	835	\$5,217,915	\$0	\$0	\$5,217,915
Crocker Highlands ES	87	\$604,383	\$0	\$106,233	\$710,616
Emerson ES	56	\$1,115,352	\$0	\$0	\$1,115,352
Foster ES	323	\$2,018,427	\$0	\$0	\$2,018,427
Franklin ES	750	\$565,583	\$4,672,909	\$0	\$5,238,492
Fruitvale ES	729	\$624,659	\$3,978,209	\$370,688	\$4,973,556
Garfield ES	34	\$618,714	\$0	\$0	\$618,714
Glenview ES	0	\$0	\$0	\$0	\$0
Golden Gate ES	448	\$2,838,324	\$0	\$0	\$2,838,324
Grass Valley ES	260	\$1,294,912	\$1,231,053	\$0	\$2,525,965
Hawthorne ES	860	\$5,456,148	\$0	\$0	\$5,456,148
Highland ES	407	\$0	\$0	\$2,543,343	\$2,543,343
Hillcrest ES	400	\$1,187,499	\$1,313,580	\$295,498	\$2,796,577
Hoover ES	9	\$119,925	\$0	\$0	\$119,925
Howard ES	338	\$2,497,770	\$0	\$0	\$2,497,770
Jefferson ES	0	\$0	\$0	\$0	\$0
Kaiser ES	100	\$834,052	\$0	\$0	\$834,052
ML King ES	60	\$1,201,810	\$0	\$0	\$1,201,810
La Escuelita ES	154	\$1,024,906	\$0	\$0	\$1,024,906
Lafayette ES (KIPP Bridge Acad)	0	\$0	\$0	\$0	\$0
Lakeview ES	423	\$2,713,603	\$0	\$0	\$2,713,603
Laurel ES	311	\$340,249	\$1,274,796	\$362,442	\$1,977,487
Lazear ES	352	\$2,239,497	\$0	\$0	\$2,239,497
Lincoln ES	9	\$0	\$0	\$56,241	\$56,241
Lockwood ES	910	\$5,903,038	\$0	\$0	\$5,903,038
Longfellow ES (Oakl Mil Inst)	719	\$3,345,920	\$2,493,219	\$552,860	\$6,391,999
Horace Mann ES	0	\$0	\$0	\$0	\$0
Manzanita ES	53	\$840,827	\$0	\$0	\$840,827
Markham ES	617	\$570,407	\$2,043,024	\$1,573,179	\$4,186,610
Marshall ES (East Bay Innov Acad)	321	\$3,631,139	\$0	\$0	\$3,631,139
Maxwell Park ES	681	\$1,542,214	\$2,799,552	\$468,675	\$4,810,441
Melrose ES	310	\$1,637,510	\$0	\$712,386	\$2,349,896

2024-25 Estimated Modernization Eligibility Summary

School Site	Pupil Grant Eligibility	Standard State Funding	2nd Mod Unrestricted † State Funding	2nd Mod Restricted †† State Funding	Total State Funding
Miller ES	436	\$2,894,388	\$0	\$0	\$2,894,388
Montclair ES	665	\$3,102,706	\$1,693,479	\$449,928	\$5,246,113
Munck ES	23	\$531,812	\$0	\$0	\$531,812
Parker ES	60	\$599,575	\$0	\$0	\$599,575
Peralta ES	108	\$674,892	\$0	\$0	\$674,892
Piedmont ES	331	\$1,072,852	\$0	\$1,389,219	\$2,462,071
Prescott ES	640	\$908,390	\$2,030,925	\$1,249,800	\$4,189,115
Redwood Heights ES	0	\$0	\$0	\$0	\$0
Santa Fe ES	353	\$286,371	\$2,202,496	\$0	\$2,488,867
Sequoia ES	399	\$2,693,633	\$0	\$0	\$2,693,633
Sherman ES (Urban Montessori)	393	\$2,466,627	\$0	\$0	\$2,466,627
Sobranter Park ES	365	\$2,280,885	\$0	\$0	\$2,280,885
Stonehurst ES	39	\$824,312	\$0	\$0	\$824,312
Swett ES	276	\$1,874,302	\$0	\$0	\$1,874,302
Thornhill ES	122	\$614,257	\$0	\$306,201	\$920,458
Tilden ES	0	\$0	\$0	\$0	\$0
Toler Heights ES	54	\$242,359	\$0	\$143,727	\$386,086
Washington ES	281	\$2,311,363	\$0	\$0	\$2,311,363
Webster ES	1,136	\$3,256,923	\$0	\$3,905,625	\$7,162,548
Whittier ES	430	\$2,769,078	\$0	\$0	\$2,769,078
Whitton ES (Urban Prom Acad MS)	0	\$0	\$0	\$0	\$0
Woodland ES	0	\$0	\$0	\$0	\$0
Brewer MS	831	\$5,992,648	\$0	\$0	\$5,992,648
Carter MS (Oakland Inter HS)	402	\$3,478,506	\$0	\$0	\$3,478,506
Claremont MS	273	\$1,570,456	\$0	\$707,569	\$2,278,025
Elmhurst MS	906	\$5,467,813	\$0	\$859,476	\$6,327,289
Frick United Acad of Language MS	392	\$2,758,261	\$0	\$0	\$2,758,261
Harte MS	93	\$1,006,468	\$0	\$59,751	\$1,066,219
Havenscourt MS (CCPA)	483	\$4,325,815	\$0	\$0	\$4,325,815
King Estates MS	1,353	\$10,476,436	\$0	\$0	\$10,476,436
Lowell MS (West Oakland MS)	188	\$1,302,757	\$0	\$0	\$1,302,757
Madison MS	416	\$4,310,945	\$0	\$0	\$4,310,945
Montera MS	540	\$3,614,964	\$0	\$0	\$3,614,964
Roosevelt MS	1,080	\$1,791,977	\$5,887,728	\$0	\$7,679,705
Simmons MS	849	\$0	\$5,074,944	\$535,248	\$5,610,192
Westlake MS	45	\$265,735	\$0	\$372,959	\$638,694
Castlemont HS	1,798	\$12,703,166	\$0	\$3,504,465	\$16,207,631
Fremont HS	849	\$0	\$0	\$7,477,213	\$7,477,213
McClymonds HS	820	\$6,487,734	\$0	\$1,112,256	\$7,599,990
Oakland HS	14	\$202,081	\$0	\$0	\$202,081
Oakland Technical HS	51	\$1,411,221	\$0	\$0	\$1,411,221



2024-25 Estimated Modernization Eligibility Summary

School Site	Pupil Grant Eligibility	Standard State Funding	2nd Mod Unrestricted † State Funding	2nd Mod Restricted †† State Funding	Total State Funding
Skyline HS	1,831	\$723,855	\$14,607,542	\$1,839,974	\$17,171,371
Arts/Far West	230	\$1,460,246	\$0	\$0	\$1,460,246
Bunche Acad	264	\$2,920,566	\$0	\$0	\$2,920,566
Dewey Acad (Old Site)	228	\$2,488,084	\$0	\$196,974	\$2,685,058
Dewey Acad (New Site)	0	\$0	\$0	\$0	\$0
MetWest HS	0	\$0	\$0	\$0	\$0
Rudsdale CHS (Old)	0	\$0	\$0	\$0	\$0
Street Acad	16	\$192,304	\$0	\$0	\$192,304
Totals	32,986	\$164,561,688	\$54,816,561	\$33,707,029	\$253,085,278

Estimates based on January 22, 2026 SAB approved grant amounts.

† 2nd Mod Unrestricted: Increased per 1859.61(i), Facilities previously modernized with State funds which qualify for an additional modernization apportionment pursuant to Section 1859.78.8.

†† 2nd Mod Restricted: Increased per 1859.61(i), Facilities previously modernized with State funds which qualify for an additional modernization apportionment pursuant to Section 1859.78.8. Funds derived from additional apportionment for portable facilities are restricted to portable replacement.

Five Year Enrollment Projections (2024-25 per SAB 50-01)

Castlemont (HSAA 09)		K-6	7-8	9-12	NS SDC	S SDC	Total
2024-25	Current Enr	6,729	1,927	3,387	248	126	12,417
2029-30	Year 5 Proj	5,492	1,559	2,967	200	102	10,320

Fremont (HSAA 13)		K-6	7-8	9-12	NS SDC	S SDC	Total
2024-25	Current Enr	5,047	1,680	2,770	144	25	9,666
2029-30	Year 5 Proj	5,245	1,681	3,008	151	26	10,111

McClymonds (HSAA 79)		K-6	7-8	9-12	NS SDC	S SDC	Total
2024-25	Current Enr	1,187	383	508	69	3	2,150
2029-30	Year 5 Proj	1,317	399	534	74	3	2,327

Oak+Oak Tech (HSAA 50)		K-6	7-8	9-12	NS SDC	S SDC	Total
2024-25	Current Enr	9,047	2,086	4,881	479	236	16,729
2029-30	Year 5 Proj	8,560	2,230	4,759	466	228	16,243

Skyline (HSAA 21)		K-6	7-8	9-12	NS SDC	S SDC	Total
2024-25	Current Enr	4,246	677	1,171	233	89	6,416
2029-30	Year 5 Proj	6,951	654	905	283	131	8,924



STATE OF CALIFORNIA
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SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION
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SCHOOL DISTRICT Oakland Unified School District	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 61259
COUNTY Alameda	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable) Castlemont (HSAA 09)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☒ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units
(Fifth-Year Projection Only)

--

Part H. District Student Yield Factor
(Fifth-Year Projection Only)

--

Part I. Projected Enrollment
1. Fifth-Year Projection
Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
5492	1559	2967	10018

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	100	100	200
Severe	64	38	102
TOTAL	164	138	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
					2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025
K					1250	1167	1210	1164
1					1024	1056	964	834
2					1099	955	1024	903
3					1067	1042	939	1013
4					1081	1011	1022	935
5					1084	1039	991	1008
6					1068	1000	961	872
7					1099	999	976	940
8					1071	1040	1016	987
9					921	890	852	883
10					962	928	930	873
11					946	862	872	827
12					909	847	815	804
TOTAL					13581	12836	12572	12043

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				938	831	843	777

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					10	26	19	4
10					12	21	50	22
11					27	35	53	101
12					162	231	181	206
TOTAL					211	313	303	333

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	123	125	248
Severe	78	48	126
TOTAL	201	173	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025

Part F. Birth Data - (Fifth-Year Projection Only)

County Birth Data ☐ Birth Data by District ZIP Codes ☐ Estimate ☐ Estimate ☐ Estimate							
8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

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- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
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NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)
Pranita Ranbhise

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER
(510)879-2714

E-MAIL ADDRESS
pranita.ranbhise@ousd.org

STATE OF CALIFORNIA
ENROLLMENT CERTIFICATION/PROJECTION
 SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION
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SCHOOL DISTRICT Oakland Unified School District	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 61259
COUNTY Alameda	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (If Applicable) Fremont (HSAA 13)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☒ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units
 (Fifth-Year Projection Only)

--

Part H. District Student Yield Factor
 (Fifth-Year Projection Only)

--

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
	2021 / 2022	2020 / 2021	2019 / 2020	2018 / 2019	2021 / 2022	2020 / 2021	2019 / 2020	2024 / 2025
K					746	809	843	835
1					677	662	677	629
2					689	689	658	671
3					692	685	691	668
4					708	682	677	696
5					700	699	680	678
6					792	827	809	870
7					772	785	834	831
8					819	777	785	849
9					811	776	718	748
10					689	771	765	689
11					669	631	708	705
12					545	608	595	628
TOTAL					9309	9381	9440	9497

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				696	745	829	879

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
					0	0	0	0
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					0	0	0	0

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	57	87	144
Severe	25	0	25
TOTAL	82	87	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				2021 / 2022	2020 / 2021	2019 / 2020	2024 / 2025

Part F. Birth Data - (Fifth-Year Projection Only)

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-5	7-8	9-12	TOTAL
5245	1681	3008	9934

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	59	92	151
Severe	26	0	26
TOTAL	85	92	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-5	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

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NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)
 Pranita Ranbhise

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER
 (510)879-2714

E-MAIL ADDRESS
 pranita.ranbhise@ousd.org



STATE OF CALIFORNIA

ENROLLMENT CERTIFICATION/PROJECTION

SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL DISTRICT Oakland Unified School District	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 61259
COUNTY Alameda	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable) McClymonds (HSAA 79)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment ProjectionHSAA Districts Only - Check one: ☒ Attendance ☐ Residency☐ Residency - COS Districts Only - (Fifth Year Projection Only)☐ Modified Weighting (Fifth-Year Projection Only)☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units
(Fifth-Year Projection Only)Part H. District Student Yield Factor
(Fifth-Year Projection Only)

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-5	7-8	9-12	TOTAL
1317	399	534	2250

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	49	25	74
Severe	3	0	3
TOTAL	52	25	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-5	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
	2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025				
K					212	204	199	214
1					129	171	169	148
2					159	123	170	177
3					176	171	130	169
4					153	172	161	128
5					176	157	169	151
6					170	171	186	200
7					197	159	194	189
8					208	194	182	194
9					185	121	130	139
10					190	146	140	139
11					167	144	131	105
12					132	129	131	125
TOTAL					2254	2062	2092	2078

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					1	2	8	0
10					2	7	13	5
11					25	11	20	27
12					52	28	41	26
TOTAL					80	48	82	58

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	44	25	69
Severe	3	0	3
TOTAL	47	25	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes☐ Estimate ☐ Estimate ☐ Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

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NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

Pranita Ranbhise

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER

(510)879-2714

E-MAIL ADDRESS

pranita.ranbhise@ousd.org

STATE OF CALIFORNIA
ENROLLMENT CERTIFICATION/PROJECTION
 SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION
 Page 6 of 6

SCHOOL DISTRICT Oakland Unified School District	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 61259
COUNTY Alameda	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable) Oakland + Oakland Technical (HSAA 50)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☒ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units
 (Fifth-Year Projection Only)

--

Part H. District Student Yield Factor
 (Fifth-Year Projection Only)

--

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-5	7-8	9-12	TOTAL
8560	2230	4759	15549

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	160	306	466
Severe	113	115	228
TOTAL	273	421	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-5	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
					2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025
K					1553	1598	1676	1584
1					1261	1359	1311	1246
2					1244	1268	1360	1325
3					1277	1234	1241	1317
4					1277	1248	1211	1229
5					1216	1252	1236	1229
6					1148	1078	1074	1117
7					1099	1121	1020	1062
8					1119	1073	1129	1024
9					1256	1196	1163	1171
10					1240	1307	1216	1225
11					1299	1217	1230	1212
12					1371	1257	1307	1273
TOTAL					16360	16208	16174	16014

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				1285	1221	1274	1349

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					2	1	0	2
11					2	13	6	31
12					98	88	82	91
TOTAL					102	102	88	124

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	169	310	479
Severe	119	117	236
TOTAL	288	427	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025

Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes ☐ Estimate ☐ Estimate ☐ Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

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NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)
 Pranita Ranbhishe

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER
 (510)879-2714

E-MAIL ADDRESS
 pranita.ranbhishe@ousd.org



STATE OF CALIFORNIA
ENROLLMENT CERTIFICATION/PROJECTION
 SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION
 Page 6 of 6

SCHOOL DISTRICT Oakland Unified School District	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 61259
COUNTY Alameda	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable) Skyline (HSAA 21)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☒ Attendance ☐ Residency

☐ Residency - COS Districts Only - (Fifth Year Projection Only)

☐ Modified Weighting (Fifth-Year Projection Only)

☐ Alternate Weighting - (Fill in boxes to the right):

3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current

Part G. Number of New Dwelling Units
(Fifth-Year Projection Only)

--

Part H. District Student Yield Factor
(Fifth-Year Projection Only)

--

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
6951	654	905	8510

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	178	105	283
Severe	115	16	131
TOTAL	293	121	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
					2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025
K					743	736	796	962
1					581	598	576	643
2					590	586	608	620
3					578	570	573	585
4					588	558	564	553
5					558	569	538	543
6					366	378	376	340
7					370	345	369	340
8					361	345	329	337
9					361	380	320	272
10					408	362	350	315
11					383	411	323	310
12					360	353	355	274
TOTAL					6247	6191	6077	6094

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				349	328	349	343

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					0	0	0	0

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	109	124	233
Severe	70	19	89
TOTAL	179	143	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025

Part F. Birth Data - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes ☐ Estimate ☐ Estimate ☐ Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district.
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1850.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)
Pranita Ranbhise

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE
 (510)879-2714

TELEPHONE NUMBER
 (510)879-2714

E-MAIL ADDRESS
 pranita.ranbhise@ousd.org

7.18. How to read the Campus Profile

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

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

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

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

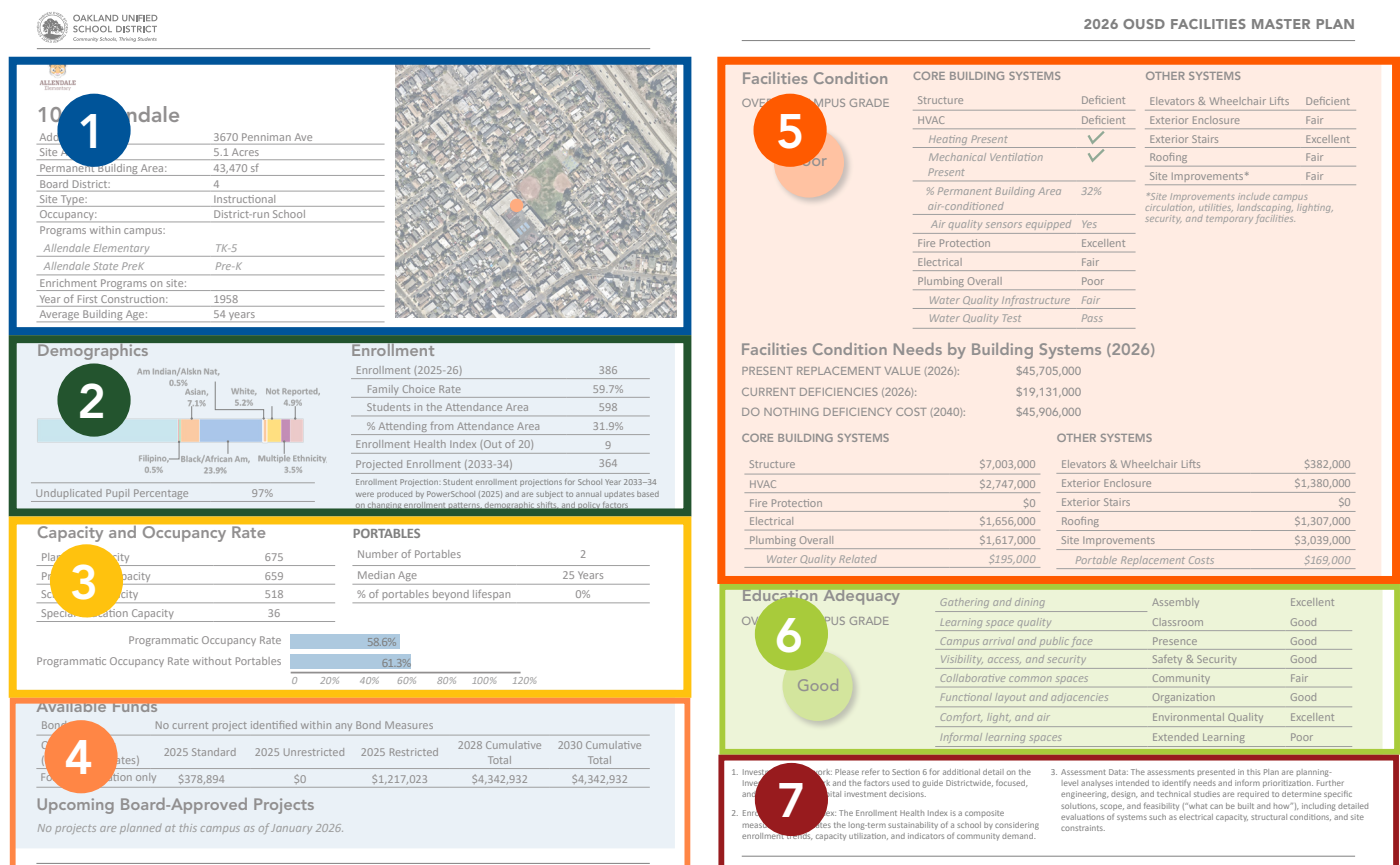


Figure 61 Example of a School Profile and the Sections



1 Section 1: Campus Introduction with Map

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

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



101. Allendale

Address:	3670 Penniman Ave
Site Area:	5.1 Acres
Permanent Building Area:	43,470 sf
Board District:	4
Site Type:	Instructional
Occupancy:	District-run School
Programs within campus:	
Allendale Elementary	TK-5
Allendale State PreK	Pre-K
Enrichment Programs on site:	
Year of First Construction:	1958
Average Building Age:	54 years



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

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

2 Section 2: Demographic and Enrollment

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

CALPADS Certified Enrollment, SY 25-26

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

Demographics

Hispanic,	52.9%
Am Indian/Alskn Nat,	0.5%
Asian,	7.1%
White,	5.2%
Not Reported,	4.9%
Filipino,	0.5%
Black/African Am,	23.9%
Multiple Ethnicity,	3.5%

Enrollment

Enrollment (2025-26)	386
Family Choice Rate	59.7%
Students in the Attendance Area	598
% Attending from Attendance Area	31.9%
Enrollment Health Index (Out of 20)	9
Projected Enrollment (2033-34)	364

Enrollment Projection: Student enrollment projections for School Year 2033–34 were produced by PowerSchool (2025) and are subject to annual updates based on changing enrollment patterns, demographic shifts, and policy factors

Unduplicated Pupil Percentage 97%

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

Enrollment Health Index

See Section 4 for Methodology
Source: Calculated Metric by Consultant

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

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

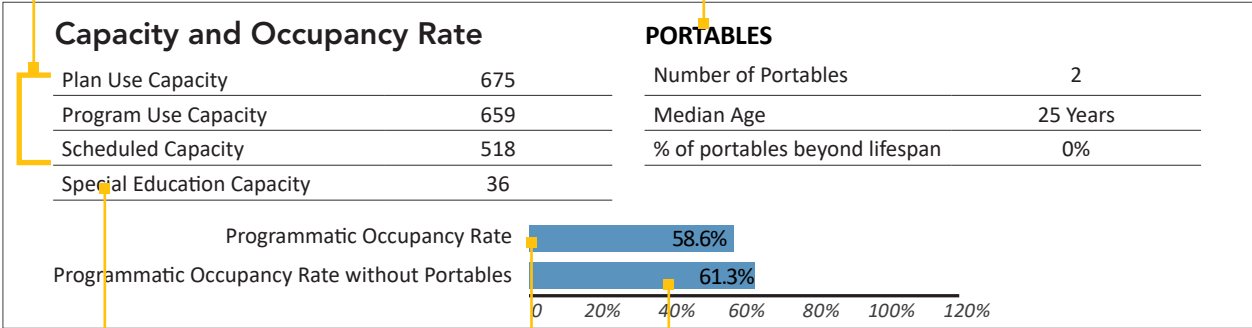


3

Section 3: Capacity, and Occupancy Rate

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

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



The maximum number of special education students a school can serve.
Source: Calculated metric by consultant

The percentage of a school's available capacity that is currently being used by enrolled students.
Source: Calculated metric by consultant

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

4

Section 4: Available Funds and Upcoming Projects

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

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

Available Funds					
Bond	No current project identified within any Bond Measures				
OPSC Eligibility (Funding Estimates)	2025 Standard	2025 Unrestricted	2025 Restricted	2028 Cumulative Total	2030 Cumulative Total
For modernization only	\$378,894	\$0	\$1,217,023	\$4,342,932	\$4,342,932
Upcoming Board-Approved Projects					
No projects are planned at this campus as of January 2026.					

5 Section 5: Facility Condition with Costs

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

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

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

System grade
Source: Calculated metric by consultant

Facilities Condition
OVERALL CAMPUS GRADE



CORE BUILDING SYSTEMS

Structure	Deficient
HVAC	Deficient
Heating Present	✓
Mechanical Ventilation Present	✓
% Permanent Building Area air-conditioned	32%
Air quality sensors equipped	Yes
Fire Protection	Excellent
Electrical	Fair
Plumbing Overall	Poor
Water Quality Infrastructure	Fair
Water Quality Test	Pass

OTHER SYSTEMS

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

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

Facilities Condition Needs by Building Systems (2026)

PRESENT REPLACEMENT VALUE (2026):	\$45,705,000
CURRENT DEFICIENCIES (2026):	\$19,131,000
DO NOTHING DEFICIENCY COST (2040):	\$45,906,000

CORE BUILDING SYSTEMS

Structure	\$7,003,000
HVAC	\$2,747,000
Fire Protection	\$0
Electrical	\$1,656,000
Plumbing Overall	\$1,617,000
Water Quality Related	\$195,000

OTHER SYSTEMS

Elevators & Wheelchair Lifts	\$382,000
Exterior Enclosure	\$1,380,000
Exterior Stairs	\$0
Roofing	\$1,307,000
Site Improvements	\$3,039,000
Portable Replacement Costs	\$169,000

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

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

FCI Scale for reference

Excellent (FCI < 0.1)
Good (FCI < 0.2)
Fair (FCI < 0.4)
Poor (FCI < 0.6)
Deficient (FCI > 0.6)



6 Section 6: Education adequacy Grades

Overall campus grade aggregated for all categories.

Source: Calculated metric by consultant

Category wise grade
Source: Calculated metric by consultant

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

7 Section 7: Technical Notes

Notes on:

- 1. Investment Framework Recommendations
- 2. Enrollment Health Index
- 3. Planning-level Assessments

1. Investment Framework: Please refer to Section 6 for additional detail on the Investment Framework and the factors used to guide Districtwide, focused, and transformative capital investment decisions.	3. Assessment Data: The assessments presented in this Plan are planning-level analyses intended to identify needs and inform prioritization. Further engineering, design, and technical studies are required to determine specific solutions, scope, and feasibility ("what can be built and how"), including detailed evaluations of systems such as electrical capacity, structural conditions, and site constraints.
2. Enrollment Health Index: The Enrollment Health Index is a composite measure that evaluates the long-term sustainability of a school by considering enrollment trends, capacity utilization, and indicators of community demand.	