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Board Cover Memorandum

To Facilities Committee

From Kyla Johnson-Trammell, Superintendent
Preston Thomas, Chief Systems & Services Officer
Pranita Ranbhise, Director, Facilities Planning & Management

Meeting Date June 18, 2025

Subject Oakland Unified School District's 2025 Facilities Master Plan Initiative - Progress Updates.

Ask of the Committee This item provides an update for discussion. No action is needed at this time.

Background The Board of Education approved a General Services Agreement between the District and Perkins Eastman Architects DPC, Oakland, CA, to produce a long-term Facilities Master Plan (FMP) that aligns with the Oakland Unified School District's planning priorities. This initiative will support the District's strategic goals and align the facilities planning process with key state, county, and city initiatives, as well as Board Policies.

The Facilities Master Plan, developed in accordance with Board Policy BP 7110, will outline the District's anticipated short- and long-term facilities needs, ensuring these align with the District's educational and strategic objectives.

Discussion Staff is presenting updates on the progress made so far on the development of the FMP. Our process has included robust engagement with various stakeholders and thorough analysis to inform the decisions that will drive the FMP. This memo highlights key findings, lessons learned from our engagement efforts, and the steps we will take next to refine the plan.

The session will focus on:

- Reviewing the current status of the FMP development process.
- Discussing key findings from community engagement efforts, including town halls and surveys.
- Identifying key priorities to be included in the FMP, such as safety, modernization, and the equitable distribution of resources.

- Exploring strategies for continued engagement with various stakeholders, including staff, students, families, and the broader community.

Our engagement efforts have included town halls, surveys, and meetings with students, staff, families, and community members. Facilities staff facilitated four town halls - two elementary, one middle, and one high school, along with several staff engagement and feedback sessions. Staff will additionally present preliminary findings from the data collection and assessments.

Fiscal Impact

Fund 21, Measure Y

Attachment(s)

Presentation on the 2025 Facilities Master Plan - Progress Updates.

2025 Facilities Master Plan

Facilities Committee Update

June 18, 2025

OUSD Facilities Planning & Management
in Partnership with Perkins Eastman and Contigo
Communications.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Agenda

1. Introduction
2. Project and process overview
3. What we've learned: Engagement
4. What we've learned: Analysis
5. Next Steps
6. Questions



1. Introduction

A group of young students, likely at a graduation ceremony, are shown outdoors. In the foreground, a young person with dark curly hair, wearing a black graduation gown with white horizontal stripes on the sleeves and a green and orange patterned bow tie, looks towards the camera. They are wearing a red, white, and blue striped stole and a green medal. Behind them, other students in similar attire are visible, including one in a blue gown with white polka dots. The background features a light-colored school building and green trees under a clear blue sky.

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

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



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Facilities Mission Statement

We support whole student growth and success by planning, constructing, and maintaining facilities that are flexible, resilient, healthy, safe, and joyful.

These spaces maximize inclusion, collaboration, empower innovation, and inspire creativity, preparing our students to be college-, career-, and community-ready.

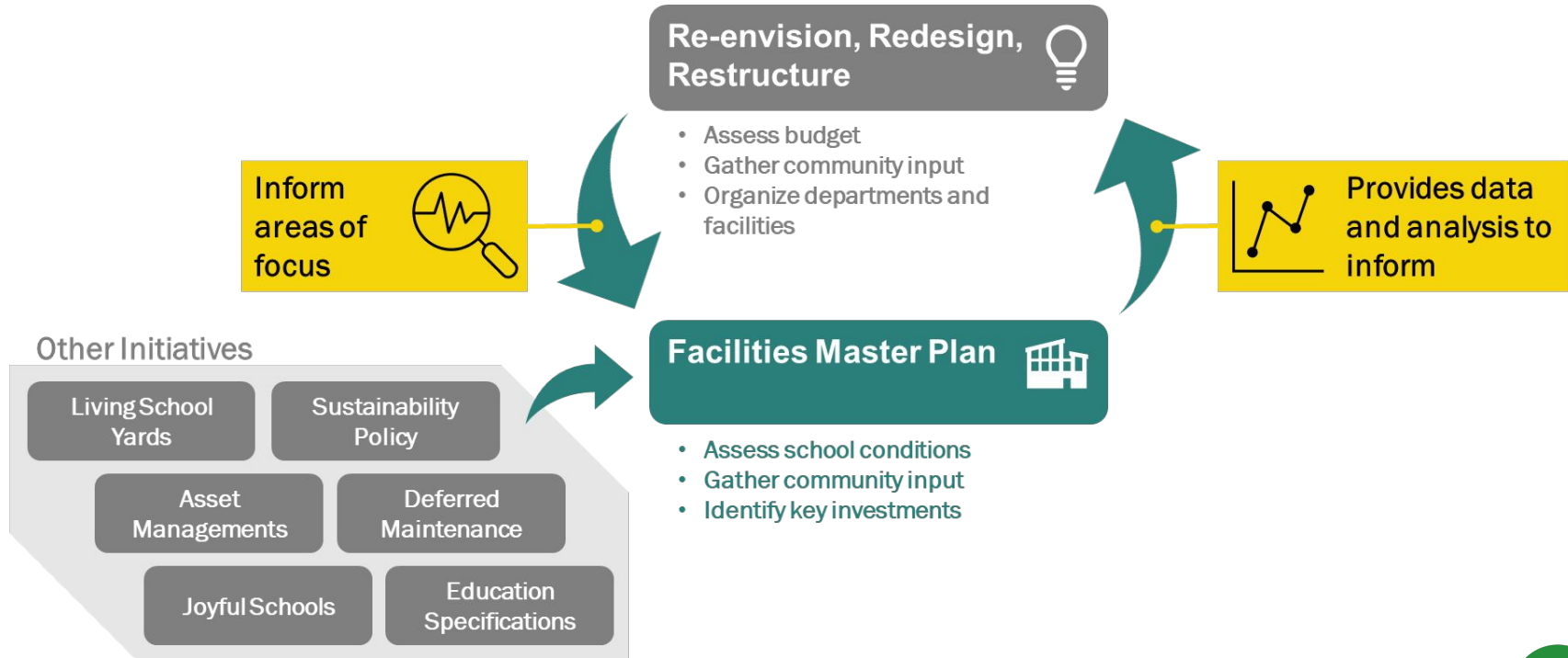


A woman with glasses and a young girl are sitting at a table in a classroom, working on a project. The woman is smiling and looking at the girl's work. The girl is wearing a white shirt with red stripes and Mickey Mouse head cutouts. They are looking at a large piece of paper on the table that has a table with handwritten text. In the background, there are whiteboards with various drawings and text.

2. Project and Process Overview

1st School	1st School
2nd School	2nd School
3rd School	3rd School
4th School	4th School
5th School	5th School
6th School	6th School
7th School	7th School
8th School	8th School
9th School	9th School
10th School	10th School

How does this plan align with other District initiatives?



Forming a Holistic Understanding to Develop a Master Plan

SCHOOLS

- Enrollment Analysis
- Building Conditions
- Educational Adequacy
- Space Utilization
- Program Distribution

STUDENTS AND COMMUNITY

- Demographics
- Engage with students, staff, families and the community

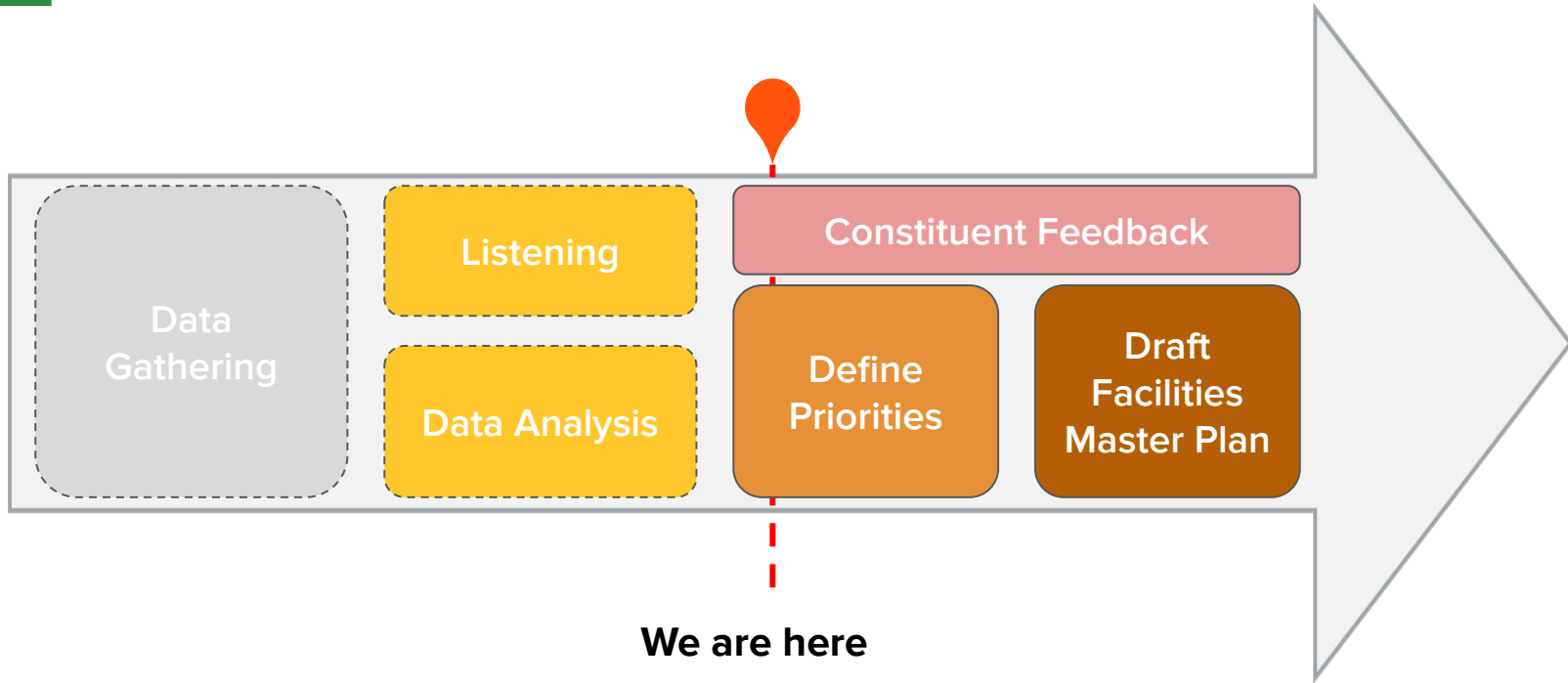
DISTRICT

- Facility Ed Specs.
Local Control and Accountability Plan(LCAP), Board Policies and Community Goals, District standards.


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Project Timeline: *Where We Are*



We are here

A photograph of a group of diverse children outdoors. In the center, a young boy with short dark hair, wearing a dark blue jacket, is smiling broadly. To his right, a young girl with dark hair in braids, wearing a light blue shirt with pink lettering, is looking down. Other children are partially visible on the left and right edges. The background is slightly blurred, showing colorful geometric shapes. Overlaid on the image is the text '3. What we've learned: Engagement' in a large, white, sans-serif font.

3. What we've learned: Engagement

Engagement: Interview and workshops



Interviews and workshops with District staff & constituents

- ☑ Senior Leadership Team
- ☑ Department Leadership
- ☑ Subject Matter Experts
- ☑ Facilities Committee (Board Directors)
- ☑ Measures B, J, and Y Independent Citizens' School Facilities Bond Oversight
- ☑ District-Staff Steering Committee

What are the values we have heard so far?



**Equity and
Transparency in
Planning**



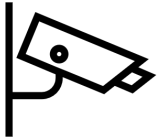
**Address persistent infrastructure
issues through upgrades and
maintenance planning**



**Create flexible,
modern learning
environments**



**Equitable upgrade of
technology and digital
Infrastructure**



**Improve Safety
and Campus
Accessibility**



**Position Schools as
Community and
Family Hubs**



**Support collaborative
spaces for staff**



**Invest in School Sites to
Support Enrollment Growth**

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Engagement: Survey



**OUSD 2025 Facilities
Masterplan: Feedback Form**

Outreach Strategies:

- Direct Email Messaging
- Newsletter & ParentSquare Blasts
- Social Media Posts
- In Class & School Activities
- Tabling at Events
- School Outreach

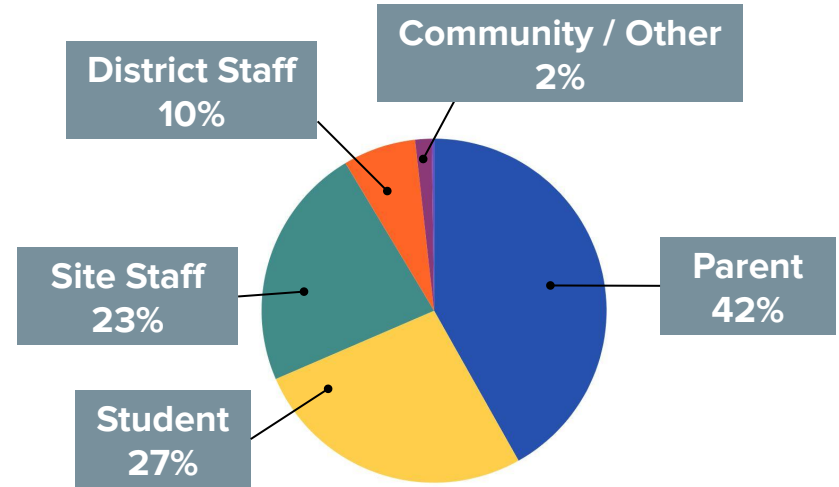
Engagement: Survey

Data as of 06/09/2025

Emerging Top Priorities:

- **Facility Condition**
- **HVAC**
- **Restrooms**
- **Outdoor Space**
- **Classroom Modernization**

461 Responses



36% Caucasian/White
17% Asian
14% African American
15% Multiple or Other
9% Latinx
9% Did not disclose

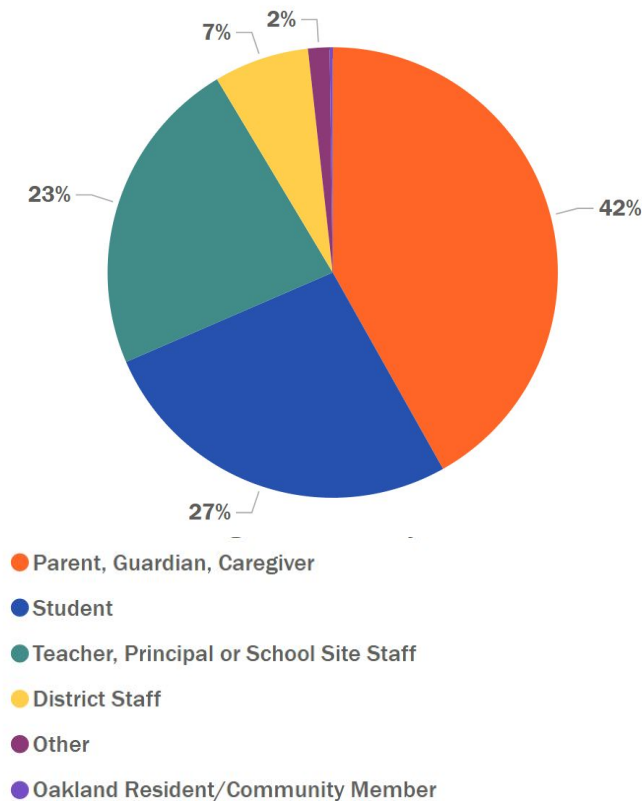
31 Elementary Schools
12 Middle Schools
6 High Schools

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Engagement: Survey

Data as of 06/09/2025



461 Responses

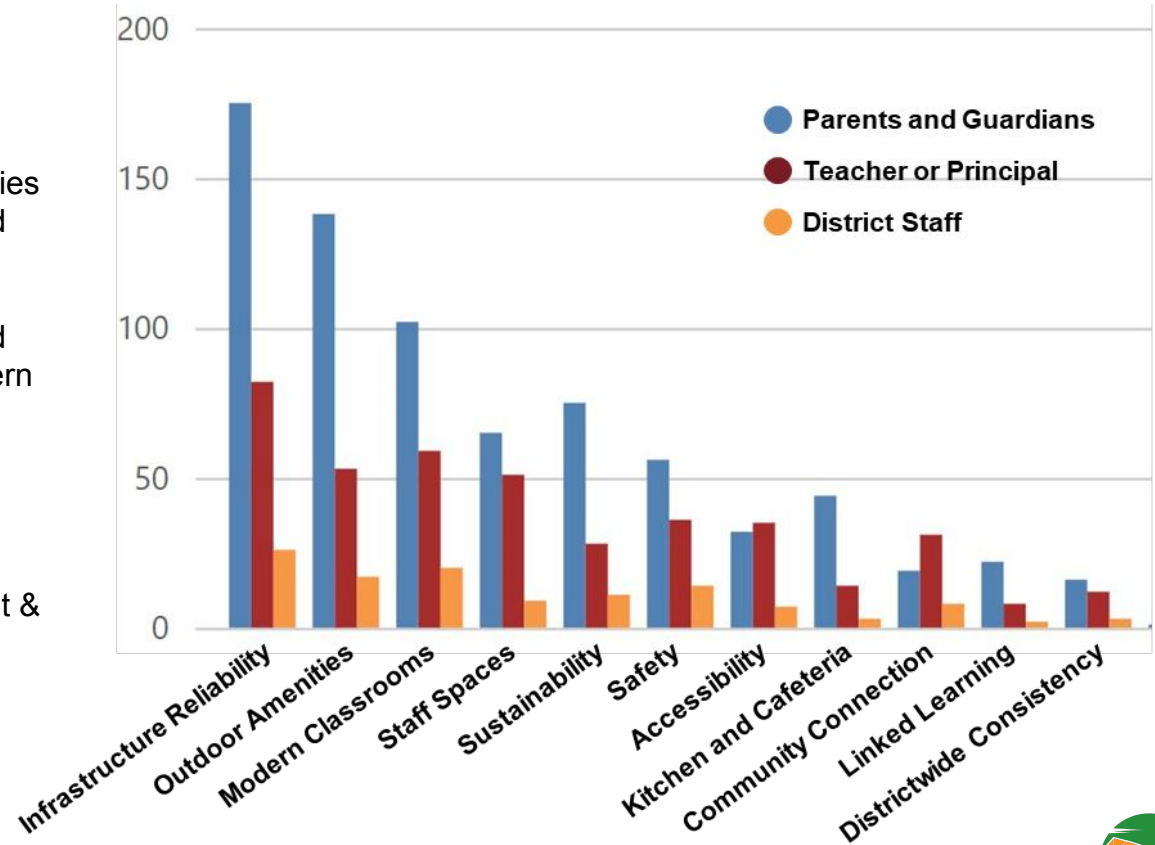
District 1	32.8%
District 2	9.4%
District 3	1.1%
District 4	31.1%
District 5	3.3%
District 6	16.74%
District 7	2.4%
Other	3.1%

Engagement: Survey

Top Priorities

Top Priorities to address in existing facilities relate to largest elements of current bond program:

- ¾ of the current bond goes toward Infrastructure Reliability and Modern Classrooms, including Linked Learning, which was a top priority identified by students.
- \$27 Million of the current bond program goes toward Outdoor Amenities (Turf Field Replacement & Maintenance + Living Schoolyard initiatives)



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Engagement: Community Feedback

Hybrid Meetings

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

What program improvements could benefit your school community the most?

Locations:

- Elementary School
 - Sankofa United ES
 - East Oakland Pride ES
- Middle School
 - Elmhurst MS
- High School (Upcoming on 6/16)
 - Castlemont HS



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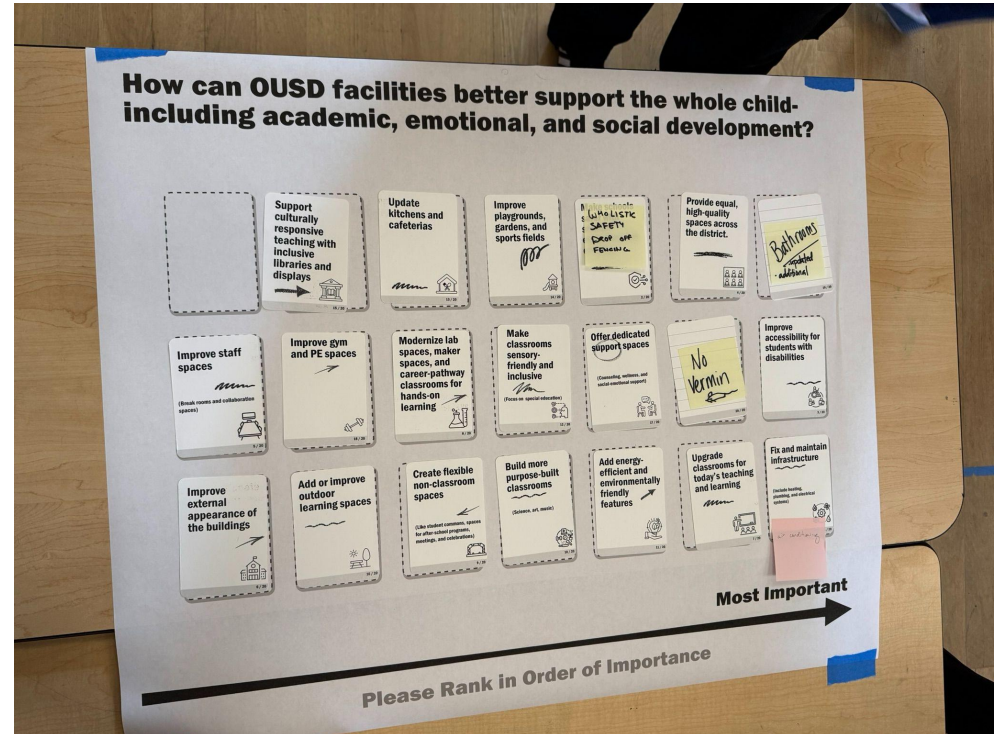
Engagement: Community Feedback

Elementary & Middle School Themes

Key Priorities (Not Ranked)

- HVAC*
- Accessibility
- Modernized Classrooms
- Safety
- Infrastructure
- Support Spaces

*HVAC was ranked significantly higher than all other priorities.



Engagement: Community Feedback

Elementary & Middle School Themes

Key Program Improvements

- Dedicated spaces for **Early childhood** programs
- Spaces dedicated to supporting **Visual and Performing Arts and Music**
- Spaces that support students with **special education needs**
- Spaces for additional **student support services**

¿Qué mejoras en los programas podrían beneficiar más a su comunidad escolar? (Elija hasta tres) 1

Para cada programa, considere tanto el espacio como la calidad de las instalaciones.

	Necesita más espacio	Necesita mejoras en las instalaciones
Espacios dedicados a programas de Primera Infancia: Aulas con baños, estructuras de juego adaptadas a la edad y entornos especializados para estudiantes jóvenes.	●	
Aulas especializadas para apoyar la Educación Técnica Profesional (Aprendizaje Vinculado): Espacios diseñados para la formación vocacional y técnica (p.ej., talleres, laboratorios, aulas de tecnología).		
Programación deportiva: Gimnasios, campos deportivos, salas de pesas o centros de acondicionamiento físico que apoyen la educación física y los deportes extracurriculares.	● ● ●	●
Aulas diseñadas específicamente para apoyar la ciencia, la tecnología, la ingeniería y las matemáticas (STEM): Laboratorios, aulas de tecnología y espacios equipados con herramientas y tecnología para el aprendizaje STEM.	● ●	

What program improvements could benefit your school community the most? (Choose up to three) 2

For each program, consider both space and facility quality.

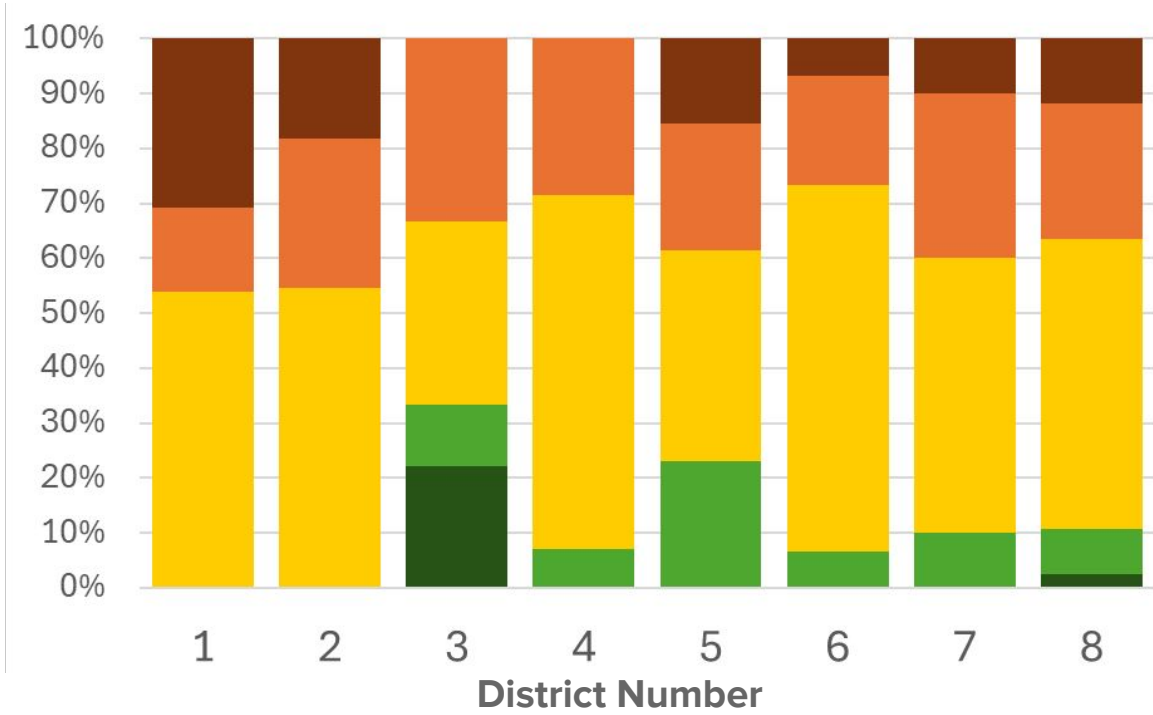
	Needs more space	Needs facility improvements
Spaces dedicated to supporting Visual and Performing Arts and Music: Classroom studios, and performance spaces for arts programs (e.g., dance, theater, music, visual arts).	● ● ●	● ●
Spaces for After School Learning Opportunities: Dedicated rooms or areas for after-school enrichment, tutoring, and extracurricular activities.		
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.	● ● ● ● ●	●
Spaces for additional student support services: Areas for intervention, tutoring, counseling, wellness programs, and newcomer support.	● ● ● ● ●	



5. What we've learned: Assessment

What we have learned: *Preliminary Building Condition*

Based on preliminary assessment, about 36% of OUSD facilities are “Poor” or “Deficient”



Why is this important?

Older buildings are not always suitable for modern learning and are costly to maintain. This approach ensures investment decisions are **equitable, data-driven, and defensible**. This prioritizes facilities based on clear, **objective analysis**.

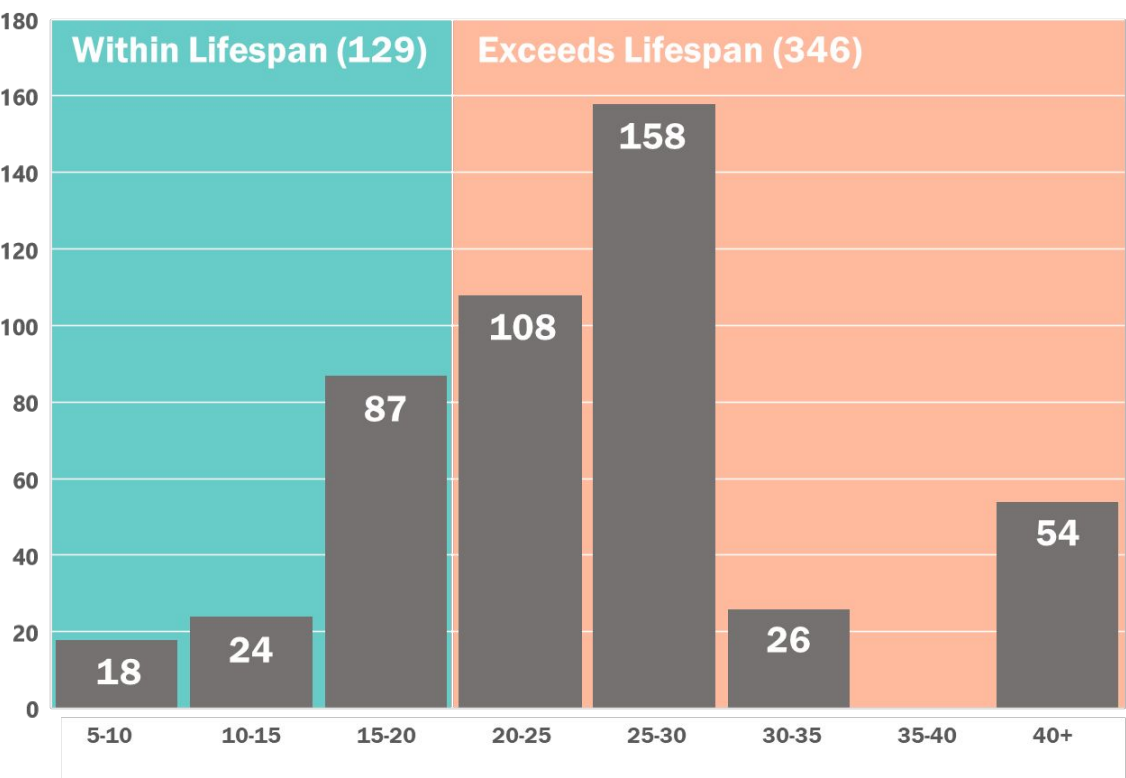
Note:
1. Data from site assessments conducted from December 2024 - May 2025

■ Excellent ■ Good ■ Fair ■ Poor ■ Deficient



What we have learned: *Portables*

The District has a significant number of very old portables



1. SY23-24 District inventory of portables

Why is this important?

As portables approach their end of useful life, it is critical to have a replacement plan or due, or the district will absorb significant maintenance costs.

Lifecycle of portables

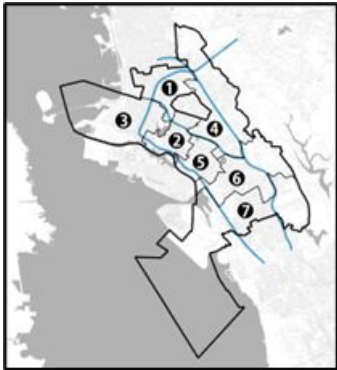
What we have learned: Equitable Facilities

Need for Equitable Investments Across District in areas that extend beyond the classroom walls, especially for Athletics

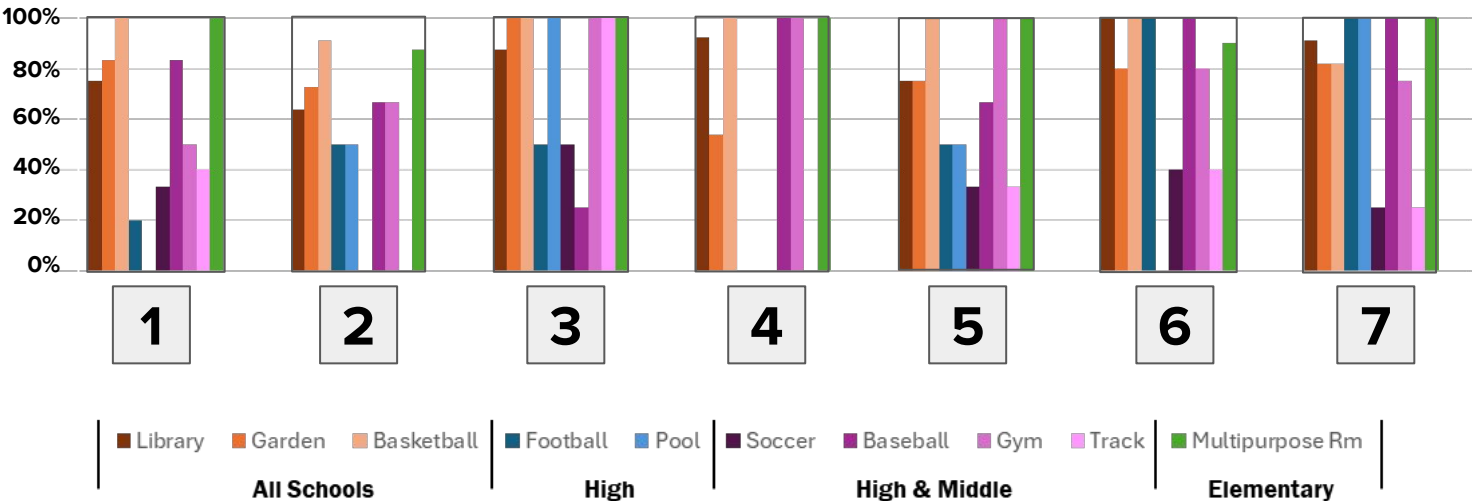
Why is this important?

Geographic distribution of programs will help OUSD ensure there is equitable access to programs now and in the future

Current Program Space Provision



District



Note:
1. SY23-24 District inventory of facilities

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What we have learned: *Educational Adequacy*



Presence

Evaluates how the building and grounds present themselves to the community



Safety & Security

Assesses school's safety and security measures



Community

Assesses the facility design's ability to foster relationships and a sense of community within the school and the surrounding community.



Organization

Evaluates the general positioning of spaces within the school



Instructional Space

Assesses classrooms, science labs, and art studios etc.



Environmental Quality

Assesses environmental factors, including acoustics, daylighting, thermal comfort, and indoor air quality.



Assembly

Assesses the quality of assembly spaces, including auditoria and dining areas



Extended Learning

Assesses extended learning spaces—informal indoor and outdoor spaces that supplement more formal spaces

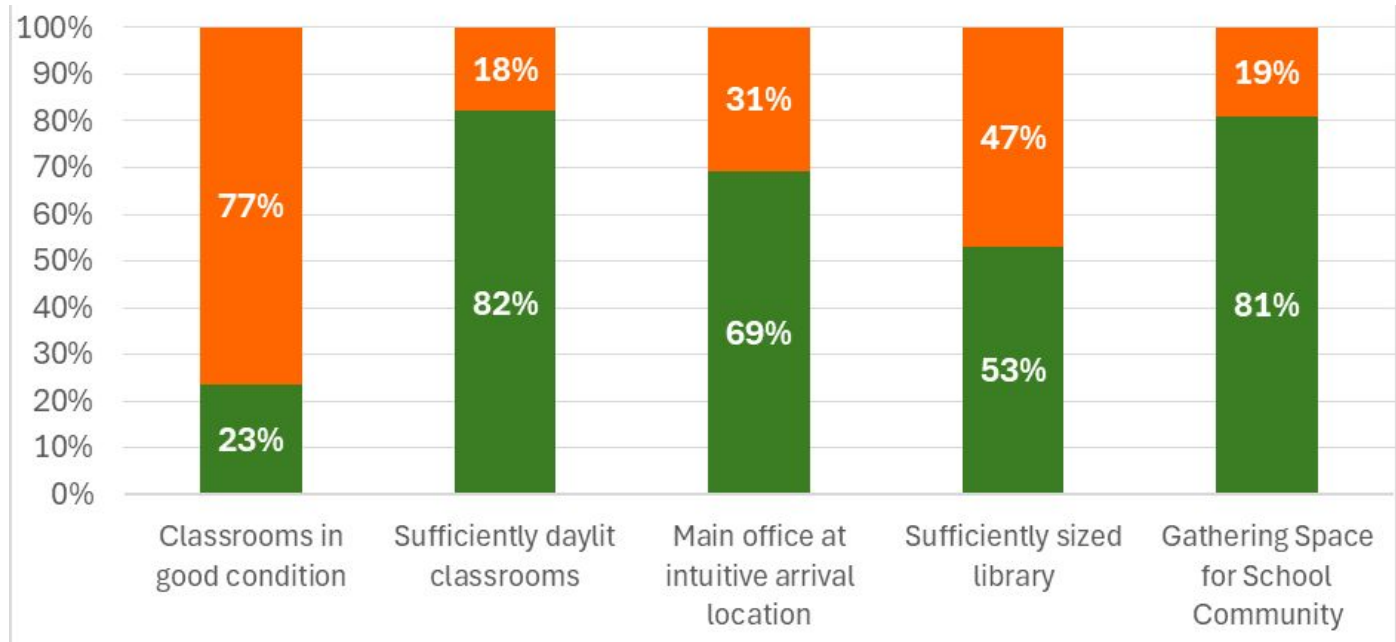
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What we have learned: Educational Adequacy (EA)

Students have inconsistent access to high quality learning environments

Educational Adequacy



Why is this important?

A holistic evaluation of school must assess how all spaces on a campus supports students, staff and the community.

This will help identify schools of need based on consistent and standardized criteria.

Note:
1. Data from site assessments conducted from December 2024 - May 2025

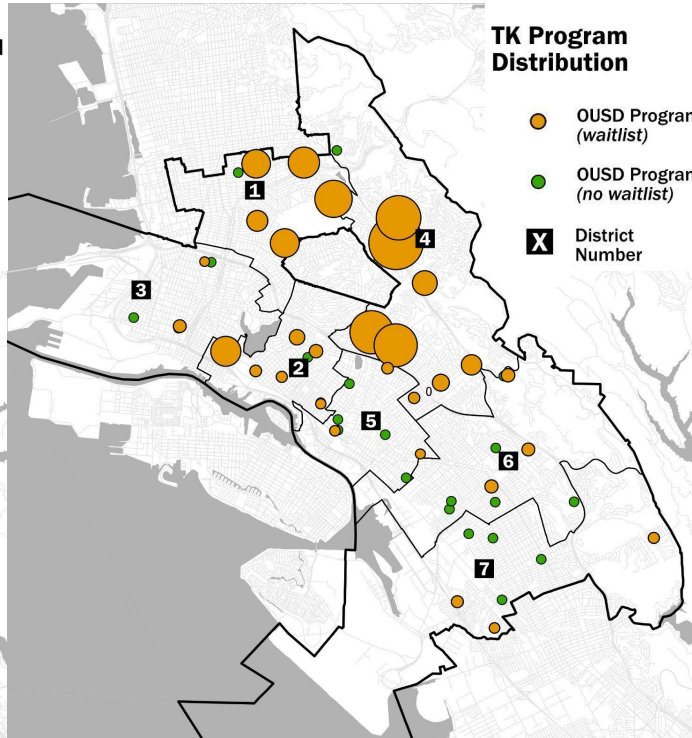
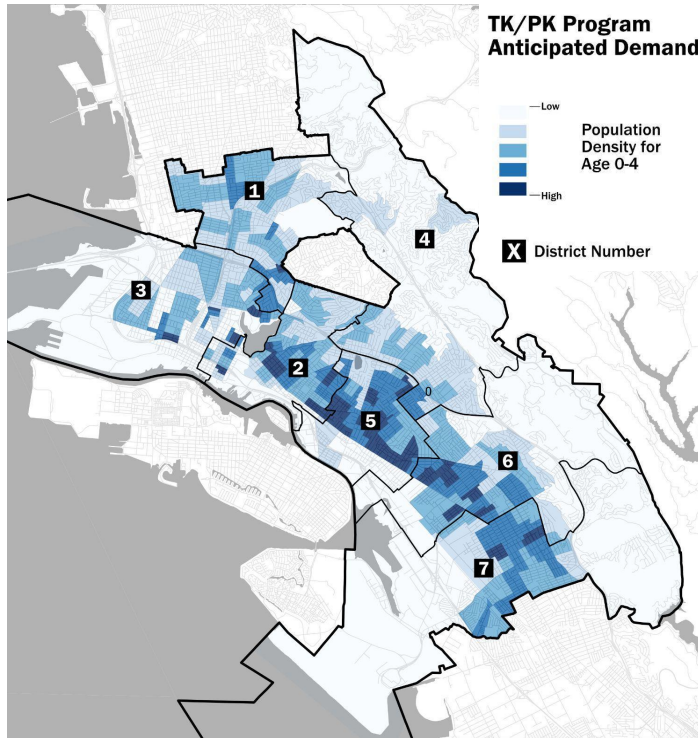
Yes No

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Planning for the Future: *Early Childhood Education (ECE)*

The District needs additional capacity for Transitional Kindergarten (TK) for future OUSD Families



Note:

1. US Census Data, 2020 Decennial Census
2. SY24-25 TK Waitlist

Why is this important?

Families who are able to enroll their children in OUSD for Early Childhood Education are more likely to stay with the District boosting enrollment.

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Next Steps



Next Steps

- Continue engagement efforts through summer school program and in-class student engagement activities, staff professional development days, steering committee meetings, and survey outreach.
- Engage with principals, Parent and Student Advisory Committee (PSAC), All-City Council (ACC), Community Advisory Committee (CAC).
- Align priorities in the facilities master plan based on engagement and feedback from key constituents.
- Finalize and refine analysis.
- Present updates and a roadmap for additional engagement activities during the August Committee meetings.

THANK YOU

Any Questions?

Additionally, for more information, please reach out:

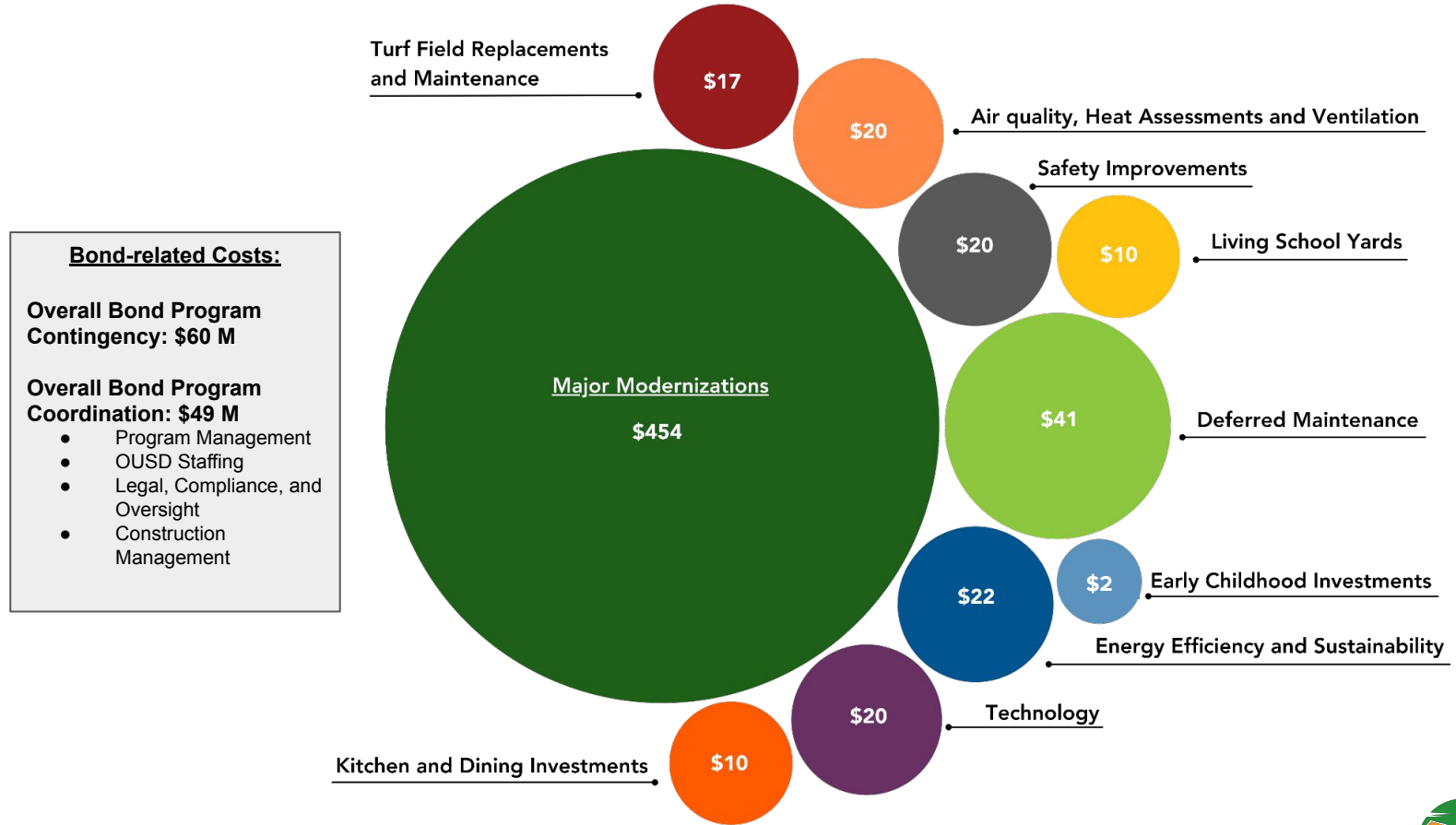
Preston Thomas
Chief Systems and Services Officer

Pranita Ranbhise
Director of Facilities Planning & Management



APPENDIX

Major Initiatives Within the Bond Program (in Millions)



Notes:

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

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What is a Facilities Master Plan?

1. **Modernizations & Improvements**

Modernizing aging facilities and improving deficient buildings (ADA, Seismic, indoor environmental quality, etc)

2. **Alignment of Physical Space & Program**

Constructing or modifying buildings to align with demographic enrollment projections, pedagogy, program and school community needs

3. **Optimize Operations**

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

Why do we need a Facilities Master Plan?

- Guide capital fund allocation to improve educational facilities
- Align building portfolio with broader vision of the District
- Previous plan was used to successfully secure local bond funding (Measure Y) and supported state bond applications
- Recently passed State law requires districts to submit a board-approved 5-year facilities master plan to participate in the School Facility Program

The screenshot shows the top of a website titled "2024 * VOTER GUIDE". Navigation links include "Propositions", "U.S. Senate", "U.S. House", "State Senate", "State Assembly", "Voting FAQ", and "Ballot Search". Below the navigation bar, there are buttons for "PROP 36", "PROP 2", and "PROP 3". The main heading is "Borrow \$10 billion to build schools, colleges". Underneath, a "JUMP TO SECTION" area contains buttons for "What would it do?", "Why is it on the ballot?", "For & Against", "Watch 1-minute video", "Funders", and "Related News". A section titled "What did voters decide?" displays the results for "2024 CALIF. 2 - ISSUE PUBLIC EDUCATION BONDS GENERAL BALLOT MEASURE". It notes "Yes wins. AP race call at 5:45 p.m. on Nov. 6, 2024." and includes an "AP certified results" badge. A table shows the following data:

CANDIDATE	VOTES	PCT.
✓ Yes	8,820,842	58.7%
No	6,207,390	41.3%

The table is updated as of "Updated Dec 16, 2024, 9:03 AM". Below the table is a photo of a school building with the headline "Voters agree to fix up California schools. \$10 billion construction bond passes" and the date "NOVEMBER 5, 2024".

Overview of the Approach to Develop a Master Plan

1. Facility Assessments
 - a. Educational Adequacy
 - b. Facility Conditions
 - c. Capacity
2. Enrollment Analysis
3. Program Distribution Analysis
4. Facility Ed Specs Integrated with LCAP, BP's, AR's and Community Goals
5. Engage with students, staff, families and the community throughout the development of the Plan