

2025 Facilities Master Plan

Facilities Committee Update

November 20, 2025

OUSD Facilities Planning & Management
in Partnership with Perkins Eastman



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Agenda

1. Introduction
2. Project and Process Overview
3. What We've Heard
4. Decision Making Framework and
Investment Strategies
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 boy with curly hair is smiling, wearing a black graduation gown with white horizontal stripes on the sleeves and a green and orange patterned bow tie. He has two medals around his neck: one with a red, white, and blue ribbon and another with a green ribbon. Behind him, several other students are visible, also wearing gowns and stoles. One girl in the middle ground wears a dark blue stola with white polka dots. The background features a light-colored school building with a teal trim 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.



**PERKINS —
EASTMAN**



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

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**.

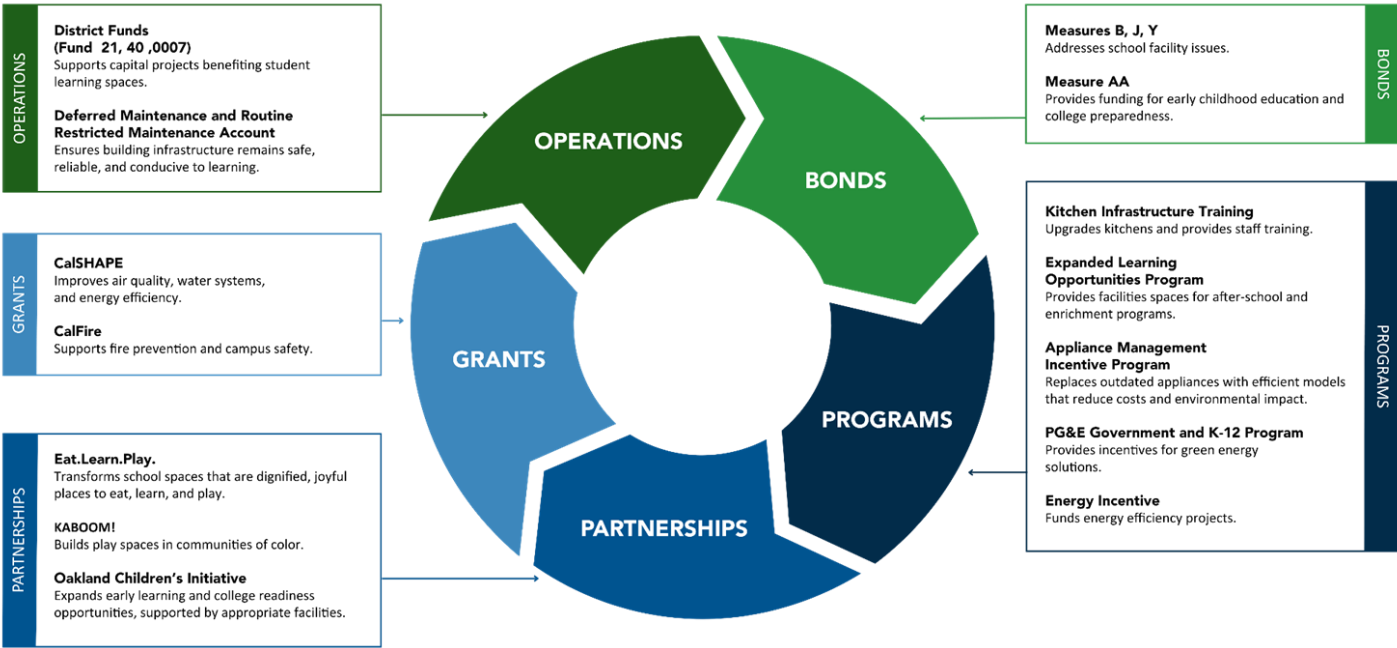




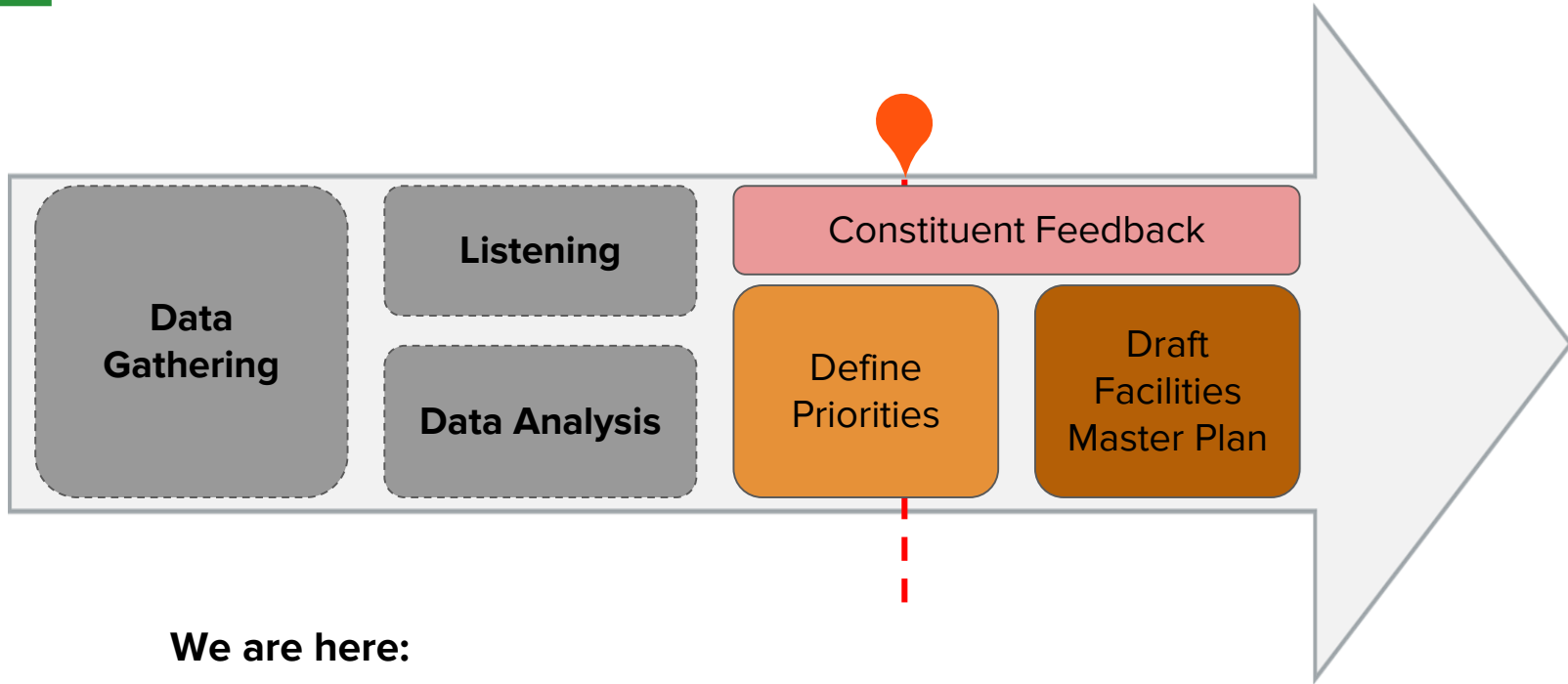
2. Project and Process Overview

Expanding Our Funding Portfolio to Support Healthy, Safe, and Joyful Schools

By building a diverse portfolio of funds, the Facilities Department can thoughtfully plan, design, and build learning environments that directly support and enhance student outcomes.



Project Timeline: *Where We Are*



We are here:

- Report back on data analysis
- Confirm district priorities
- Gather feedback on the FMP framework

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. The text "2. What we've learned: Engagement" is overlaid in white, bold font.

2. What we've learned: Engagement

Who We've Heard From

Outreach efforts have expanded with strong student participation and collaboration!

Highlights:

- **1,200+ survey responses** from students, families, staff, and community members.
- **Town halls** held for Elementary, Early Childhood, Middle, and High Schools.
- **Additional outreach:** PTSA meetings, back-to-school tabling, and Administrative Appreciation event.
- Collaboration with **CAC, PSAC, CBOC, Facilities Committee**, and **All City Council (ACC)**.
- Expanded **student engagement** through focus groups and school site sessions.



What We Heard

Top Priorities

Infrastructure Reliability

- Overheating and Climate Control (*HVAC issues*)
- Restrooms and Water Quality

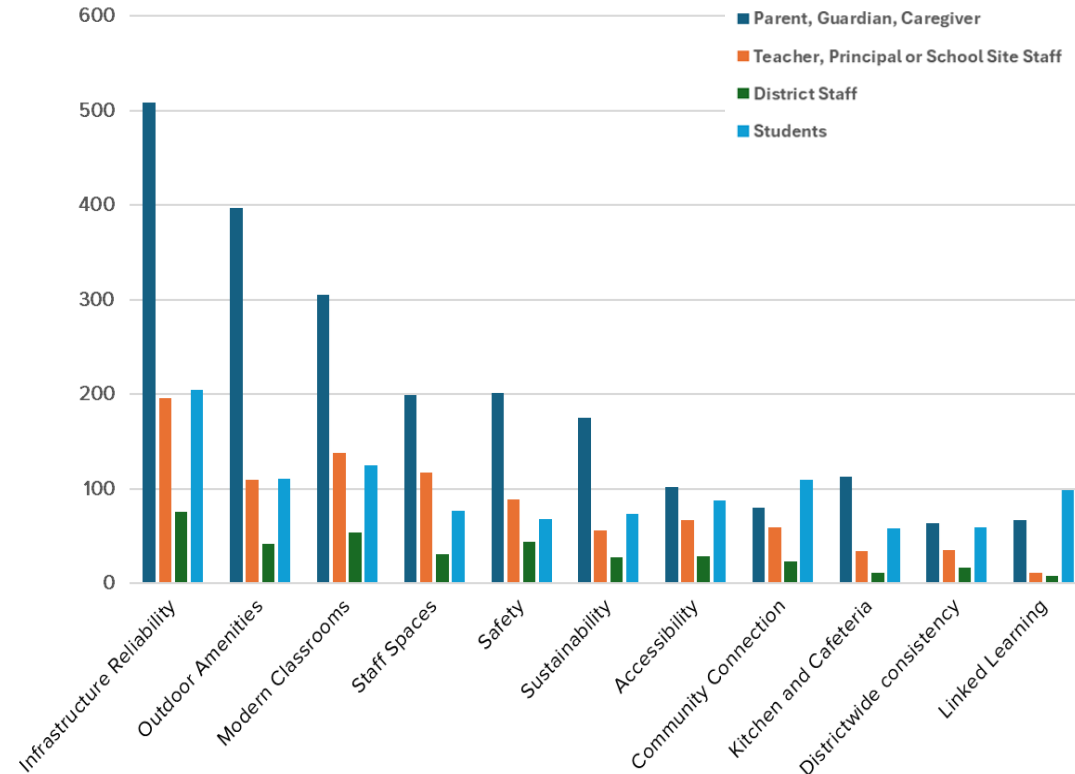
Outdoor Amenities

- Outdoor Space
- Climate control- *Shade*

Modernization

- STEM & Labs
- Technology Integration
- Special education supportive services
- Arts & Specialized Spaces
- Kitchen Spaces & Nutrition

Survey Highlights



A photograph of a park scene with children playing in a sandbox. In the foreground, two young girls are running towards the camera. The girl on the left is wearing a red and white patterned shirt and shorts, with her arms raised. The girl on the right is wearing a pink shirt and dark shorts. In the background, other children are playing on a wooden play structure, and an adult is visible. The ground is covered in sand, and there are trees and bushes in the background.

3. FMP Framework and Investment Strategies

Analysis OUSD Snapshot

“Standardize across Oakland.... why are some schools better equipped than others?”

— OUSD Parent, Guardian, Caregiver



Declining
Enrollment

8.5%

since its peak in
2018



Inconsistent

access to high
quality learning
environments



52% of
facilities are
“Poor” or
“Deficient”



16 schools
enroll less than
200 students
in SY23-24

Education Adequacy:
Across the District
and grade types
more than half
of the assessed
classrooms were
poor or fair



43% are beyond
their life span
16% of classrooms
in portables.

The data shown here represents preliminary assessment results and is being verified by OUSD

**PERKINS —
EASTMAN**



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

FMP Framework to support decision making

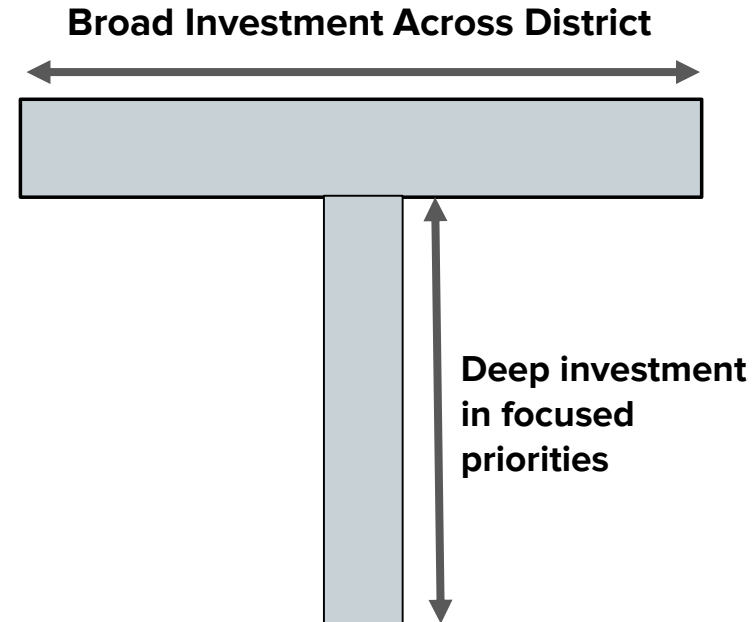
Framework will explore:

1. Level of investment

- Smaller projects at lot of schools v/s bigger and transformational projects at a smaller number of schools

1. Distribution of investment

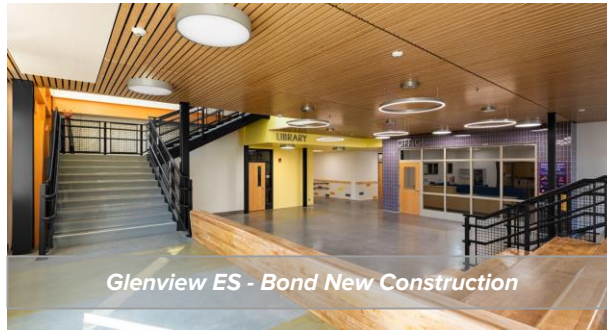
- Even distribution across the city v/s need based



Types of Investment - Transformative



Glenview ES - Bond New Construction



Glenview ES - Bond New Construction



Fremont HS - Bond New Construction



Fremont HS - Bond New Construction

Projects within Bond Measure Y
No projects currently identified as transformative

Examples Include:

- Demolish and Replace
- Next Generation Learning
- High Cost/High Quality

Type of Investment - Modernization



Projects within Bond Measure Y

- McClymonds HS
- Roosevelt MS
- Garfield ES
- Coliseum College Prep Academy
- Melrose Leadership Academy
- Fremont HS

Examples Include:

- Interior Overhaul
- Selective Remodel

**PERKINS
EASTMAN**

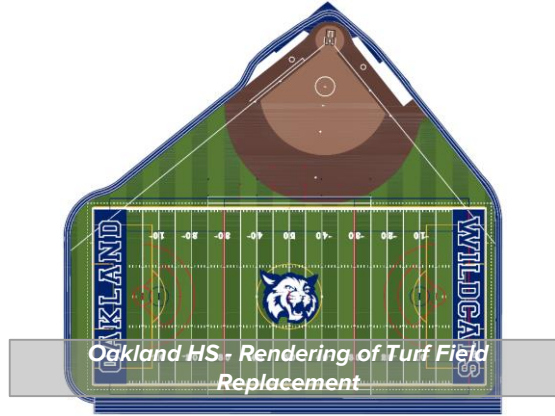


**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Type of Investment - Targeted



Oakland Tech HS - Repainting of the Gym



Oakland HS - Rendering of Turf Field Replacement



McClymonds HS - Gymnasium Upgrades



Skyline HS - Restroom Upgrades

Projects within Bond Measure Y

- Turf Field Replacement & Maintenance
- Air Quality, Heat Assessment & Ventilation
- Safety Improvements
- Living School Yards
- Deferred Maintenance
- Early Childhood Investments
- Energy Efficiency & Sustainability
- Technology
- Kitchen & Dining

Other Examples:

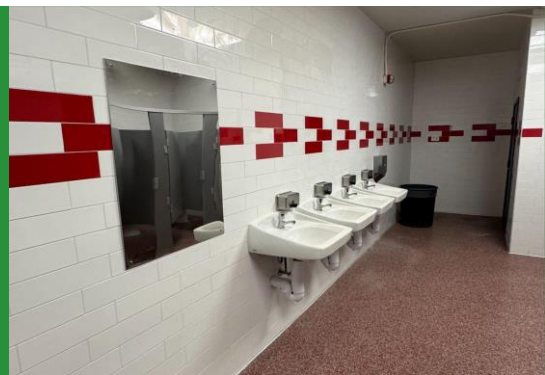
- Main entry Modifications
- Furniture Replacement
- Bathroom Refreshes

PERKINS — EASTMAN



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Investment Framework - Targeted



Tier 1 - Health, Safety, and Core Learning Environment

Purpose: Keep schools functional, safe, and compliant.

Examples:

- HVAC modernization & air quality improvements
- Fencing, lighting, seismic & safety upgrades
- Plumbing & restroom modernization
- Roof replacements & deferred maintenance



Tier 2 – Whole-Child Experience, Educational Equity, Long Term Innovation

Purpose: Modernize learning environments to better serve students and support academic success.

Examples:

- TK/Early Childhood expansions
- STEM, arts, and special education space upgrades
- Dining hall and kitchen modernization
- Technology infrastructure for 21st-century classrooms



Tier 3 – Enrichment, Partnership and Long-Term Sustainability

Purpose: Create inspiring, community-connected, and sustainable campuses.

Examples:

- Athletic field and gym modernizations
- Living schoolyards and shaded outdoor learning spaces
- Energy efficiency, solar, and EV infrastructure

Discussion & Feedback

How should we balance investments across these three tiers?

Within this approach, which tiers would you consider as immediate needs vs. long-term targeted investments?

Next Steps



Next Steps

- Expand current scope to identify strategies to address water quality issues and investments
- Board study session scheduled for mid December
- Board 2x2's will be scheduled in December
- Draft Facilities Master Plan posted and open for public comments in late December
- First read of Facilities Master Plan in late January
- Targeted: Board approval in February

THANK YOU

Any Questions?

Additionally, for more information, please reach out:

Preston Thomas, Chief Systems and Services Officer

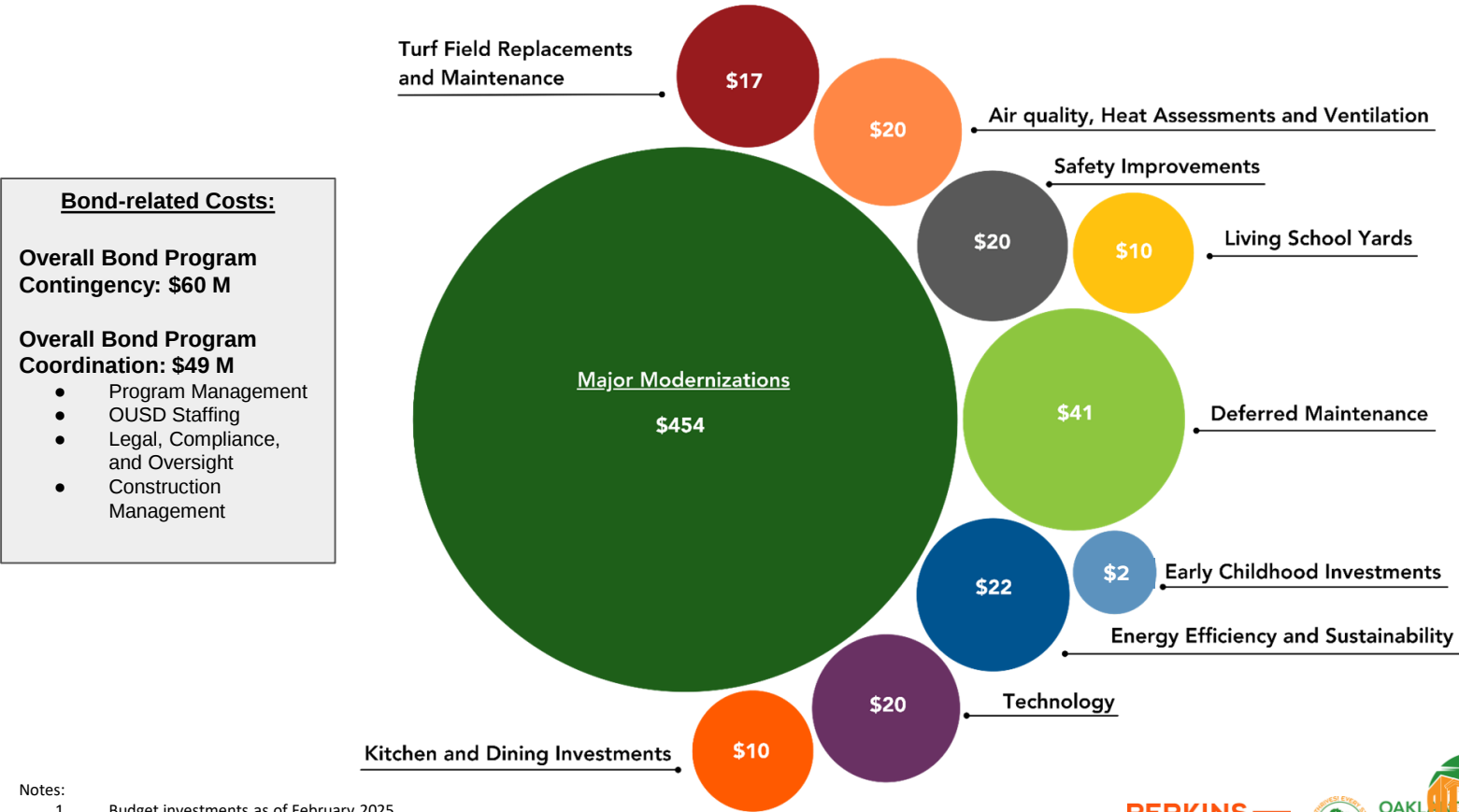
Pranita Ranbhise, Executive Director of Facilities Planning &
Management

Perkins Eastman team



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.



What is a Facilities Master Plan?

1. Modernizations & Improvements

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

1. Alignment of Physical Space & Program

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

1. 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 voter guide website for 2024. The navigation bar includes links for Propositions, U.S. Senate, U.S. House, State Senate, State Assembly, Voting FAQ, and Ballot Search. The main heading is "Borrow \$10 billion to build schools, colleges" for Proposition 2. Below this is a "JUMP TO SECTION" area with 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?" shows the results for "2024 CALIF. 2 - ISSUE PUBLIC EDUCATION BONDS GENERAL BALLOT MEASURE". The results table indicates that the "Yes" candidate won with 8,820,842 votes (58.7%) and the "No" candidate received 6,207,390 votes (41.3%). A photo of a school building is shown with the caption "Voters agree to fix up California schools. \$10 billion construction bond passes" and the date "NOVEMBER 5, 2024".

2024 *
VOTER GUIDE

Propositions U.S. Senate U.S. House State Senate State Assembly Voting FAQ Ballot Search

◀ PROP 6 PROP 2 PROP 3 ▶

Borrow \$10 billion to build schools, colleges

JUMP TO SECTION

What would it do? Why is it on the ballot? For & Against

Watch 1-minute video Funders Related News

What did voters decide?

2024 CALIF. 2 - ISSUE PUBLIC EDUCATION BONDS GENERAL BALLOT MEASURE

AP certified results

Yes wins. AP race call at 5:45 p.m. on Nov. 6, 2024.

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

Updated Dec 16, 2024, 9:03 AM

Voters agree to fix up California schools. \$10 billion construction bond passes

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

What we have learned: ***Educational Adequacy (EA)***



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

**PERKINS —
EASTMAN**



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