

2025 Facilities Master Plan Progress Updates & Visioning

OUSD Measures B, J and Y Independent Citizen Bond Oversight Committee (CBOC)

OUSD Facilities Planning & Management
April 14, 2025



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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.



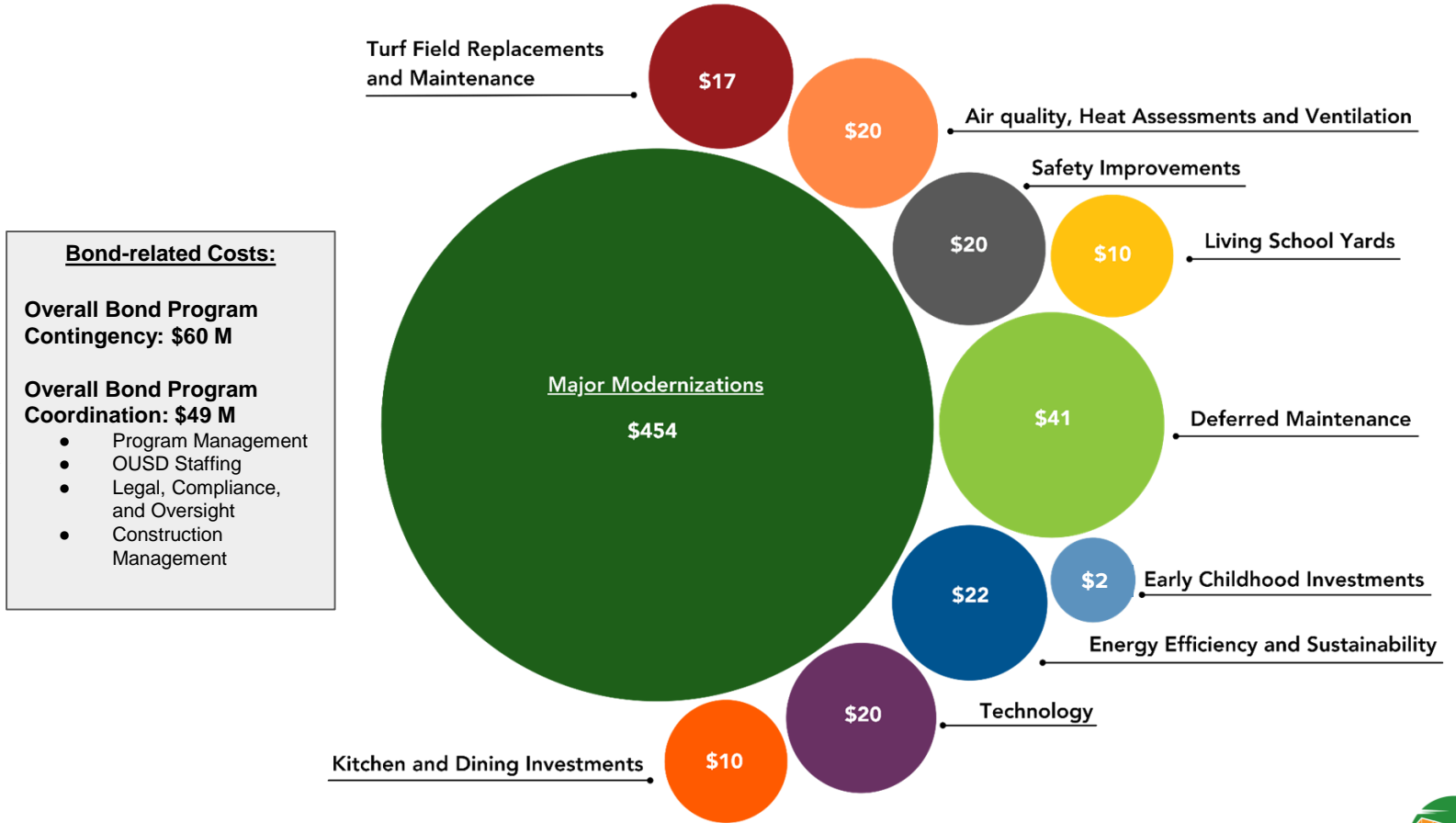
Facilities Draft Mission Statement

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

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



Major Initiatives Within the Bond Program (in Millions)



Bond-related Costs:

Overall Bond Program Contingency: \$60 M

Overall Bond Program Coordination: \$49 M

- Program Management
- OUSD Staffing
- Legal, Compliance, and Oversight
- Construction Management

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



Agenda

1. Overview - What & Why
1. Goal of the Master Plan
1. High-Level Process
1. Visioning & Feedback

CBOC Discussion:

What existing strengths that we can build on?

What are the biggest challenges you as a Committee experience or receive feedback on regarding districtwide facilities?

Research-Inspired Planning

RETURN ON INVESTMENT

Investing in Our Future



How Modernizations Impact Indoor Environmental Quality

- Daylight had the most significant impact on satisfaction
- Acoustics still need to go beyond the LEED standard used

Design for Safe and Healthy Children



Students learn better and are more successful when they feel safe and connected. Transportation safety

- Mental health support
- Physical design
- Safety policies and preparedness

The Latrobe Prize Research Grant



Advancing Knowledge of How High-Quality School Environments Can Positively Affect Educational Outcomes

- Provides specific data about the potential benefits of school
- Provides guidance to effectively spend forecasted budgeted needs



Facilities Master Plan



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

◀ PROP 36

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

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EASTMAN



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

Overview of the Approach to Develop a Master Plan

Facility Assessments

Educational Adequacy Assessments



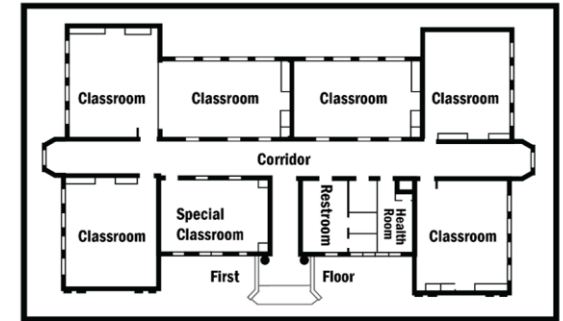
Identify how well campuses are currently supporting 21st century learning expectations.

Facility Conditions Assessments



Review the current and projected condition of systems and assets (HVAC, electrical, roofing, plumbing, etc.) and determines the overall physical condition of a building.

Capacity Assessments

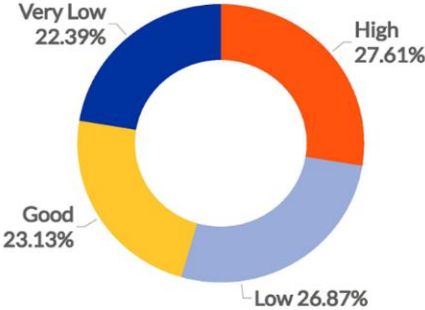


Determine how many students a campus can enroll while meeting contractual requirements and programmatic needs.

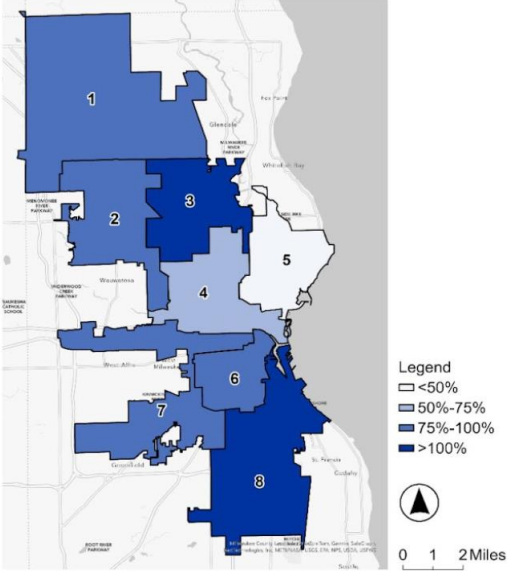
Overview of the Approach to Develop a Master Plan

Capacity and Utilization Analysis

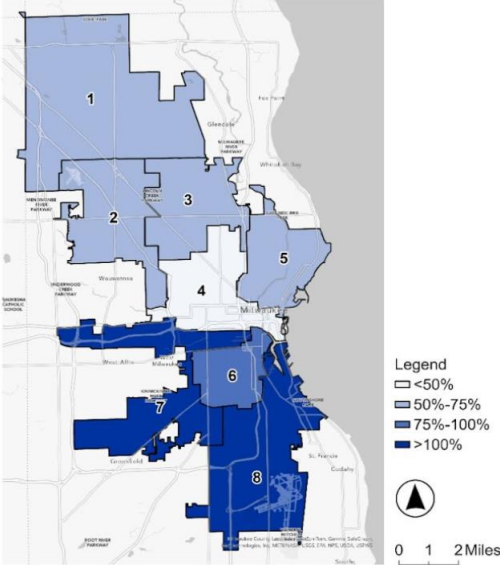
Overall District Utilization



If all MPS students attended school in their planning area



Actual utilization of schools in each planning area.



Note: Example from Milwaukee Public Schools. For visual representation only.

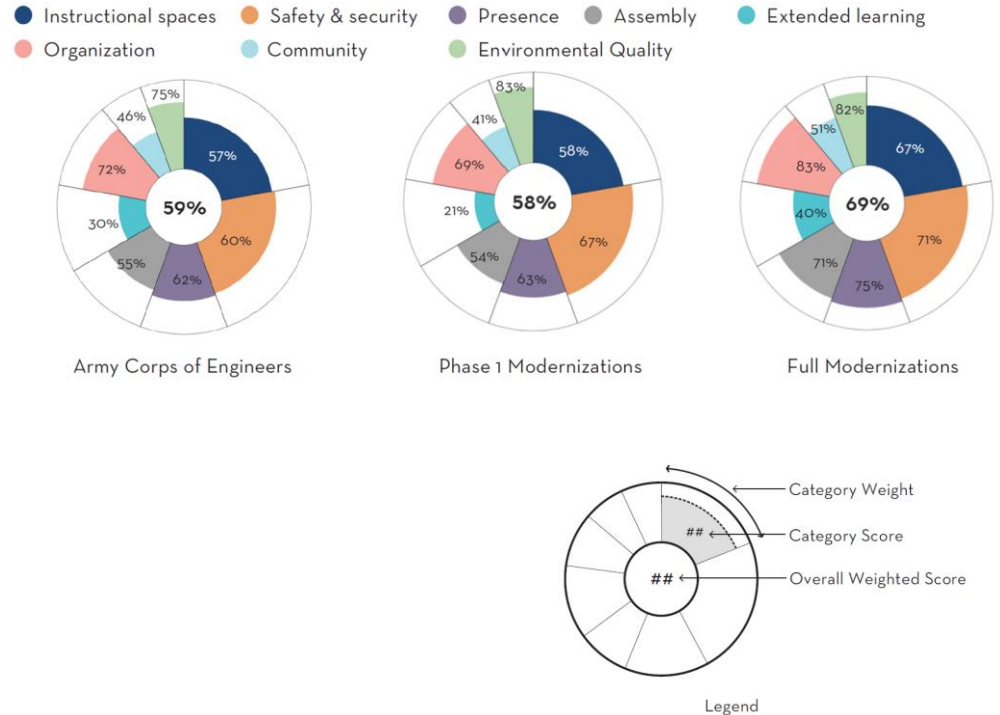


Educational Adequacy

Educational Adequacy (EA) assesses the ability of school design features and spaces (both interior and exterior) to effectively support learning and teaching. It serves as a comprehensive tool for identifying areas of improvement at both the district level and individual school level.

Assessments were conducted using a 271 question survey across 8 categories typically taking between 2-4 hours at each campus. The assessments comprised of interviewing an on site staff familiar with the campus, assessing representative general education, special education and specialty classrooms as well a libraries, cafeterias, gymnasiums, auditoria, student and staff support spaces, common areas, main office, grounds and play spaces.

Campus is assigned a normalized Educational Adequacy score between 0-100% based on the weighted average scores for each category



Note: Sample graph from other school district.

Educational Adequacy - Categories

Classroom Space: Assesses classrooms, science labs, and art studios based on factors, such as room size and shape; furniture and fixture quality; presentation and display opportunities; windows and views; transparency/connectivity to adjacent spaces; and the finishes, and infrastructure that contribute to learning ambiance.

Presence: Evaluates how the building and grounds present themselves to the community, as well as the quality of the arrival experience for both students and visitors.

Assembly: Assesses the quality of assembly spaces, including auditoria and dining areas, considering space shape and size; furniture and fixture quality; and design elements that contribute to learning ambiance.

Extended Learning: Assesses extended learning spaces—informal indoor and outdoor spaces that supplement more formal spaces (i.e., classrooms or labs)—on the same factors used to assess instructional spaces.

Organization: Evaluates the general positioning of spaces within the school, including the main office, spaces for faculty collaboration, and spaces for various student activities.

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

Safety and Security: Assesses the school’s safety and security measures, considering design elements like sight lines, transparency, program locations, and both “hard” and “soft” security features

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

Note: See appendix for sample questions for each category

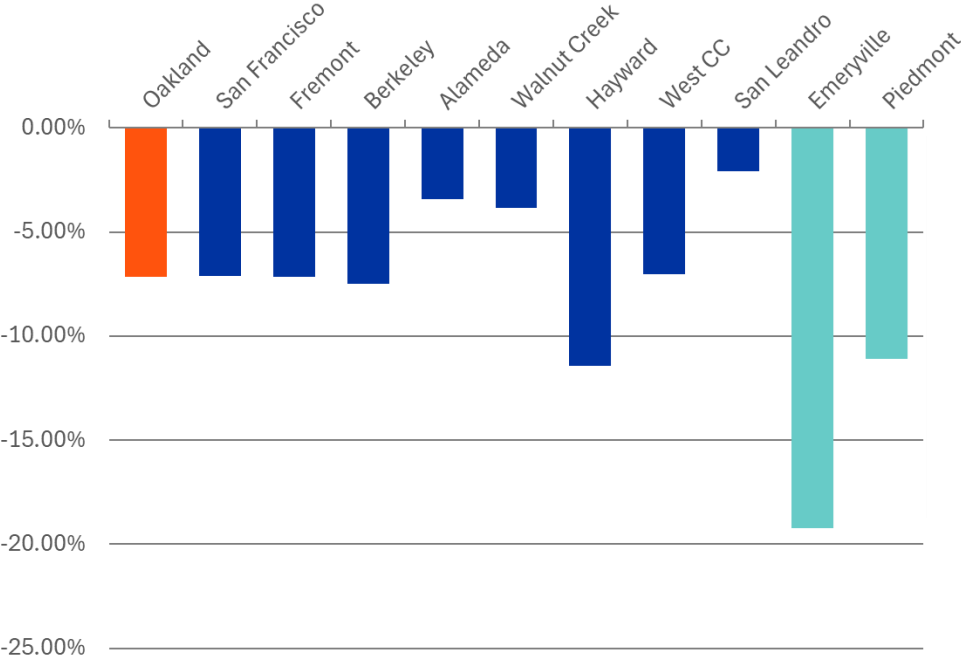
Facilities Condition Assessment

Facility Condition Assessments (FCAs) evaluate key building systems—including HVAC, plumbing, electrical, structural elements, roofing, and site features—to determine their current condition and estimate their remaining useful life. These evaluations inform a Facility Condition Index (FCI), based on capital investment needs. The FCI is calculated as the ratio of the cost to repair identified deficiencies to the cost of replacing the facility. A lower FCI score indicates the facility is in better condition.

- **Structure:** Evaluates foundations, load-bearing walls, columns, beams, and roof/floor framing systems
- **Exterior Enclosure:** Evaluates walls, windows, and doors
- **Roofing:** Evaluates roofing systems, materials, gutters, and downspouts
- **Exterior Stairs:** Evaluates stairs and ramps
- **Conveying Systems:** Evaluates elevators and wheelchair lifts
- **Plumbing:** Evaluates water supply lines, drainage and vent systems, fixtures, and water heaters
- **Fire Protection:** Evaluates fire suppression systems, alarms, emergency lighting, and exit signage
- **HVAC:** Evaluates boilers, chillers, furnaces, ductwork, fans, and controls
- **Electrical:** Evaluates main service panels, wiring, lighting systems, and emergency power sources
- **Site Improvements:** Evaluates pedestrian walkways, roadways, parking lots, fencing, retaining walls, and site lighting

Overview of the Approach to Develop a Master Plan

Enrollment Analysis



Like many urban school districts, OUSD & charter schools have been experiencing enrollment loss over the last 10 years.

Note: Numbers based on school district enrollment as reported to California Department of Education for each school year.

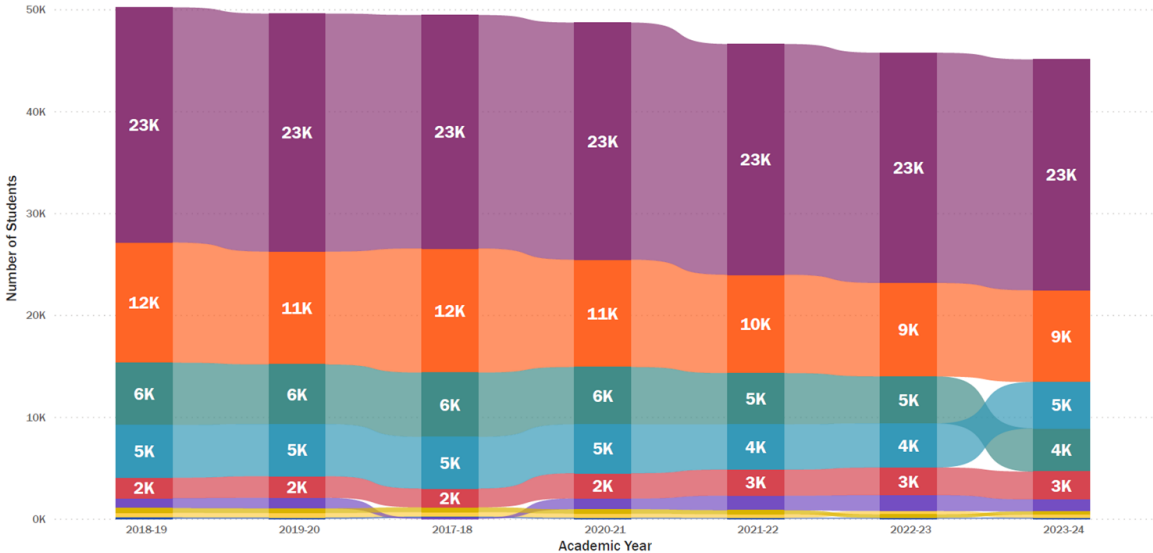


Overview of the Approach to Develop a Master Plan

Enrollment Analysis

Number of Students by Academic Year and Ethnicity

Ethnicity ● African American ● American Indian or Alaska Native ● Asian ● Filipino ● Hispanic or Latino ● Not Reported ● Pacific Islander ● Two or More Races ● White



In OUSD, reduction in Black and Asian student enrollment is driving the enrollment changes

Note: Numbers based on OUSD enrollment as reported to California Department of Education for each school year.



Overview of the Approach to Develop a Master Plan

Facility Ed Specs Integrated with LCAP, BP's, AR's and Community Goals

Support Rich Diversity

Professional Development
Staff Retention
Places that reflect culture



Multi-Tiered Systems of Support

Counseling Centers - SEL
School Safety
Health and Wellness



Close the Achievement Gap

Acoustics
Program Appropriate Space
Indoor air quality



Early Childhood Education

Spaces Designed for Young Children



Community Schools

Family Resource Centers
Welcoming Campuses
Engaging Learning Spaces
Joyful Schools



Overview of the Approach to Develop a Master Plan

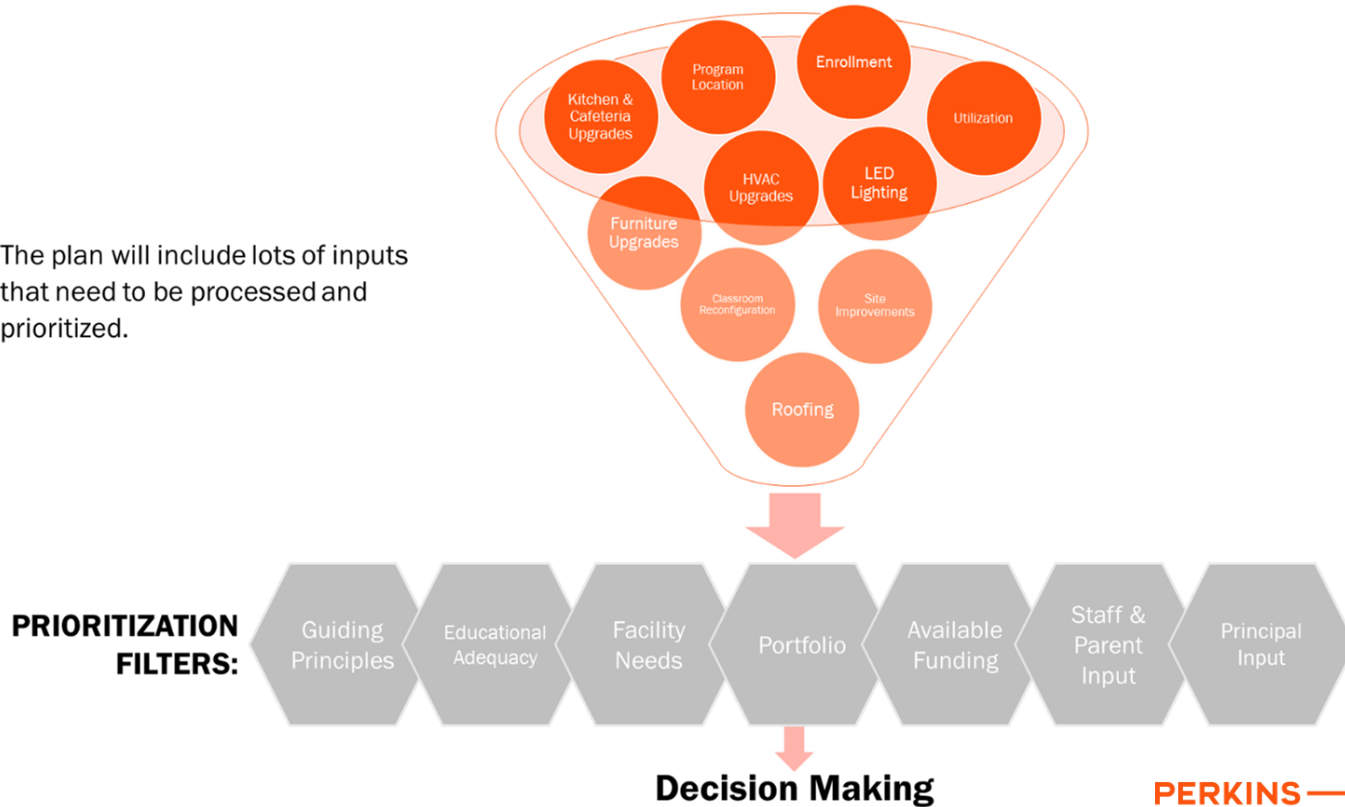
Program Distribution

Mapping and analyzing academic programs across OUSD will allow us to better understand the geographic distribution of programs and help OUSD ensure there is equitable access to programs now and in the future.



Decision Making

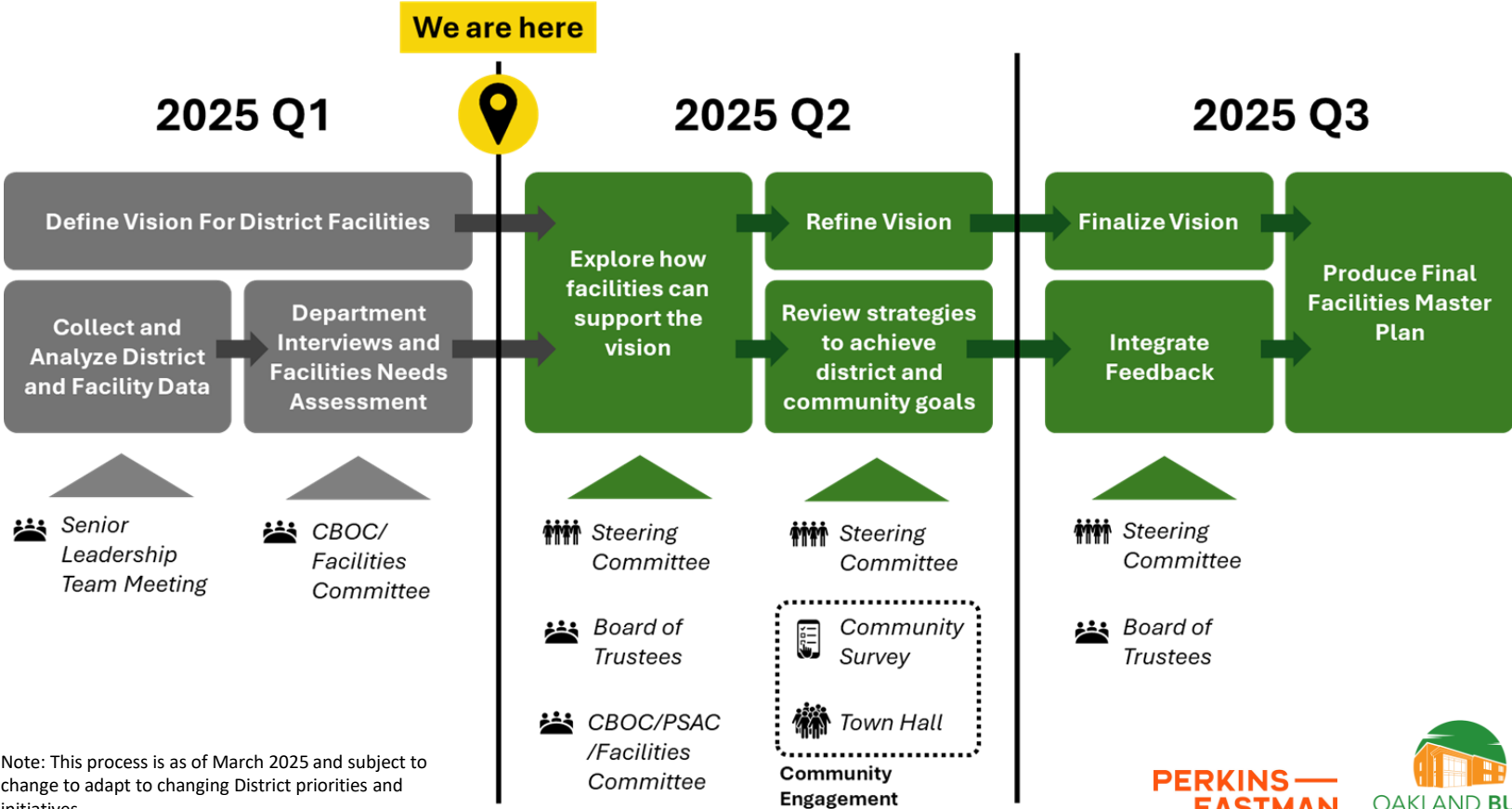
The plan will include lots of inputs that need to be processed and prioritized.



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EASTMAN**



Overview of the Current Process



Note: This process is as of March 2025 and subject to change to adapt to changing District priorities and initiatives.



Progress Updates

1. Senior Leadership Team Visioning - *complete*
2. Educational Adequacy - *assessment complete, analysis in progress*
3. Joyful School - *assessment complete, analysis in progress*
4. Facilities Conditions - *assessment in progress*
5. Living School Yards - *assessment in progress*
6. Facilities Capacity and Utilization - *assessment complete, analysis in progress*
7. Department Interviews - *in progress*
8. FMP Website - *in progress*
9. Program distribution analysis - *in progress*

CBOC Discussion:

What are the most important values & guiding principles we should consider in planning our facilities?

Case Study: In a declining enrollment environment, how should we be investing deeper to improve the school experience for students, staff and families? What is your vision for the students and families?

Next Steps

- Finalize assessments and evaluation
- Present updates on assessments and findings at Facilities Committee meeting in April 2025
- Continue to conduct visioning sessions students, staff, community, and the Steering Committee

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

Meet the Team



Patrick Davis



Gavin D'souza



Heidi Kovalevsky



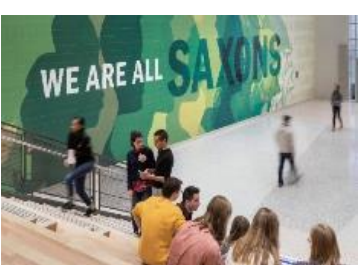


40 years of K-12 experience

600+ projects for K-12 schools

30+ Facility Master Plans

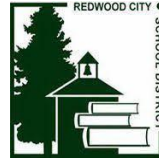
World's 2 highest scoring LEED-S projects



Recent Facility Planning Experience



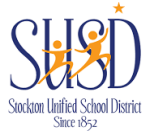
El Monte City School District



Baltimore City Public Schools

KIPP DC

Milwaukee Public Schools



Educational Adequacy Sample Questions - Community

1. Community - Heart of the school
 - a. Provides a place, indoor or outdoor with seating, for the entire school community to gather informally and formally
 - b. Is located at the crossroads of the building(s)/site where people naturally cross paths
 - c. Is a one-story building OR connects multiple levels in multi-story building(s)
 - d. Provides space (theater, gym, and/or cafeteria) for assembly and other publicly oriented programs.

1. Other - Cleanliness in Circulation & Public Space (Select the most appropriate)
 - a. The walls, floors and ceilings are generally clean (i.e., free of dirt, litter, clutter, or marks)
 - b. There are some minor issues (e.g., there are a few isolated areas where there is dirt, litter or clutter)
 - c. There are a number of areas where the building is not clean
 - d. The building is unclean throughout
 - e. Other

1. Are the educational signages positioned at a height appropriate for the students' age group?
 - a. Yes
 - b. Some but not all
 - c. No

Educational Adequacy Sample Questions - Presence

1. Presence - Site

- a. The perimeter of the site is well-defined through fences, sidewalks, or other elements that indicate the clear boundary of school grounds
- b. Variety of outdoor spaces (e.g., playgrounds, ball fields, basketball court, square court) that are appropriate for students' age group.
- c. The schools has green spaces, school gardens
- d. The fields appear to be in good condition.
- e. Hardscape surfaces and any playground equipment appear to be in good condition.
- f. Many of the active outdoor spaces (playgrounds, fields) are adjacent and are all visually accessible, enabling one or two faculty the ability to supervise recess and other outdoor activities.

1. Presence - Architecture

- a. The building has significant presence as “civic architecture”
- b. The entire façade on all sides of the building(s) are clean and well-maintained
- c. Windows are clean and clear so you can see through them well.
- d. Security apparatus is unobtrusive (i.e., no evident security bars or grills on windows)
- e. HVAC (i.e., air conditioners, rooftop mechanical units) and other mundane building systems are concealed.

Educational Adequacy Sample Questions - Safety & Security

1. Safety and Security – Entrance

- a. The walk up to the building(s) is easily visible and supervised by the Main Office or security within the building.
- b. There is a secure entry vestibule that can restrict visitor access only to the Main Office (i.e., after entering from the outside, a visitor cannot walk further into the building unless they enter the Main Office)
- c. There is sufficient space in a lobby that provides space for students and visitors to wait to enter the building(s) out of the weather.
- d. Security desks and equipment—if present—are well integrated into the space (i.e., it doesn't look like an afterthought).
- e. The experience is more welcoming than threatening, despite the security precautions.

1. Safety and Security - Building Design

- a. Visitors are directed clearly to a single point of entry into the building(s).
- b. Indirect sight lines from outside the school property to inside the building(s) (e.g., high window sills, spatial features that obstruct direct sightlines)
- c. Areas for community use (e.g., gym, auditorium) are clearly zoned and distinct from student-only spaces (e.g., classrooms, labs)
- d. Sight lines to and from the main entrance are not obstructed by landscape or other site elements.

Educational Adequacy Sample Questions - Organization

1. Organization - Student support services
 - a. Student support spaces (e.g., counseling, social worker, psychologist, etc.) are distributed throughout the building(s)/site to provide easy access to students
 - b. Student support appears welcoming, and access is easy- spaces are not buried in a suite
 - c. Student support spaces provide appropriate levels of privacy for meeting

1. Organization - Faculty Collaboration Spaces
 - a. Faculty collaboration spaces are distributed throughout the building(s)/site
 - b. Faculty collaboration spaces are integrated into classroom neighborhoods or otherwise convenient to instructional spaces
 - c. Faculty collaboration spaces provide tables and chairs that allow for small group gatherings
 - d. Faculty collaboration spaces provide amenities (e.g., beverages, printer/scanner/copier/refrigerator) that would informally draw teachers and staff together

1. Organization - Academic Organization
 - a. The building(s)/site program adjacencies are organized based on similar grade levels or per specialized topics (e.g., music and art).
 - b. The building(s) is logically grouped in a smaller scale per grade level, interdisciplinary neighborhoods, or academics.
 - c. Wayfinding within the site is clear and easy.

Educational Adequacy Sample Questions - Instructional Space

1. Classroom – furniture
 - a. Has a variety of furniture options (e.g., soft furniture, rocking seats)
 - b. Is easy to move and reconfigure
 - c. Has active seating that allow students to rock, fidget, or swivel
 - d. Provide sufficient storage for student belongings (e.g., cubbies, lockers, or other storage systems)

1. Classroom - Display and personalization
 - a. Besides the primary teaching surface, there are three to four designed display surfaces for displaying information or student work
 - b. Besides the primary teaching surface, there are one to two designed display surfaces for displaying information or student work
 - c. There are display of student’s work on the wall(s)
 - d. Allows for easy updating (uses magnets or tacks on boards, NOT tape on the walls)
 - e. The display(s) is well organized and uncluttered
 - f. Windows do not prevent display on the exterior (facing outside) wall (by occupying the whole wall, for instance)
 - g. The display(s) on windows do not interfere with views to the outside

7. Classrooms – ambiance: color and finishes
 - a. The color of the finishes does not overpower activity, display(s) and presentation
 - b. Most of the walls are painted in light colors that can enhance daylighting
 - c. Materials creates a warm ambiance, reducing institutional feeling
 - d. Use of accent color to reduce monotony and ease eye strain

Educational Adequacy Sample Questions - Assembly

1. What are the characteristics of the space?
 - a. Is connected to the heart of the school (if one exists)
 - b. Takes steps to reduce the perception of being a large, institutional space
 - c. Has reasonable acoustics so that conversations can be heard well
 - d. Offers a variety of seating options to accommodate varied size groups
 - e. Can host events (e.g., dinners, award programs) with good sight lines across the space
 - f. The stage is large enough for varied performances and assemblies featuring at least a class of 24
 - g. Has adjacent space outside for pre-function activities such as ticket sales, waiting, and socializing.
 - h. Easily accessed by the external community from the building entrance
 - i. Can accommodate a gathering of up to half of the school's enrollment

1. Interior aesthetics
 - a. Looks clean
 - b. The finishes (i.e., paints, counters) are in good condition
 - c. HVAC and other infrastructure is not visually obtrusive (i.e., exposed on walls or in windows)

Educational Adequacy Sample Questions - Environmental Quality

1. Is there an odor in the room? (If there is an odor, please describe it.)
 - a. There is no odor
 - b. There is a small odor
 - c. There is a significant odor
 - d. Other

1. Classrooms - Windows
 - a. Has windows with views of objects at least 25 feet away from the ext. of the window
 - b. Has windows with views of sky or nature
 - c. The view from the windows is not obscured by shades, blinds, or paper as judged from a seated student's view.
 - d. The upper window can be covered or shaded.
 - e. Windows are either north facing or shaded by the exterior façade elements of the building.
 - f. Has natural light with limited or controllable glare (i.e., no significant bright spots of sunshine on the desks, floors, or walls).
 - g. Has windows to the exterior on more than one wall
 - h. Has internal window to an adjacent program space (e.g., classroom, lab, extended learning space).

Educational Adequacy Sample Questions - Extended Learning

1. Presence - Appearance
 - a. The library has an exterior presence through visibility into the space or enhanced signage/graphics
 - b. The library has an inviting and engaging interior design through accent lighting, color, and furniture options

1. Extended learning – Quality. Evaluate the spaces used for extended learning
 - a. Provides ample space for a variety of activities and group sizes
 - b. Allows for activities to occur without being disrupted by people walking through the building's circulation
 - c. Located where the activity can be easily supervised
 - d. Located near formal teaching space