

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



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**



Facilities Mission Statement

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

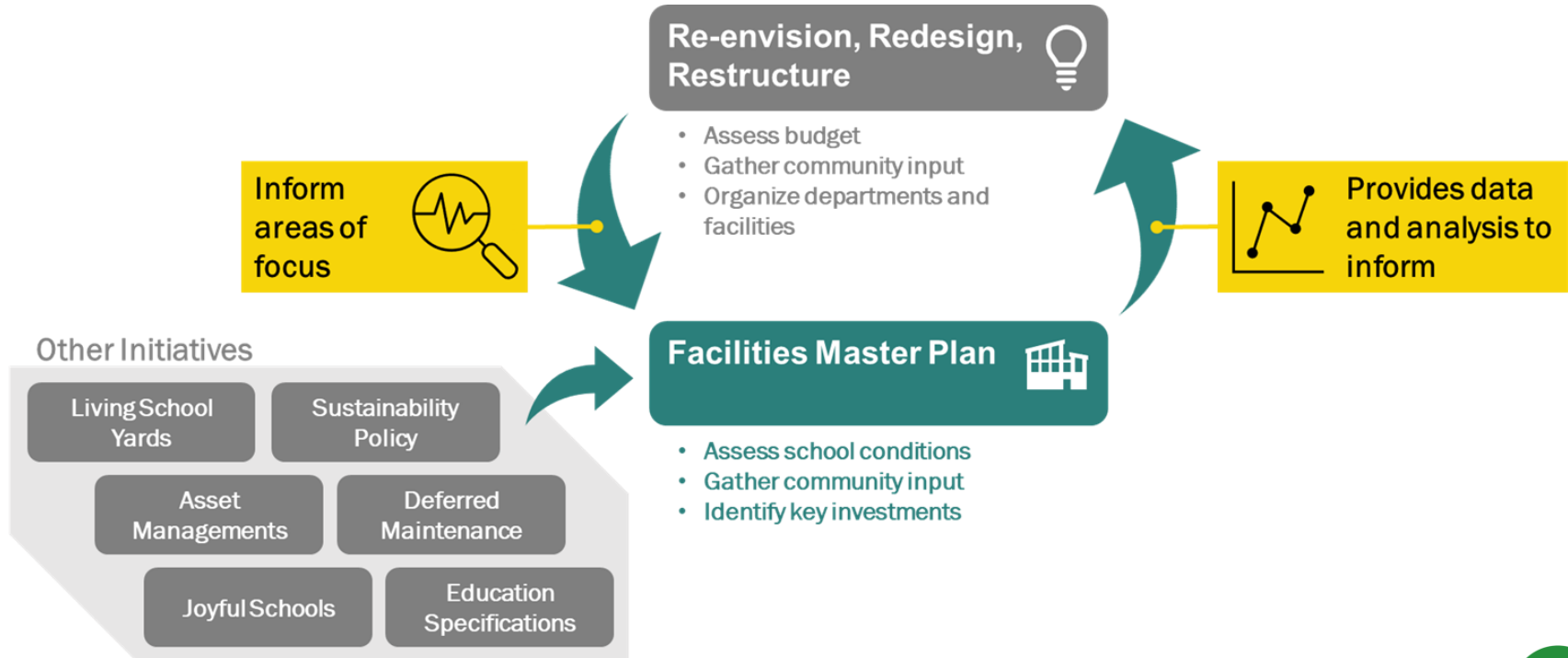
These spaces maximize inclusion, collaboration, empower innovation, and inspire creativity, preparing our students to be college-, career-, and community-ready.



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 icons. They are looking at a large sheet of paper on the table that has a table with handwritten text. In the background, there is a whiteboard with various notes and drawings.

2. Project and Process Overview

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

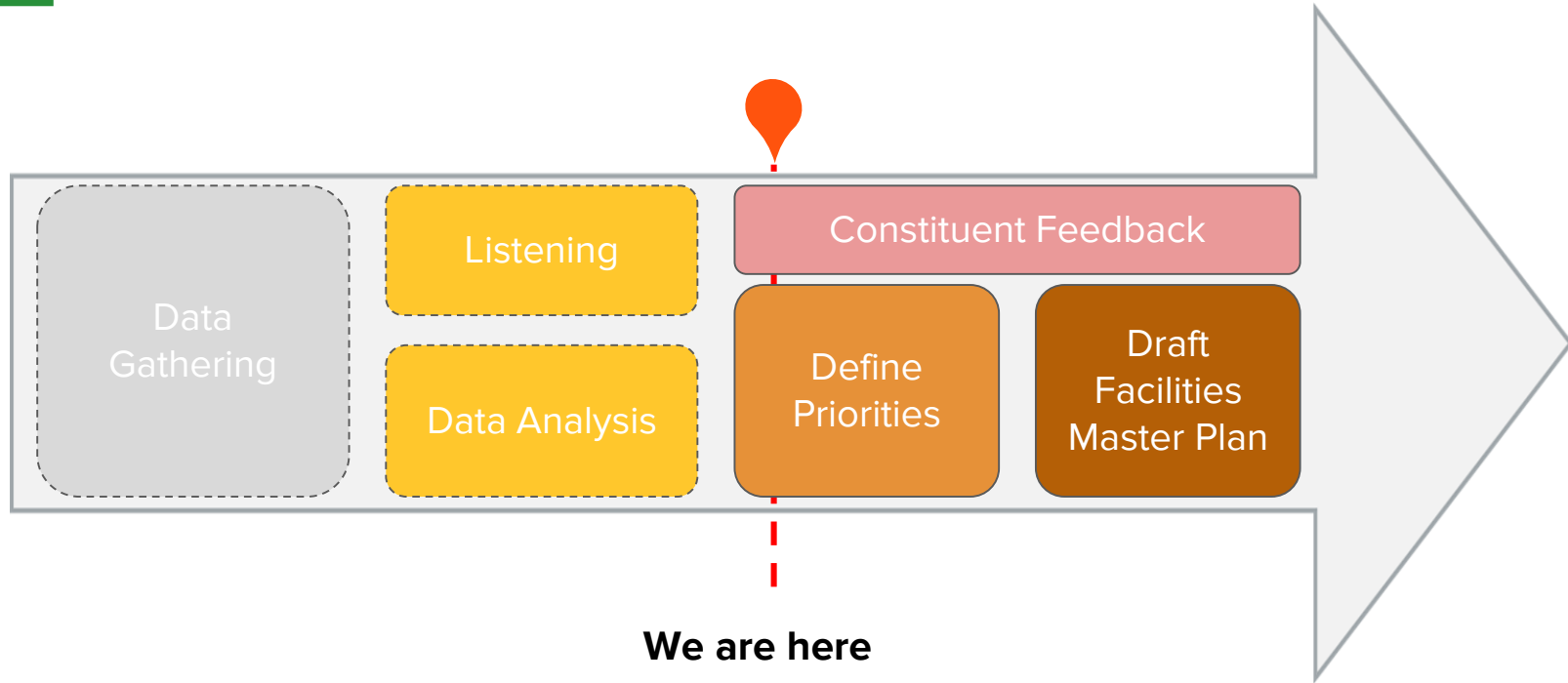
DISTRICT

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


**PERKINS —
EASTMAN**



Project Timeline: *Where We Are*



We are here

A group of diverse children are shown in a close-up, smiling and interacting. A young boy in the center, wearing a dark blue jacket, is laughing heartily. To his right, a young girl with braided hair and pink beaded headbands is looking down. Another child is partially visible on the left, and a fourth child's head is in the bottom right foreground. The background is blurred, showing colorful geometric shapes in blue, red, and white.

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**

**PERKINS —
EASTMAN**



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

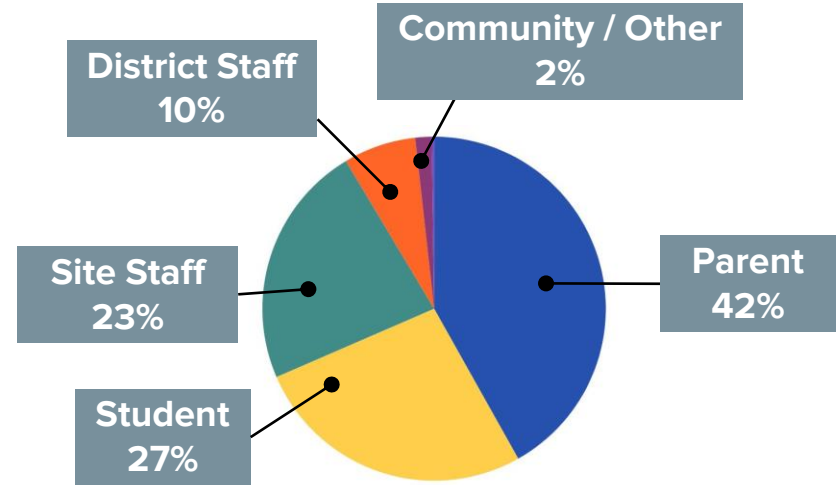
Engagement: Survey

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

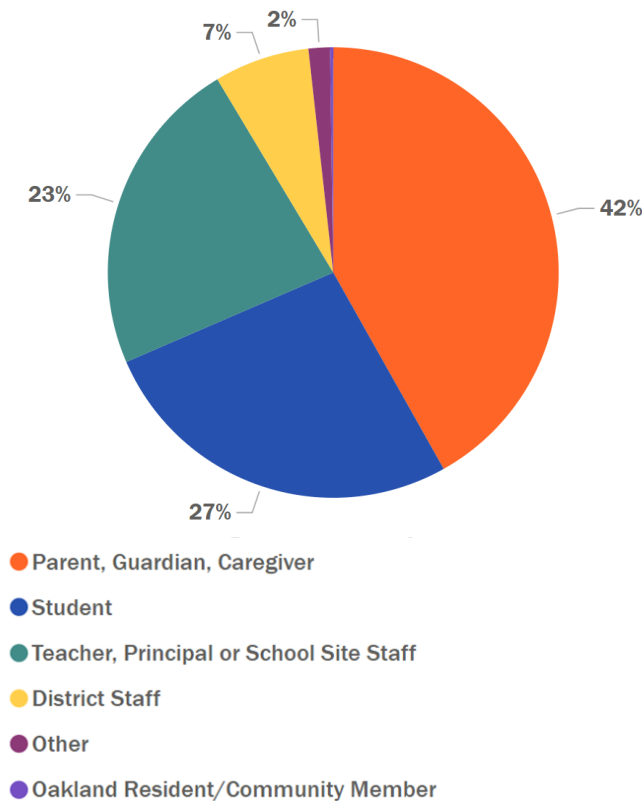
31 Elementary Schools
12 Middle Schools
6 High Schools

**PERKINS —
EASTMAN**



Engagement: Survey

Data as of 06/09/2025



461 Responses

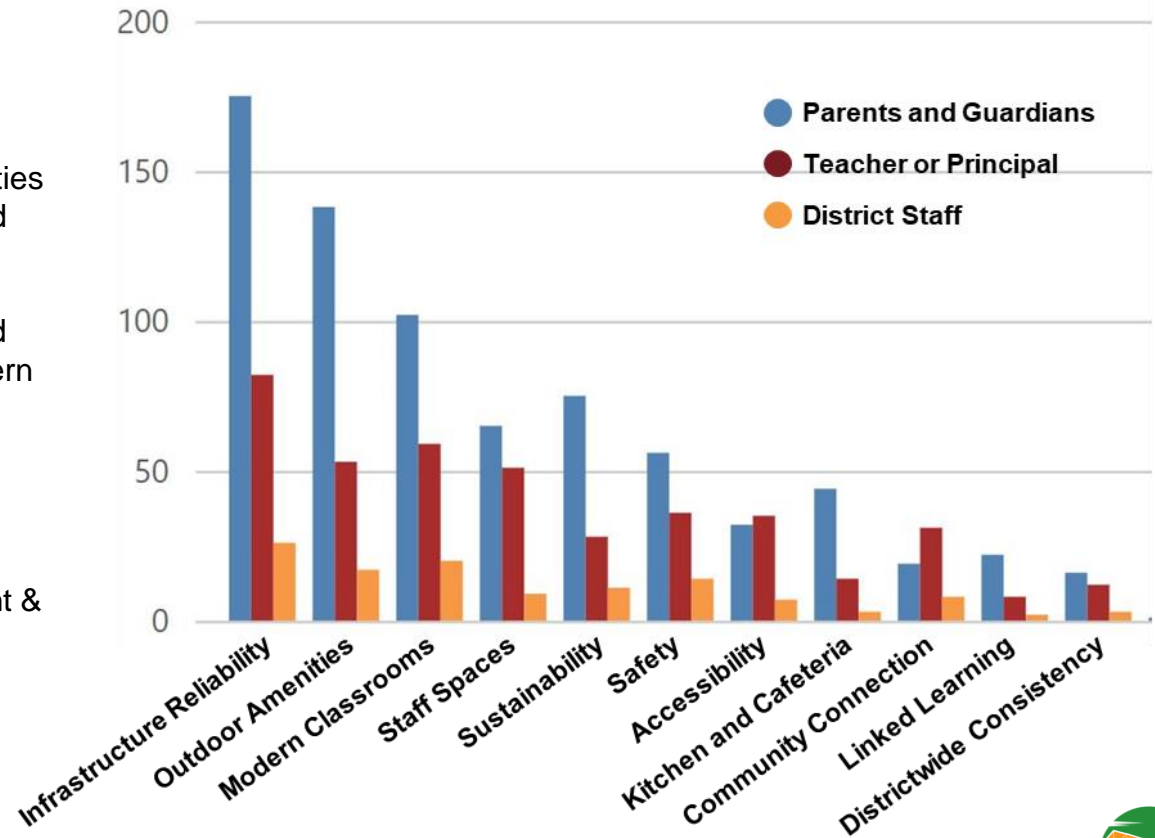
District 1	32.8%
District 2	9.4%
District 3	1.1%
District 4	31.1%
District 5	3.3%
District 6	16.74%
District 7	2.4%
Other	3.1%

Engagement: Survey

Top Priorities

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

- $\frac{3}{4}$ 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)



PERKINS —
EASTMAN



Student Feedback

1. Deferred Maintenance
 - a. Restroom Quality
2. Thermal Comfort
 - a. Outdoor Shade
 - b. Indoor Temperature
3. Quality, Modern, Safe Spaces
 - a. Classrooms
 - b. Libraries
 - c. Outdoor



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



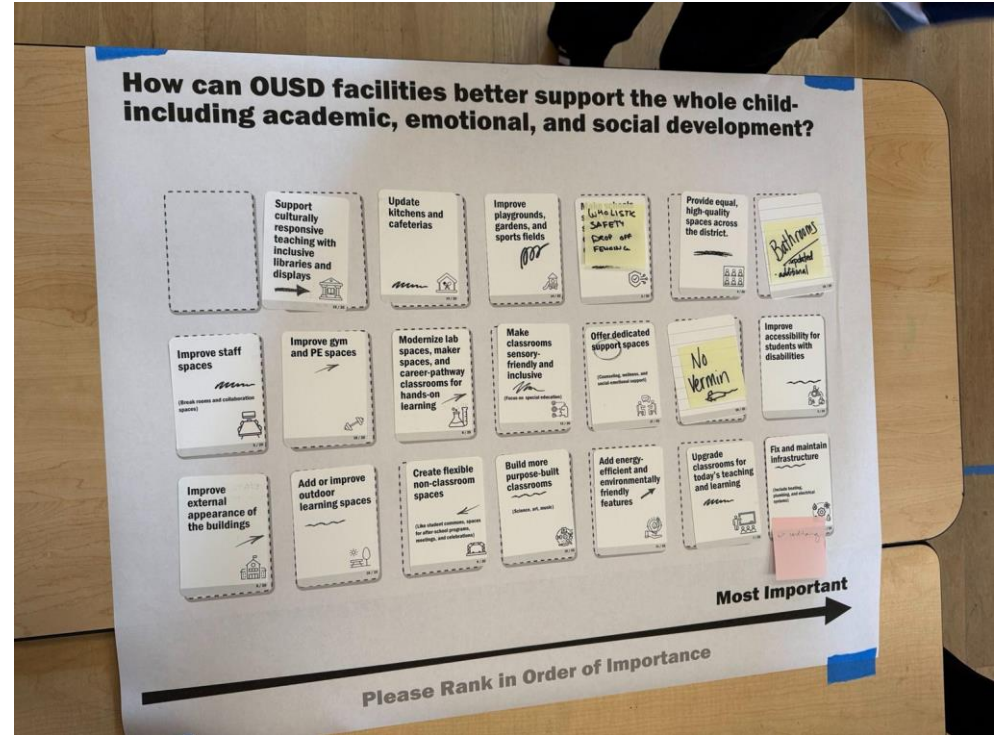
Engagement: Community Feedback

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.

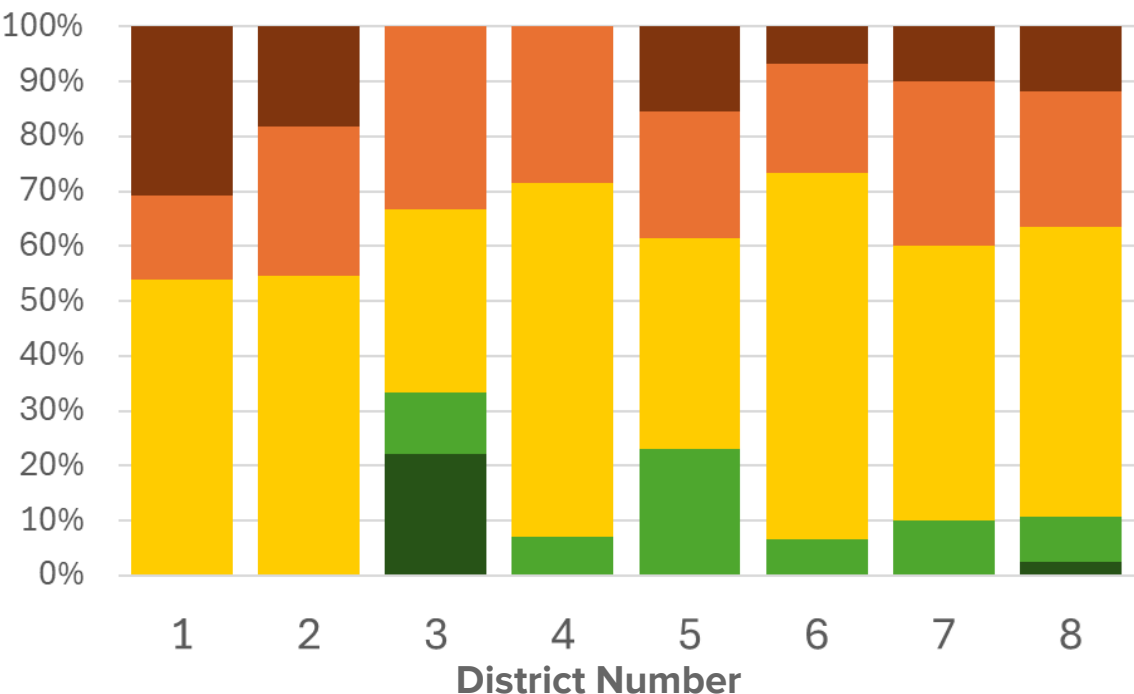
	Needs more space	Needs facility improvements
Spaces dedicated to supporting Visual and Performing Arts and Music: Classrooms, studios, and performance spaces for arts programs (e.g., dance, theater, music, visual arts).	● ●	● ● <i>Need more space for dance, theater, music, visual arts.</i>
Spaces for 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.	● ● ● ● <i>Need more space for special education needs.</i>	●
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.**

■ Excellent ■ Good ■ Fair ■ Poor ■ Deficient

Note:

1.

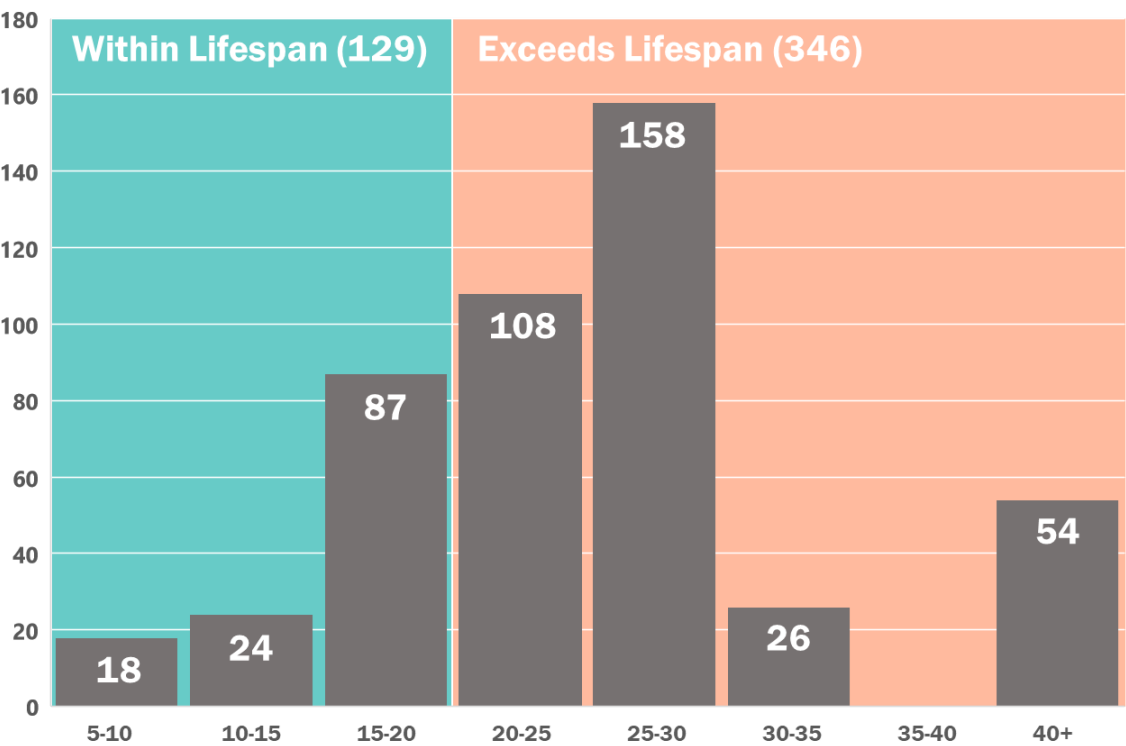
Data from site assessments conducted from December 2024 - May 2025

**PERKINS —
EASTMAN**



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

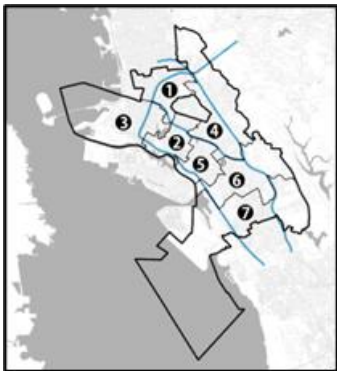
What we have learned: Equitable Facilities

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

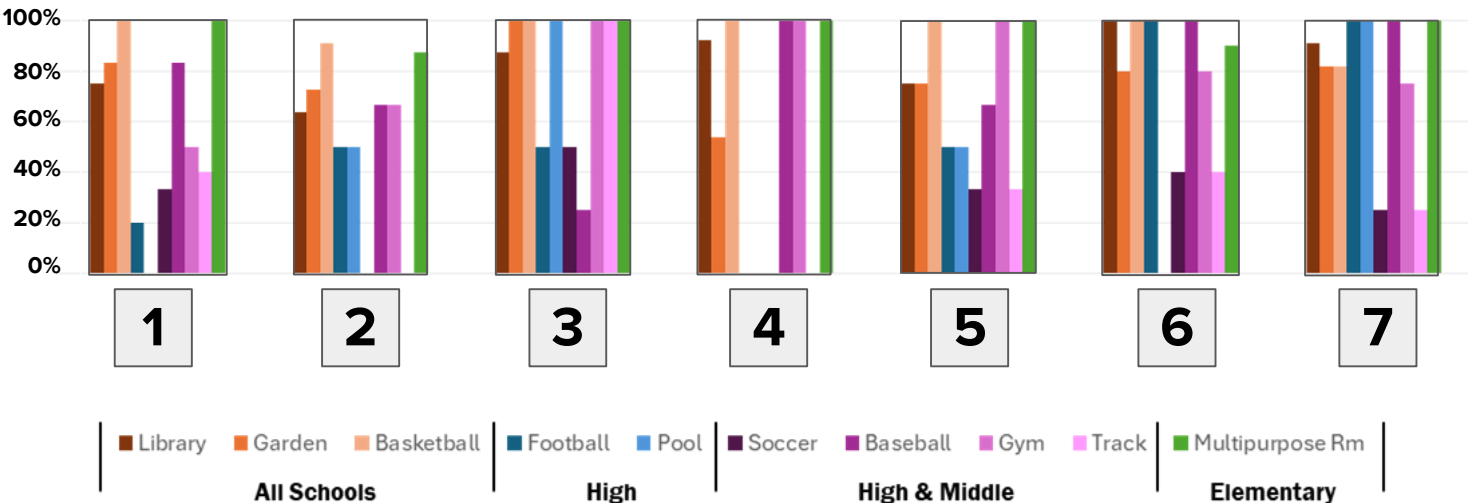
Why is this important?

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

Current Program Space Provision



District

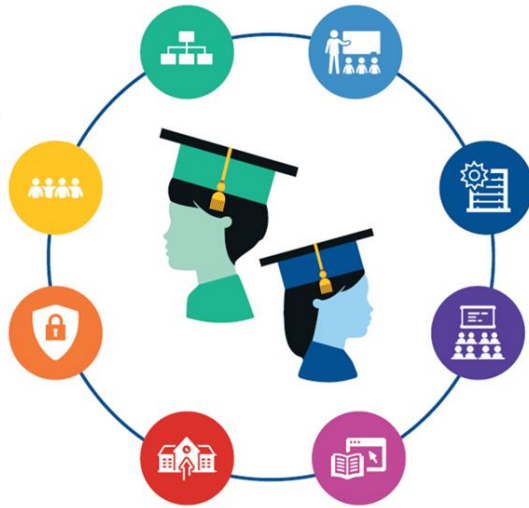


Note:
1. SY23-24 District inventory of facilities

PERKINS —
EASTMAN



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

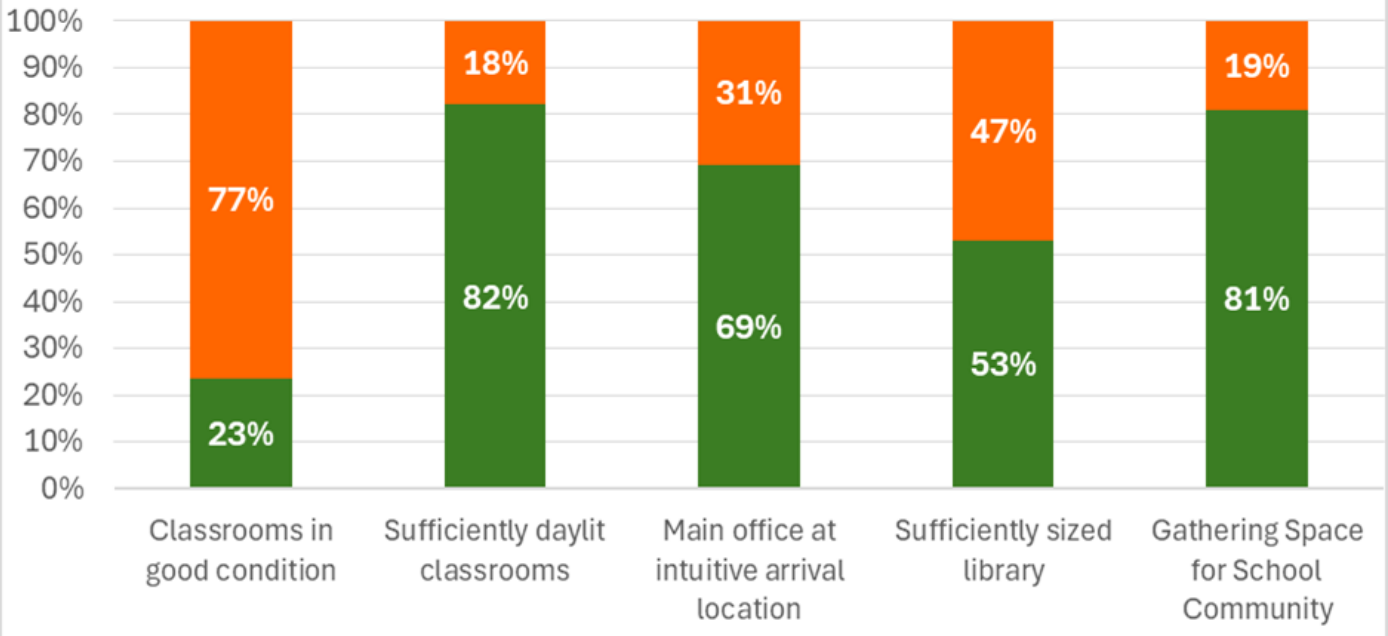
**PERKINS —
EASTMAN**



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

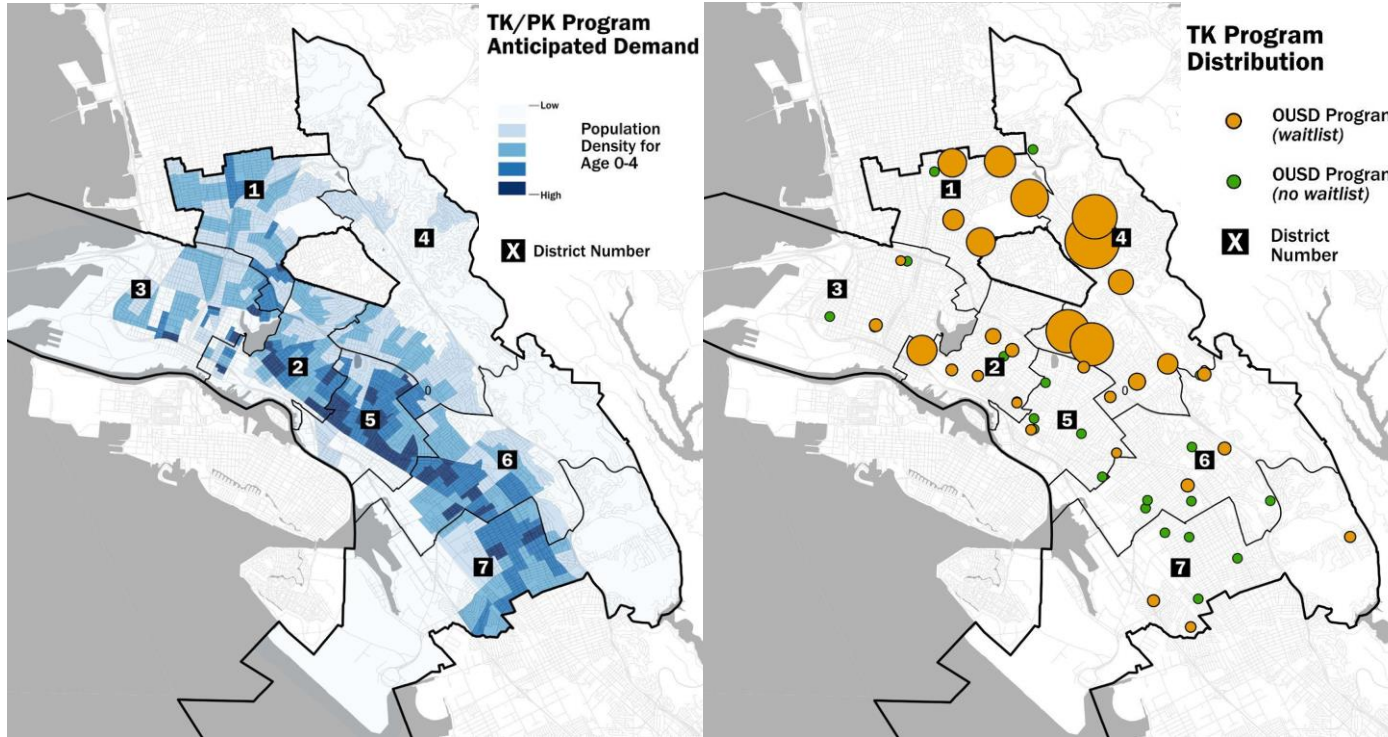
Yes No

PERKINS — EASTMAN



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.

**PERKINS —
EASTMAN**



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:

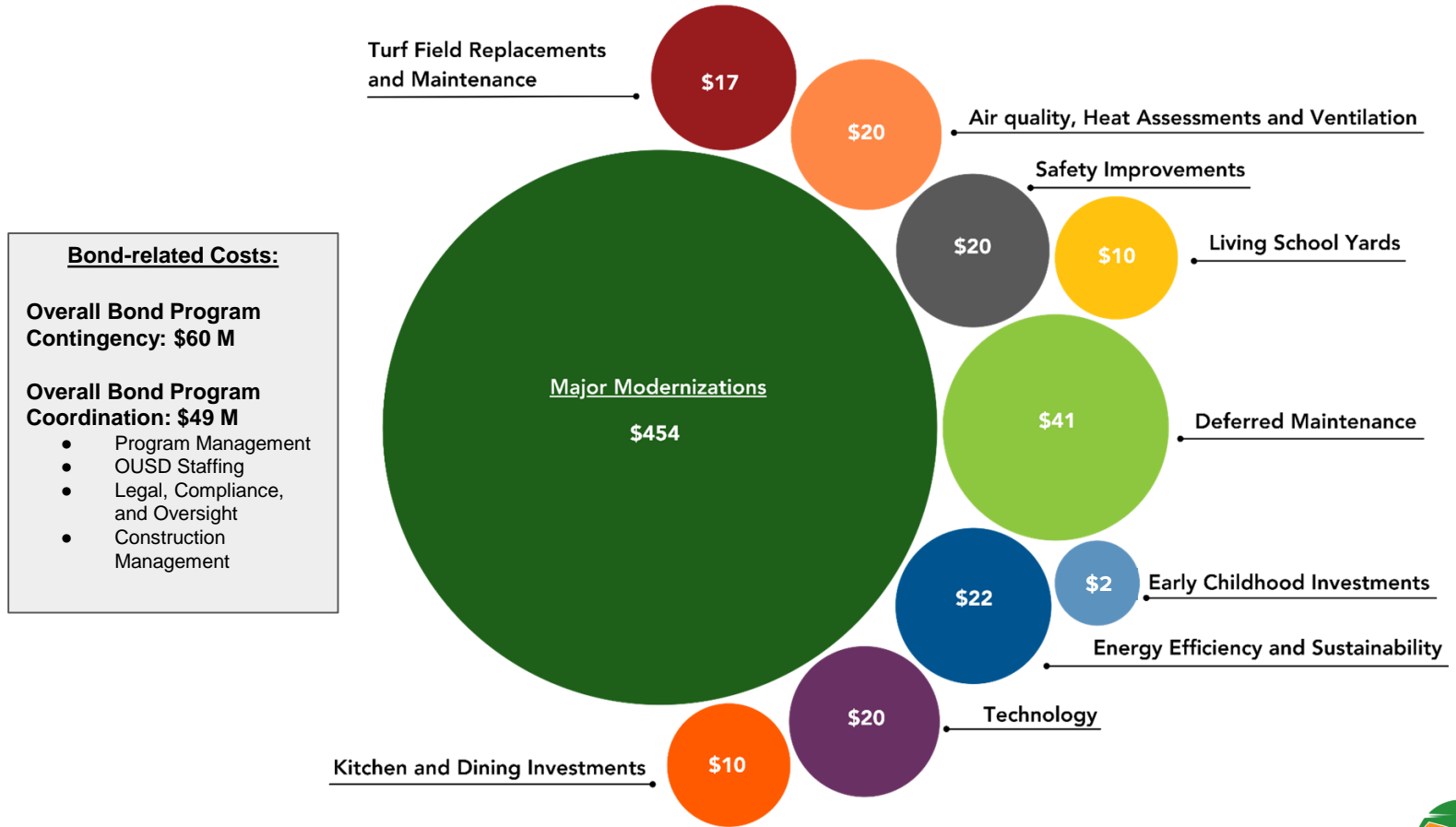
Preston Thomas
Chief Systems and Services Officer

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.

**PERKINS —
EASTMAN**



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 website for the 2024 Voter Guide. The navigation bar includes links for 'Voter Guide', '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 2' and 'PROP 3'. The main heading is 'Borrow \$10 billion to build schools, colleges'. Below this, there are buttons for 'JUMP TO SECTION' with options: '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 shows 'Yes' with 8,820,842 votes (58.7%) and 'No' with 6,207,390 votes (41.3%). The text 'Yes wins. AP race call at 5:45 p.m. on Nov. 6, 2024.' is displayed. The date 'Updated Dec 16, 2024, 9:03 AM' is at the bottom right. Below the table, there is a photo of a school building and the headline 'Voters agree to fix up California schools. \$10 billion construction bond passes' with the date 'NOVEMBER 5, 2024'.

2024 * 2024 *

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

◀ 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

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