

# 2025 Facilities Master Plan

Facilities Committee Update

August 21, 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 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.



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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 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

# Forming a Holistic Understanding to Develop a Master Plan

## SCHOOLS

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

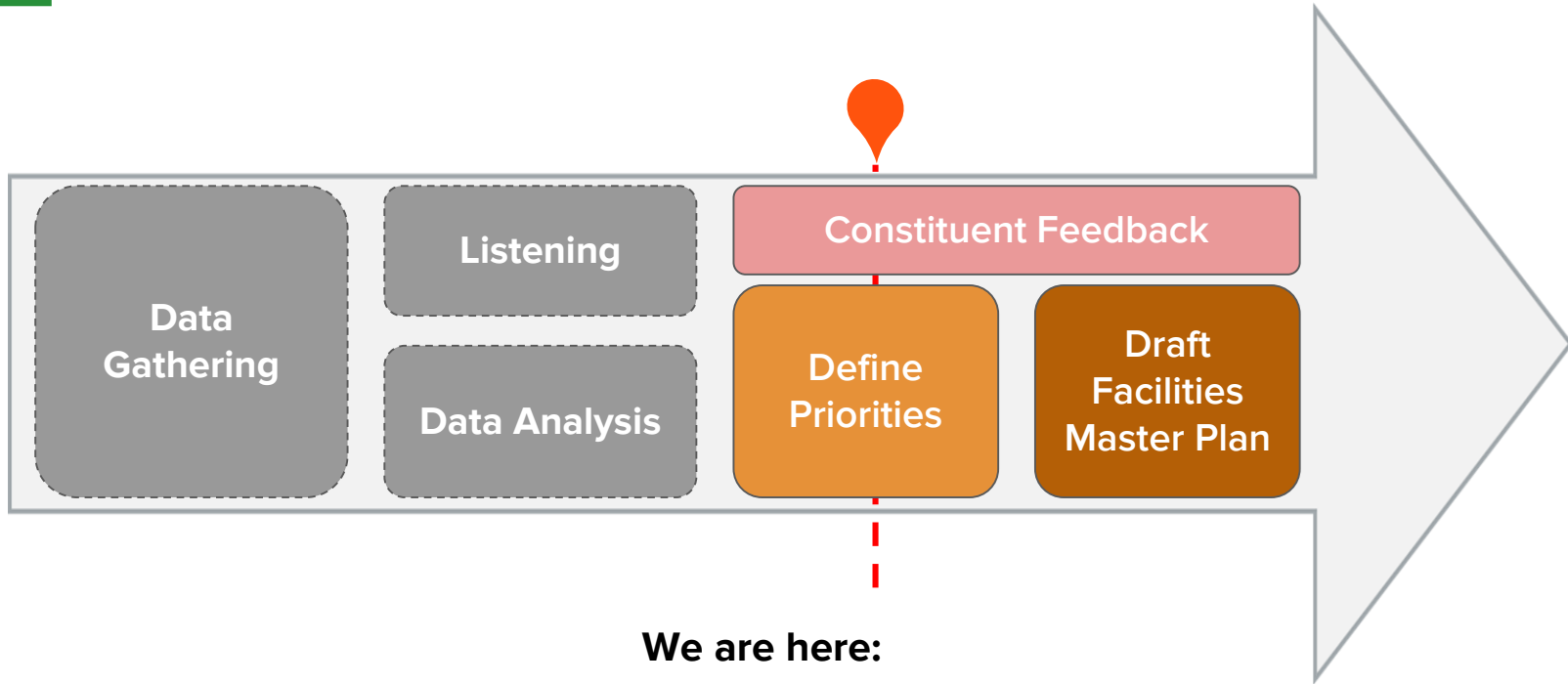
## STUDENTS AND COMMUNITY

- 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.


# Project Timeline: *Where We Are*



**We are here:**

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



A group of diverse children are shown in a close-up, smiling and interacting. A young boy in the center is wearing a dark blue jacket and has a bright smile. To his right, a young girl with braided hair and pink beaded headbands is looking down. Another child's head is visible on the left, and another on the bottom right. The background is blurred, showing colorful geometric shapes. The text '3. What we've learned: Engagement' is overlaid in white, bold font.

### **3. What we've learned: Engagement**

# Engagement: Survey (492 Responses)

## Top Priorities

### Infrastructure Reliability

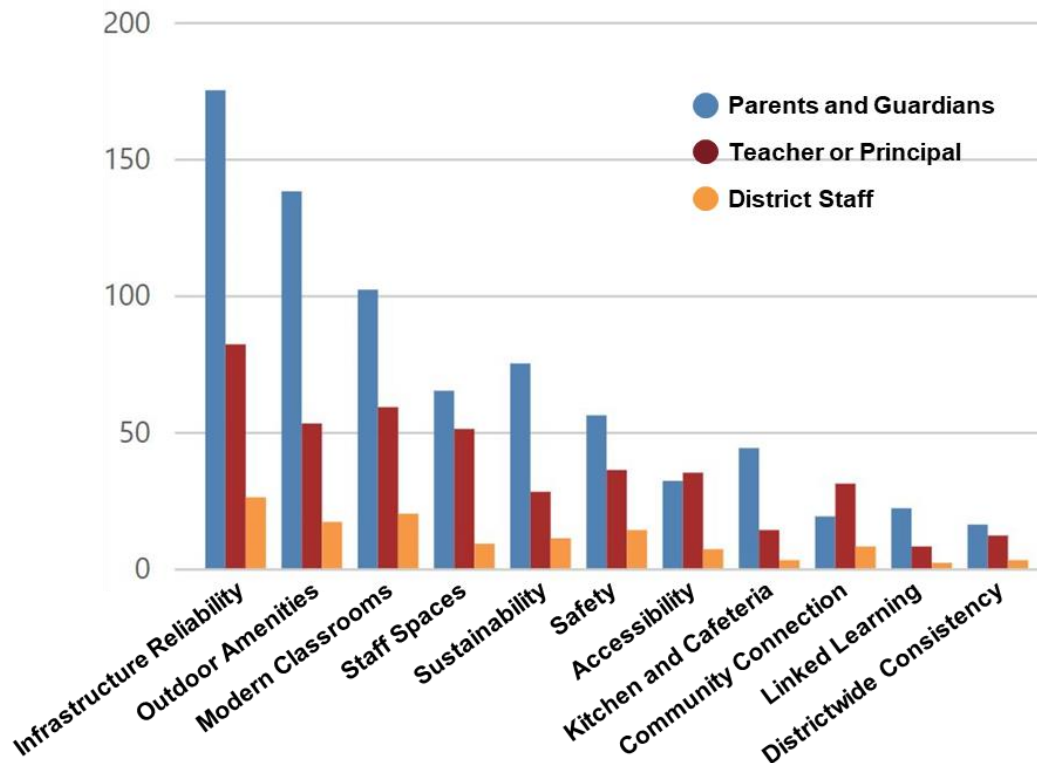
- Overheating and Climate Control (*HVAC issues*)
- Restrooms and Water Quality

### Outdoor Amenities

- Outdoor Space
- Climate control- *Shade*

### Modernization

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



# Summer Student & Staff Engagements



Workshop at Skyline High School



Feedback during Resource Fair at Melrose Leadership Academy

OUSD Facilities Master Plan

Writing Prompt: "If I Could Change My School, I would..."

Imagine you are in charge of your school for a day—what would you change and why? Would you add, fix, or create something new? Respond to the prompt and draw a picture to go along.

what I will change in my school will be more peter soccer stuff because our goal and ball are broken and flat. I will get a new goal because kids will learn to score. There will be last I will have a the walls and put a art to make the walls all better.

OUSD Facilities Master Plan

Writing Prompt: "If I Could Change My School, I would..."

Imagine you are in charge of your school for a day—what would you change and why? Would you add, fix, or create something new? Respond to the prompt and draw a picture to go along.

I would change the basketball court and new basketballs to play with and some swings and pascopy trees in the school that we can eat sometimes when they grow. Maybe more books more glass more—strawberries more fun playground with jamie from as well.

Few of the responses received at MLK School for **Writing Prompt: "If I Could Change My School, I would..."**



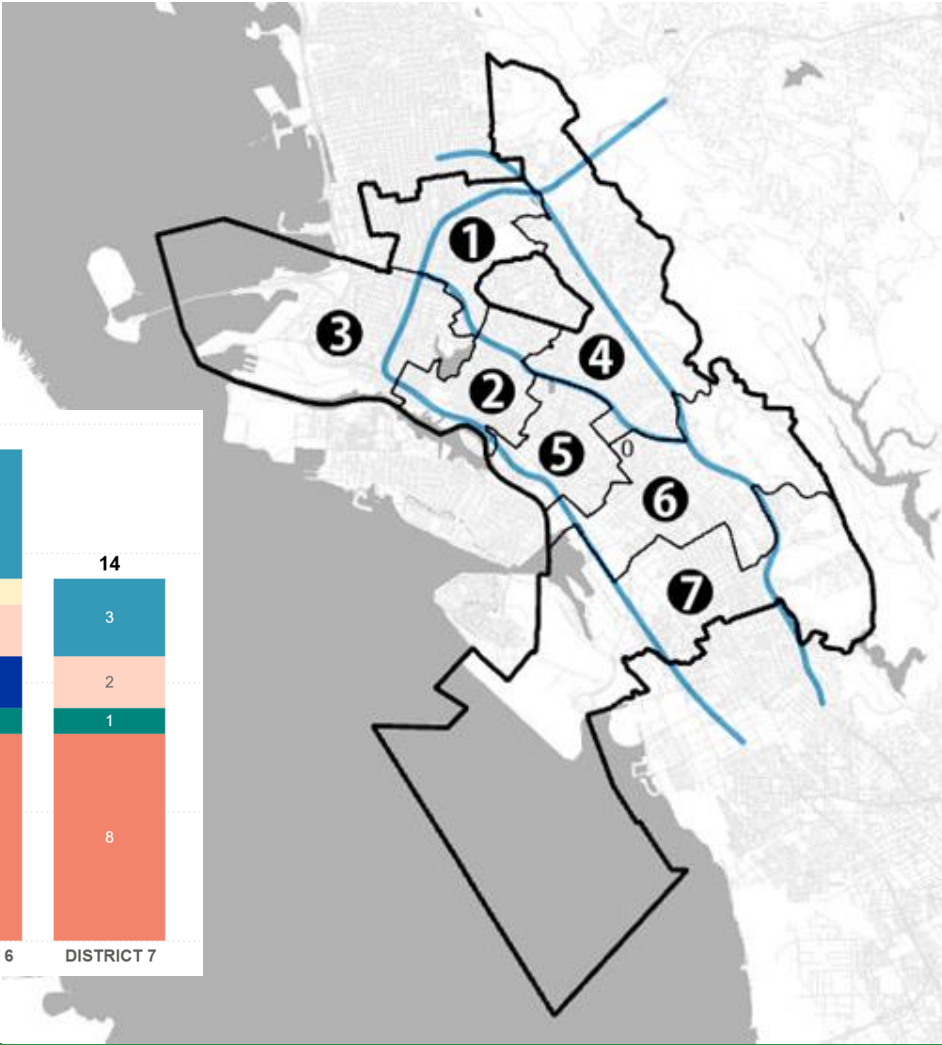
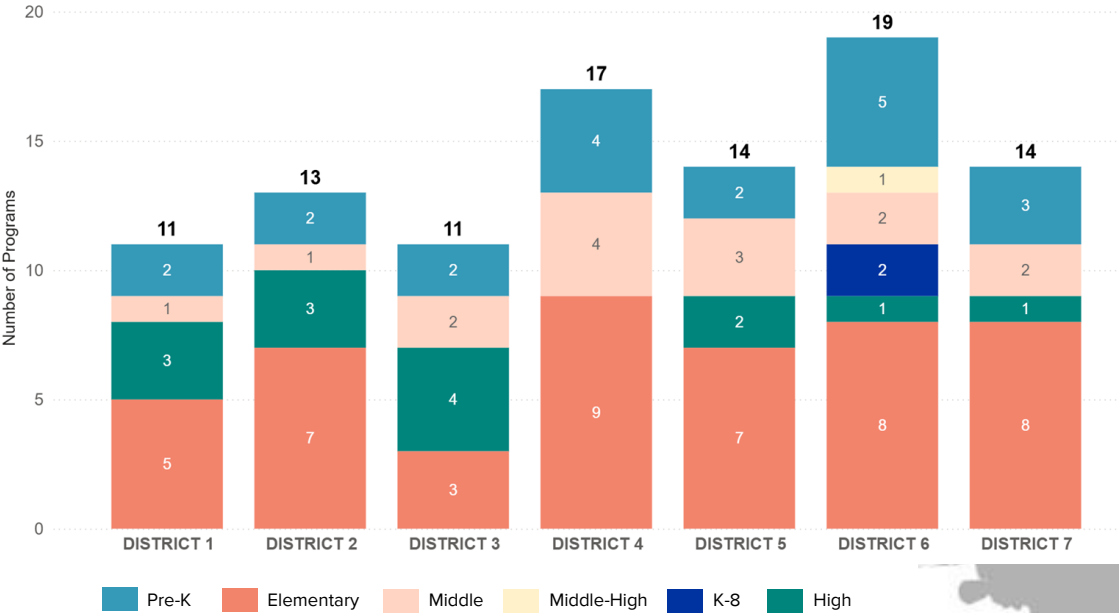


# 4. What we've learned: Assessment

# OUSD Districts Overview


School Board Districts are used to summarize the data to identify geographic differences.

A direct comparison of district scores is not recommended due to uneven distribution of campuses and variation in grade levels and programs across districts



# Overall Average Education Adequacy (EA) Scores

## By District

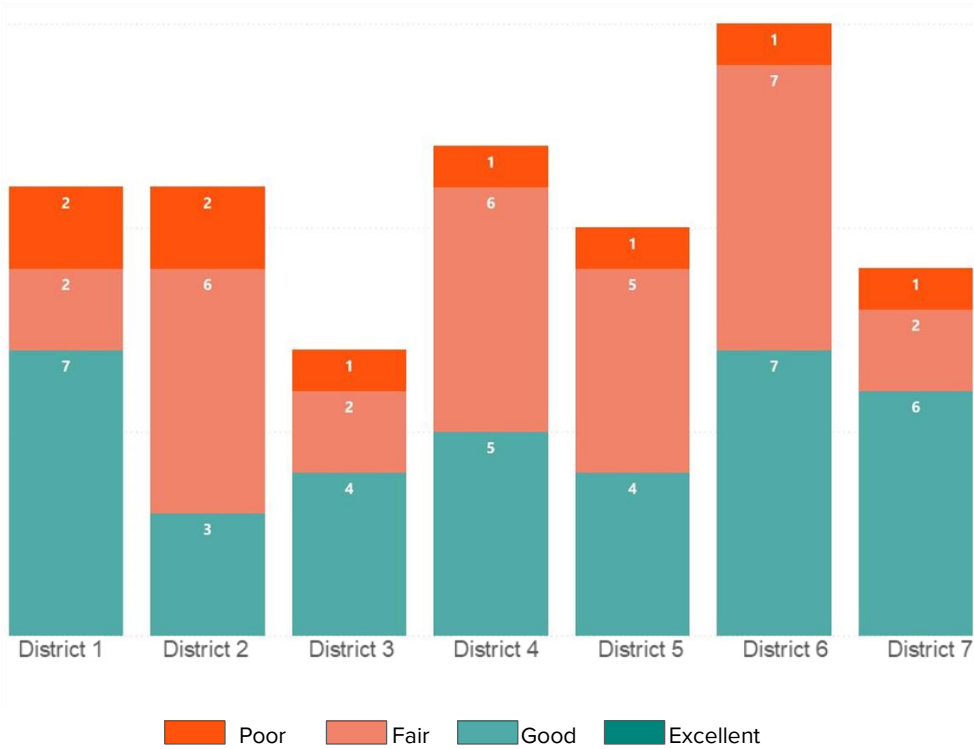
-  Presence
-  Safety & Security
-  Community
-  Organization
-  Instructional Space
-  Environmental Quality
-  Assembly
-  Extended Learning

EA is evaluated using over 260 metrics grouped into 8 categories, each with its own performance range from poor to excellent.

The graph shows an average of EA scores by district.

The numbers indicate number of schools within that category.

Overall EA scores are impacted by scores under “Extended Learning” and will be updated.



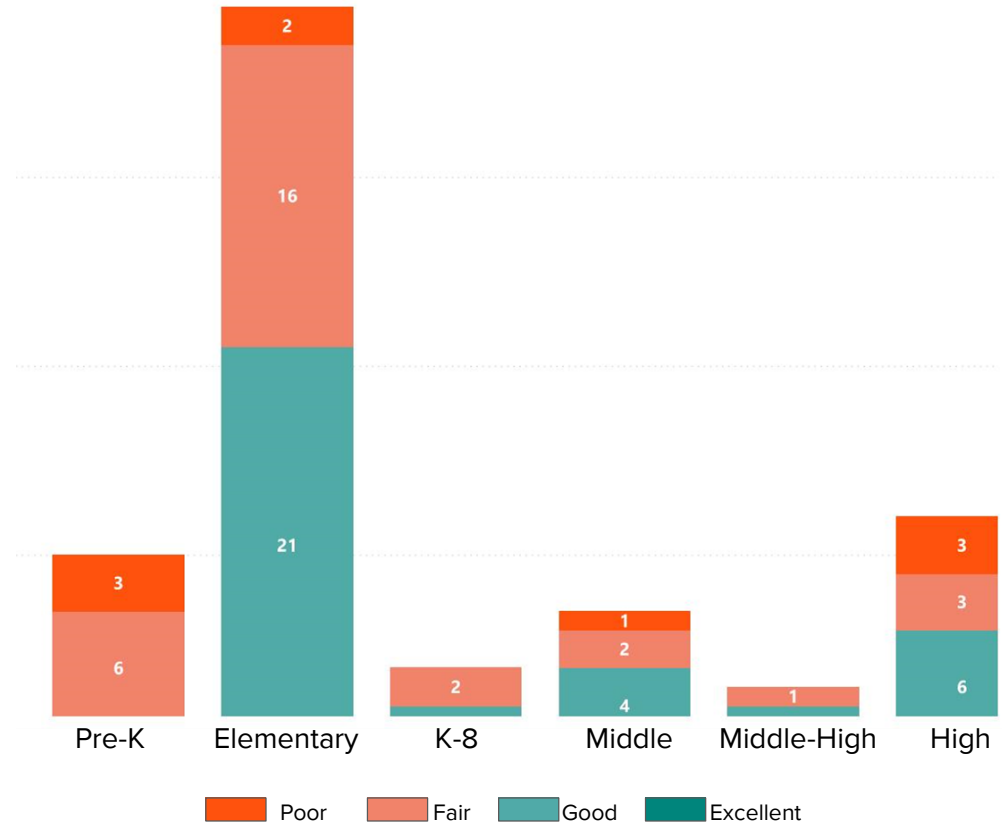
The data shown here represents preliminary assessment results.



# Overall Average EA Scores

## By Grade Level

- No schools in the District were assessed to be Excellent
- Improving the District-wide EA score necessitates a comprehensive investment approach that addresses facility needs across all campuses and educational levels



*The data shown here represents preliminary assessment results. Overall EA scores are impacted by scores under "Extended Learning" and will be updated.*

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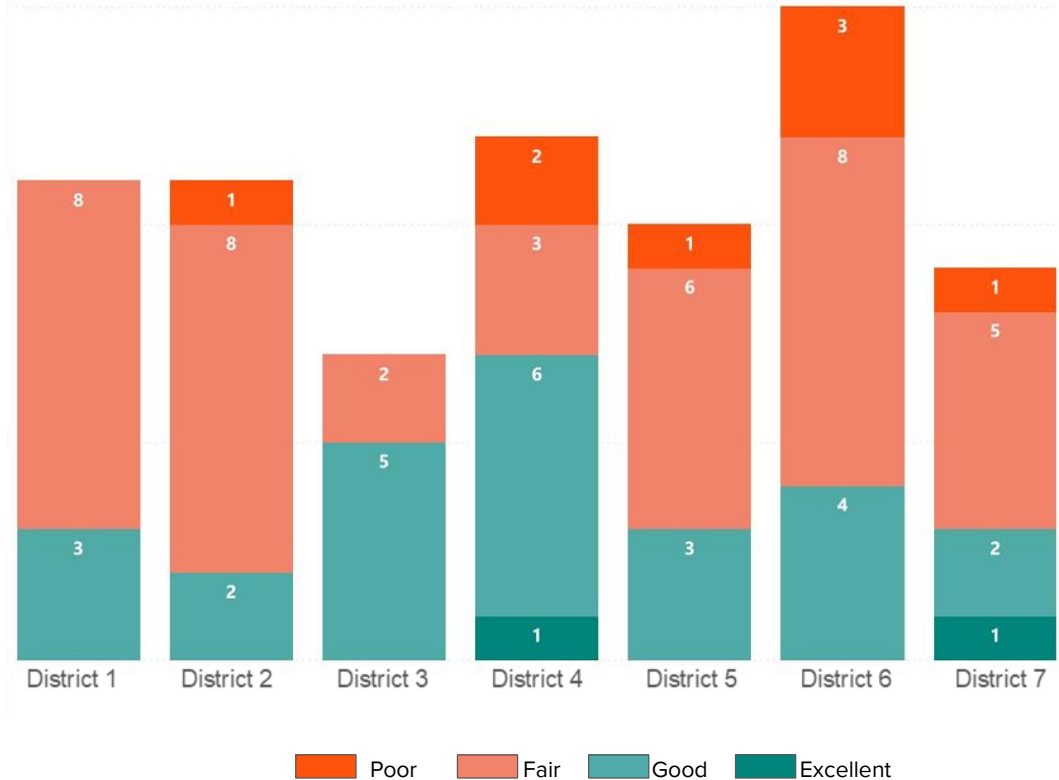
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# Focus on Classrooms by District

## Assessing gaps in Modernization

**Sample Criteria which determines the EA rating of classrooms in each school:**

- Sufficient daylighting
- Flexible furniture
- Multiple teaching walls
- Sufficient power outlets
- Quality of finishes
- Unobstructed sight lines
- Size of classroom
- Storage space



*The data shown here represents preliminary assessment results*

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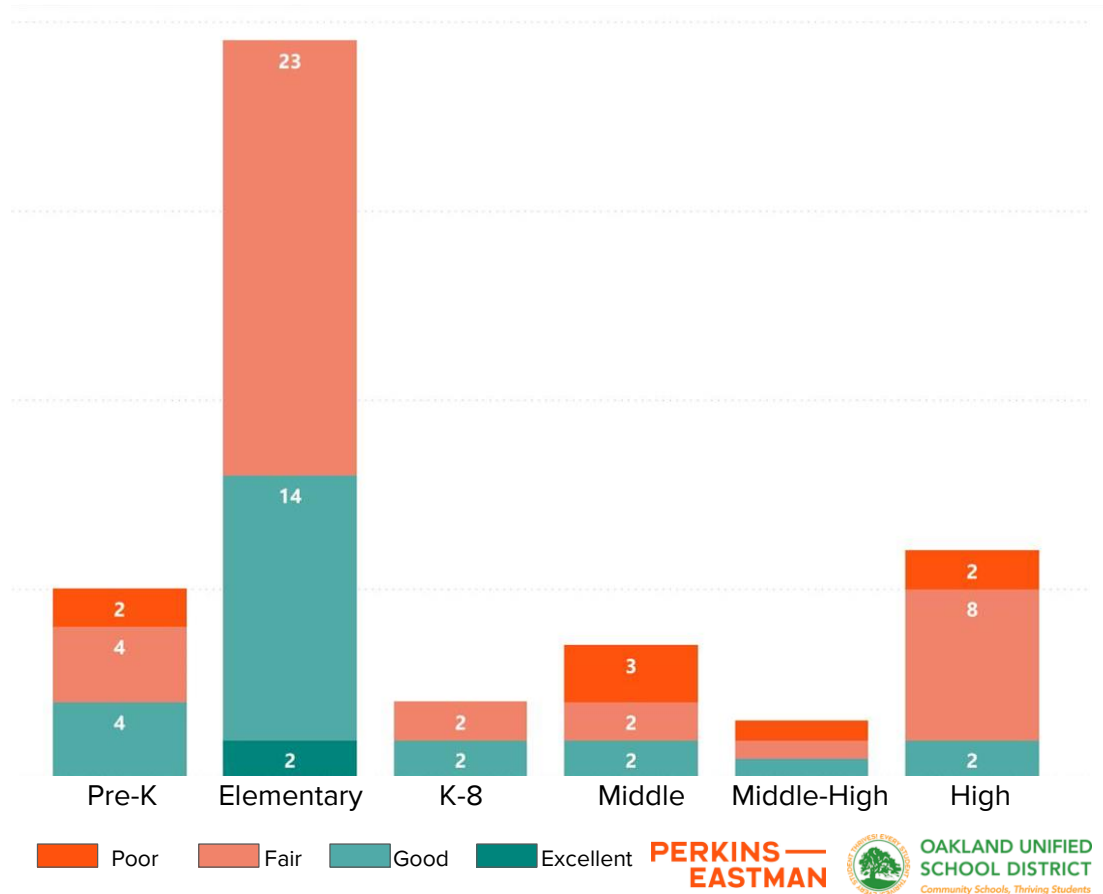
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# Focus on Classrooms by Grade Level

## Assessing gaps in Modernization

### Key Takeaways

- Across the District and grade types more than half of the assessed classrooms were poor or fair
- The District needs to consider wholistic and substantial investments in its schools through modernizations or new construction of the entire facilities



*The data shown here represents preliminary assessment results*

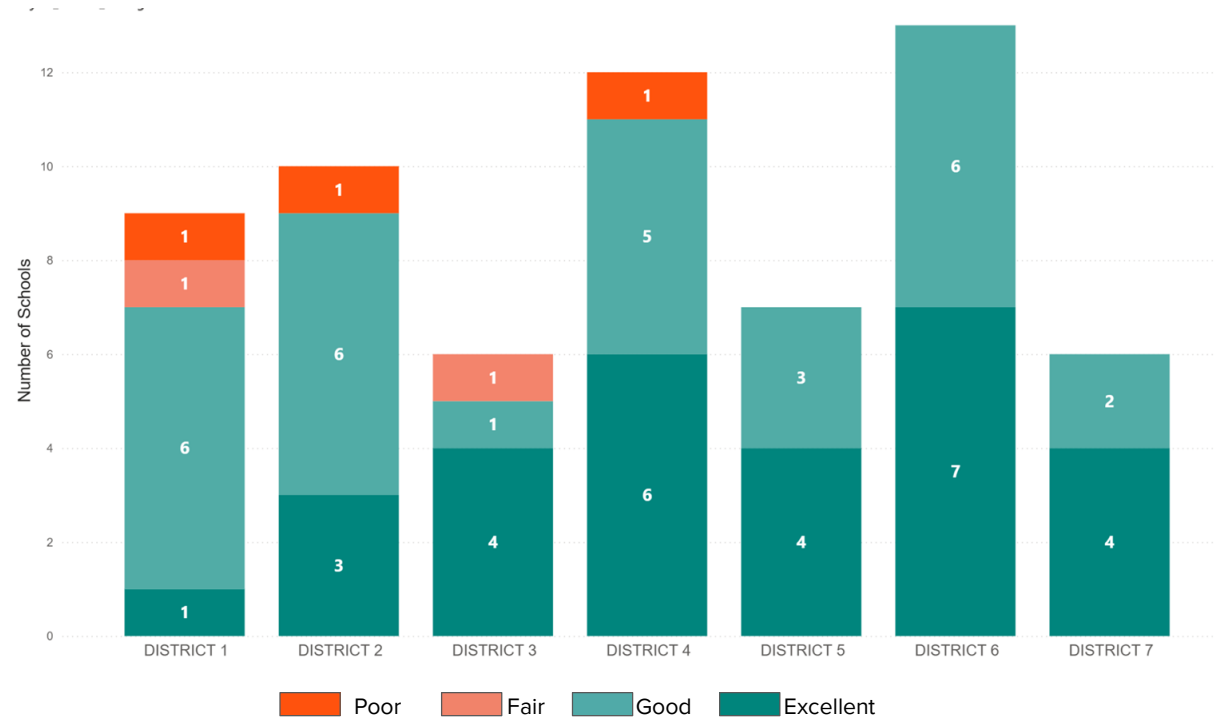


# Joyful Schools Evaluation

## By District

### Sample criteria

- High visibility marquee
- Well maintained fencing and walls
- Exterior paint that matches school brand
- Vibrant mural or super graphics
- Clean and well organized main entrance
- Signage in good condition
- Front office has resources for parents and visitors



*The data shown here represents preliminary assessment results- with pending information for schools with non-traditional programming.*

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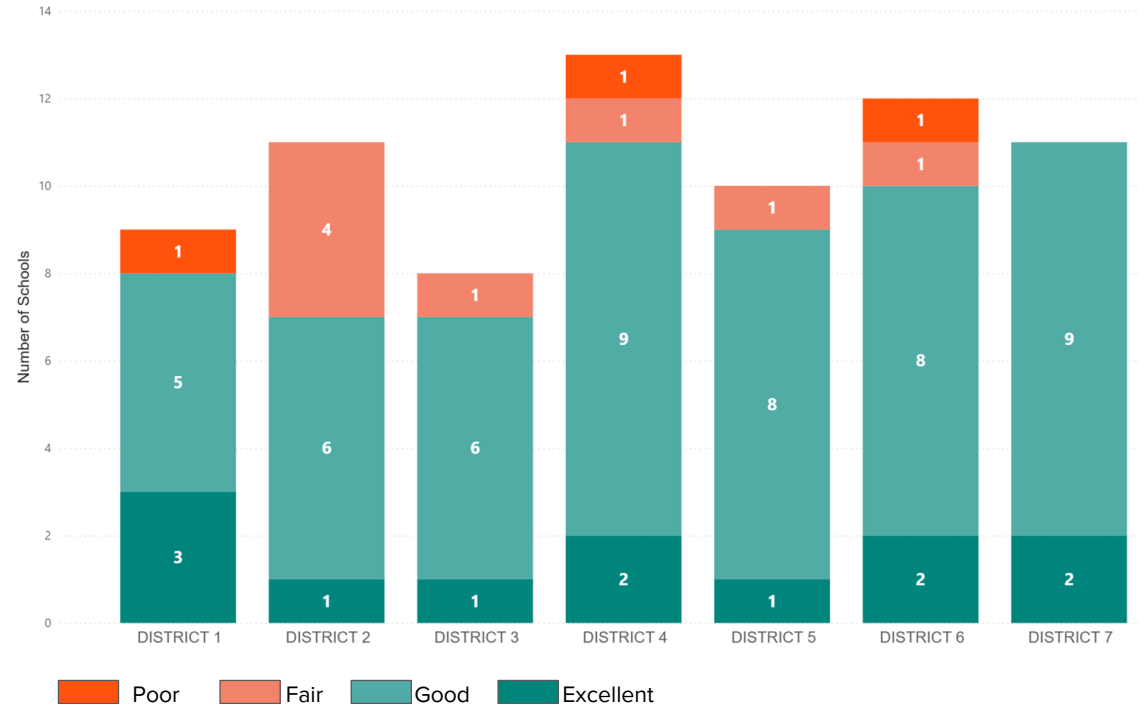
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# Living School Yards

## By District

### Sample criteria

- Age appropriate play structures
- ADA compliance
- Well maintained
- Cohesive and integrated layout to support supervision
- Provide access to nature and tree shade
- Shaded areas available



*The data shown here represents preliminary assessment results- with pending information for schools with non-traditional programming.*

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## 5. FMP Framework

# FMP Framework to support decision making

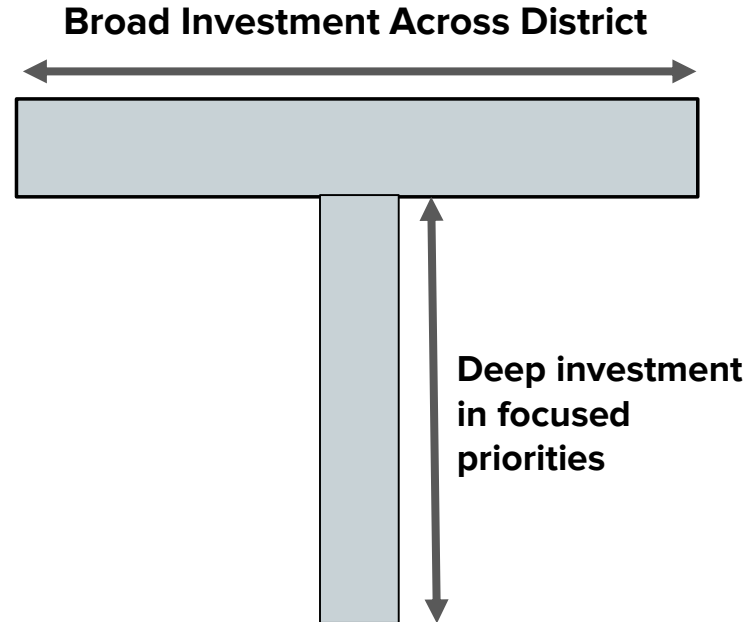
Framework will explore:

## 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

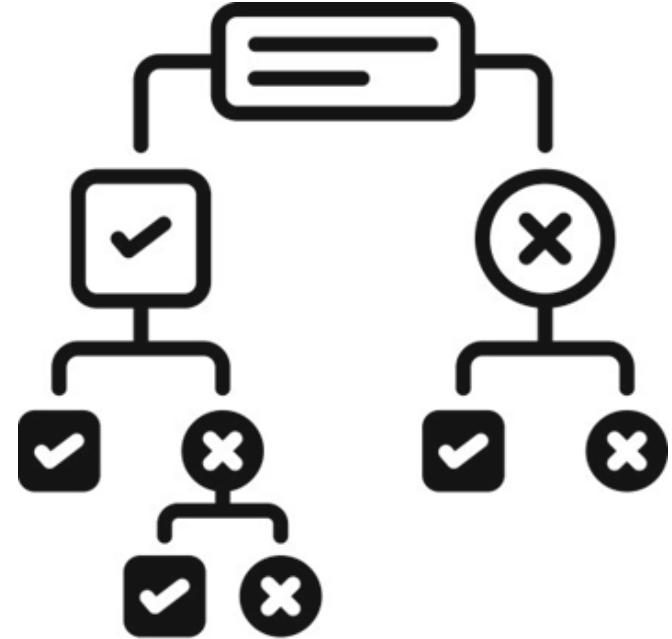
Even distribution across the city v/s  
need based





# Linking Data to Framework

- Data points such as Education Adequacy, facility conditions, capacity utilization, enrollment etc. connect directly to the framework to guide investment decisions.
- Initial data-driven sorting creates **potential school categories**—**not** final decisions.
- Categories may align with different investment levels and scales such as **Improvements, Upgrades/replacement , Maintenance etc.**



# Levels of Investment



## TARGET



*Some examples:*

- Main Entry Modifications
- Furniture Replacement
- Bathroom Refreshes



## MODERNIZE



*Some examples:*

- Interior Overhaul
- Selective Remodel
- Modernization



## TRANSFORM



*Some examples:*

- Demolish and Replace
- 21st Century Learning
- High Cost/High Quality

# Feedback



Presence



Safety &  
Security



Community



Organization



Instructional  
Space



Environmental  
Quality



Assembly



Extended  
Learning

**How should Educational Adequacy and ‘Joyful Schools’ be used to determine the level and distribution of investment?**

**What additional elements should be considered with this decision-making framework?**

# Next Steps





# Next Steps

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- Planning in progress for Board Study Session in September.
- 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

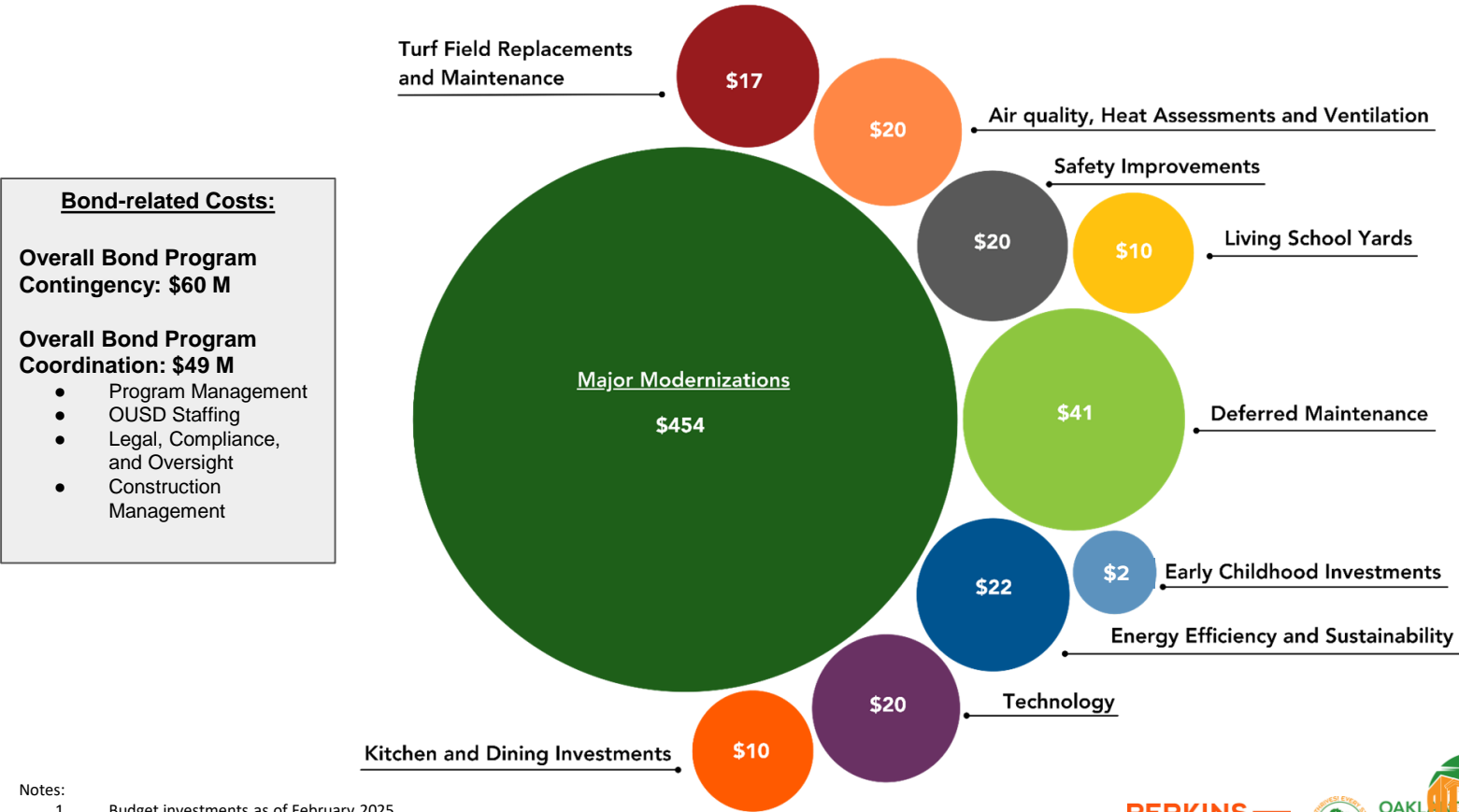
Pranita Ranbhise, Executive Director of Facilities Planning & Management

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

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

NOVEMBER 5, 2024

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

# 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

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