

Board Office Use: Legislative File Info.	
File ID Number	25-0103
Introduction Date	09-08-2025
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Measures B, J, and Y Independent Citizens' School Facilities Bond Oversight Committee

From Denise Saddler, Ed. D., Interim Superintendent
Preston Thomas, Chief Systems & Services Officer
Pranita Ranbhise, Executive Director, Facilities Planning & Management

Meeting Date September 8, 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 the decision-making framework for the FMP

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: 2025 Facilities Master Plan - Progress Updates.

2025 Facilities Master Plan

Measures B, J, and Y Independent Citizens' School Facilities
Bond Oversight Committee
SEPTEMBER 8, 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

A group of young people, likely students, are gathered outdoors for an event. In the foreground, a young person with dark curly hair and a striped sash is smiling, wearing a green medal. Behind them, another young person with long braids and a polka-dot shirt is also smiling, wearing a red, white, and blue sash and a medal. Other students are visible in the background, some wearing similar sashes and medals. The setting is outdoors with a light-colored 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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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.



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 silhouettes. 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

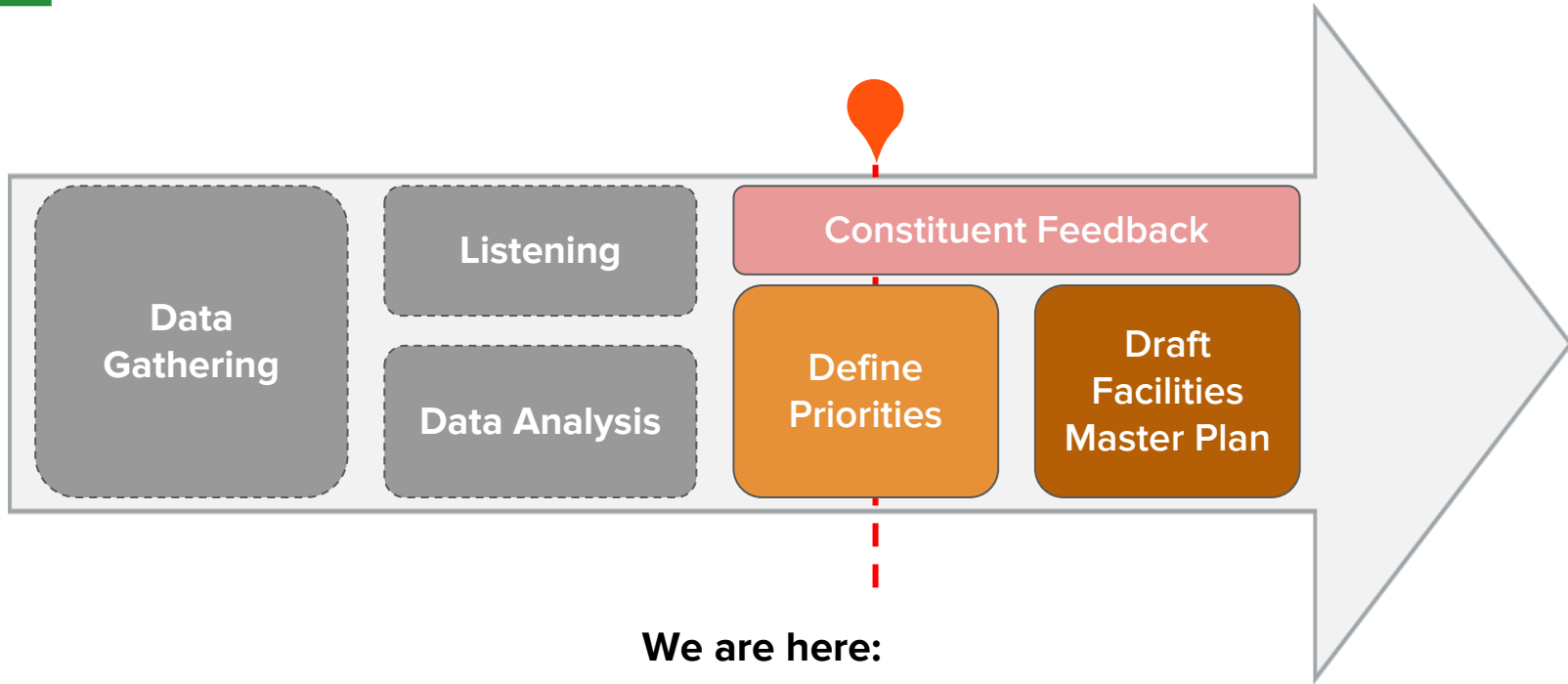
STUDENTS AND COMMUNITY

- 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 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 '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

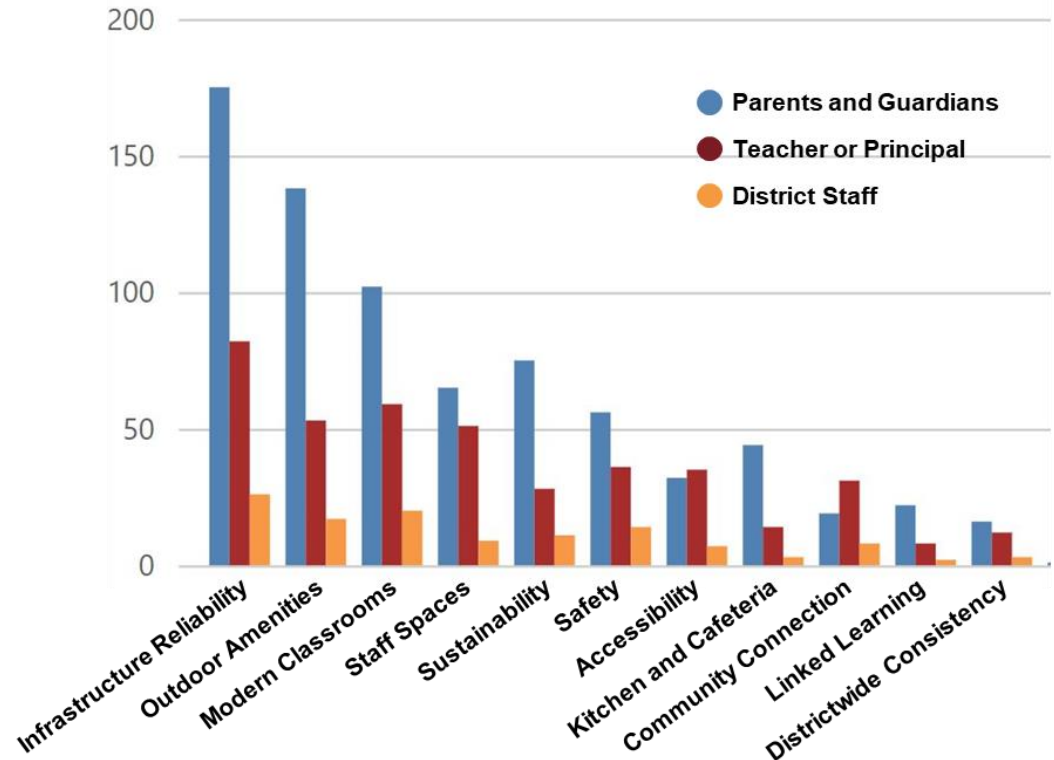
- Overheating and Climate Control (*HVAC issues*)
- Restrooms and Water Quality

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 get a soccer field because our school don't have one and that's what I will do. I will add a bookie club because kids will learn to read. There's a lot of last I will have is 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 jumping foam as well.

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

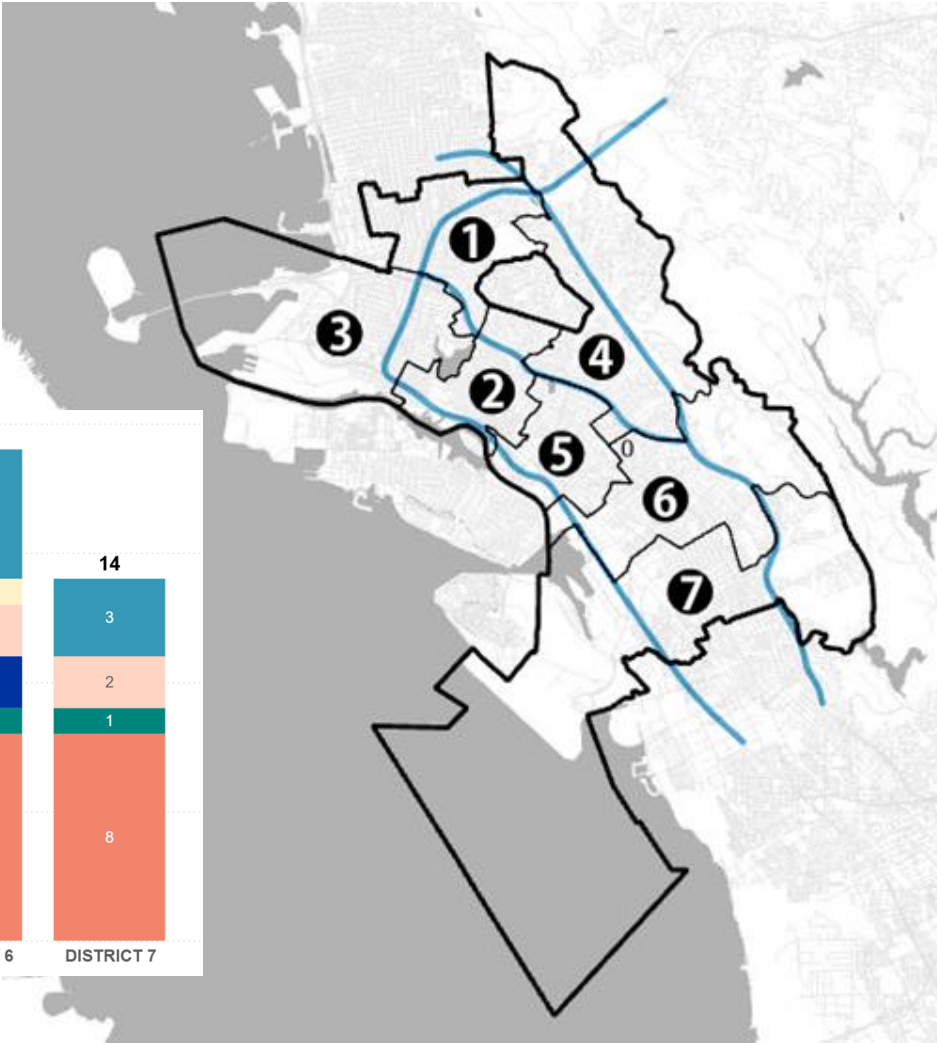
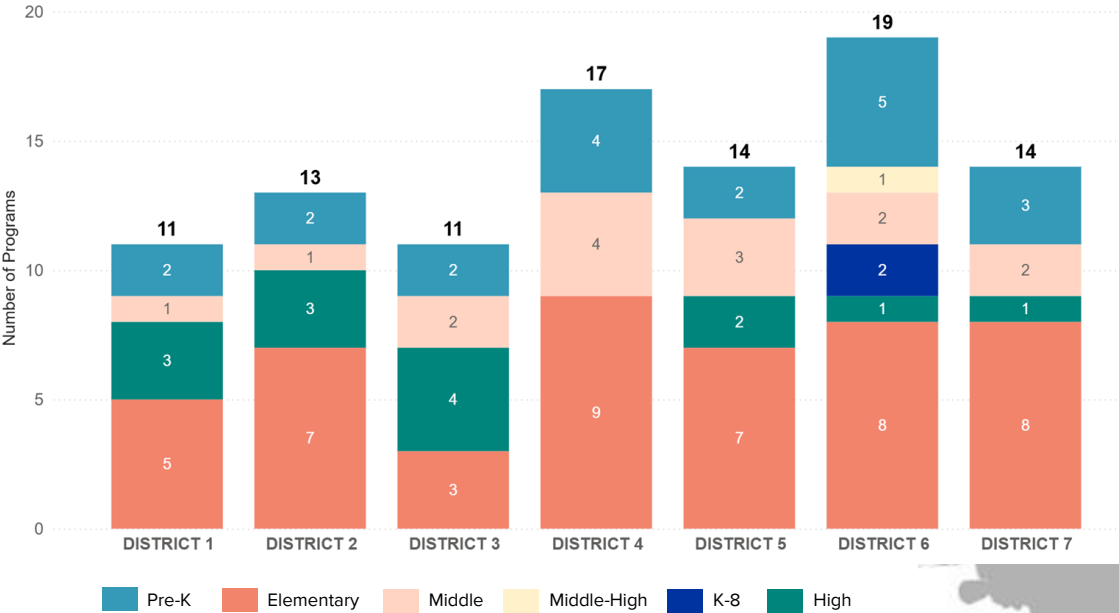


4. What we've learned: Assessment

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

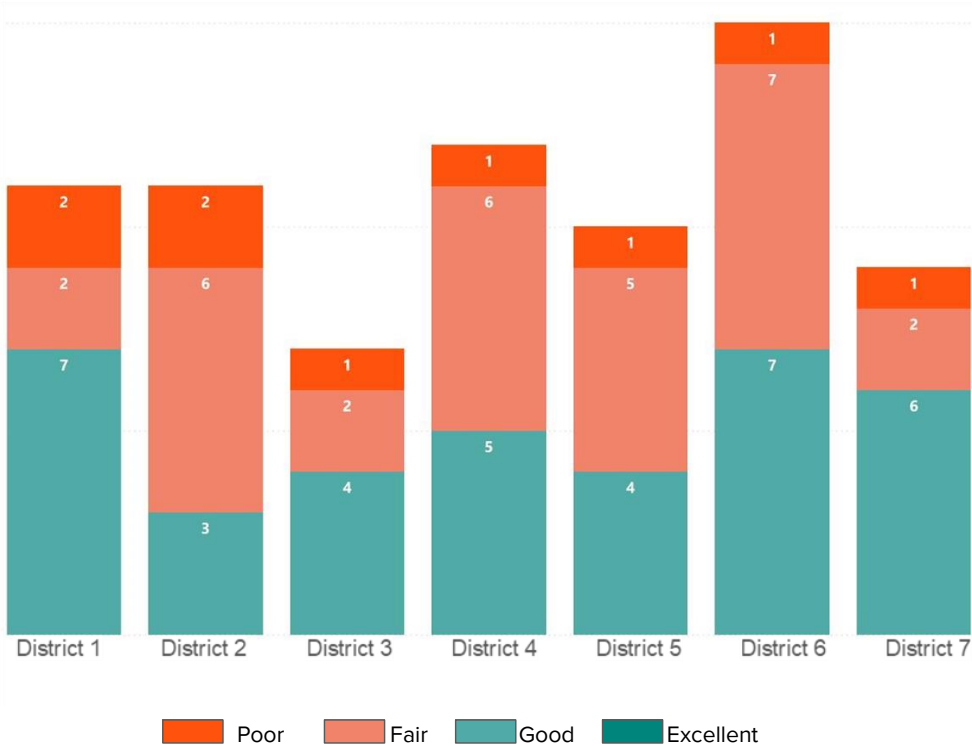
-  Presence
-  Safety & Security
-  Community
-  Organization
-  Instructional Space
-  Environmental Quality
-  Assembly
-  Extended Learning

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.

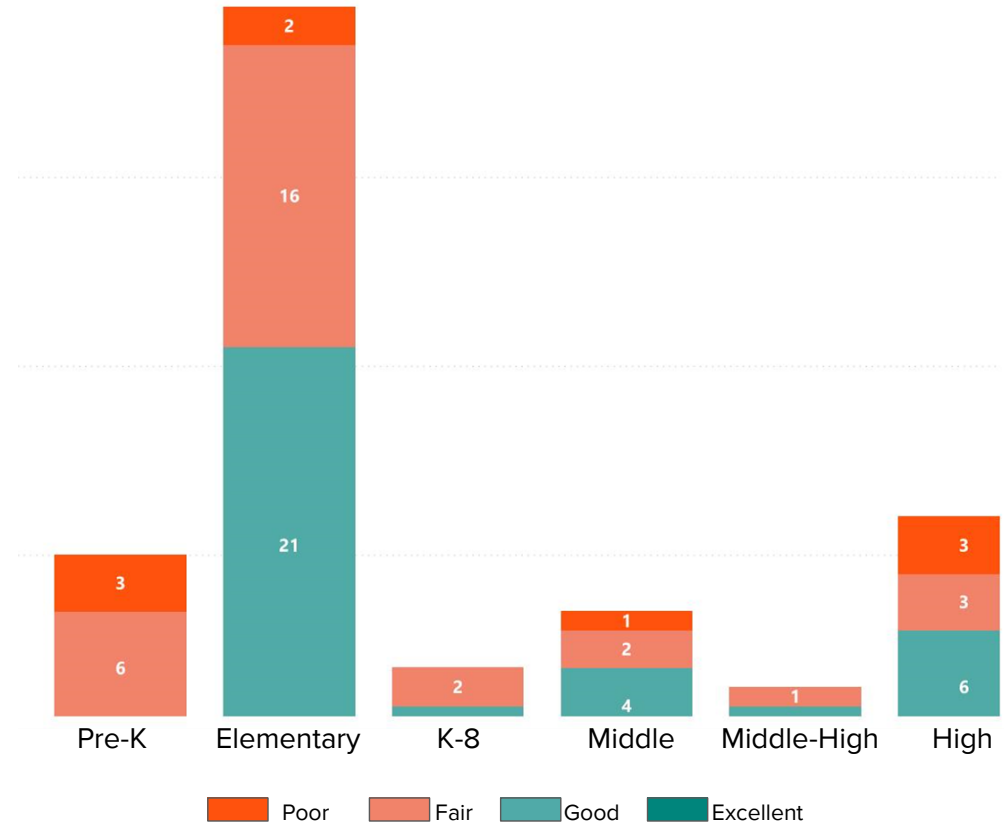


The data shown here represents preliminary assessment results.

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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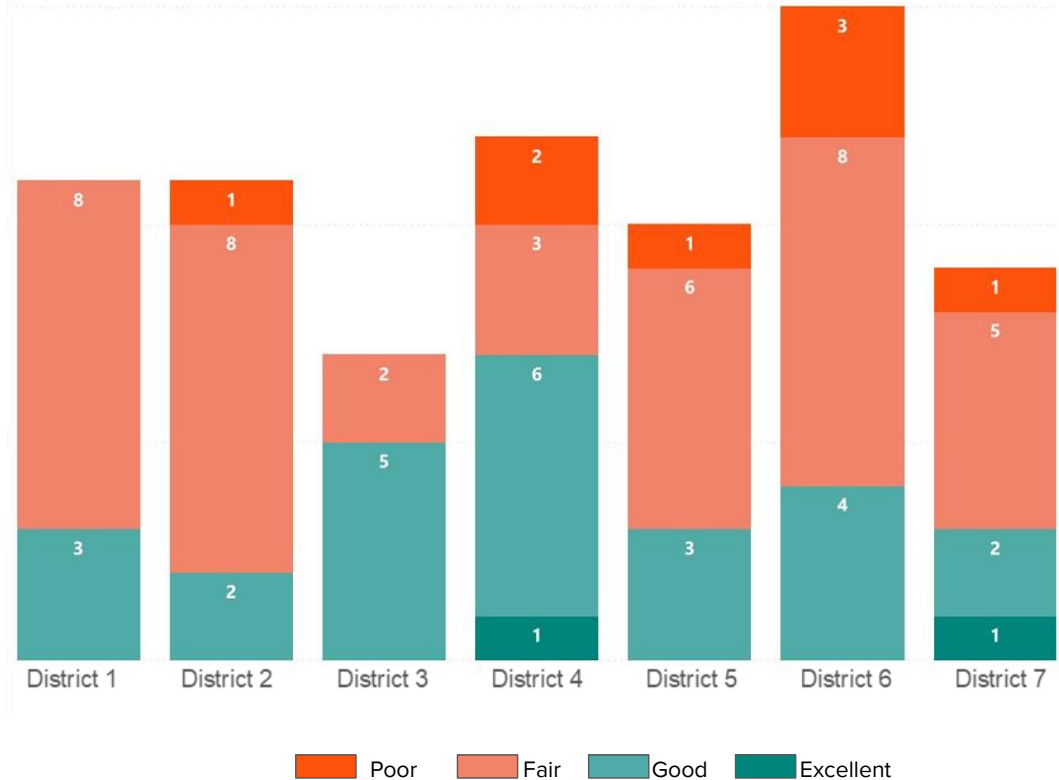
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Focus on Classrooms by District

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



Poor Fair Good Excellent

The data shown here represents preliminary assessment results

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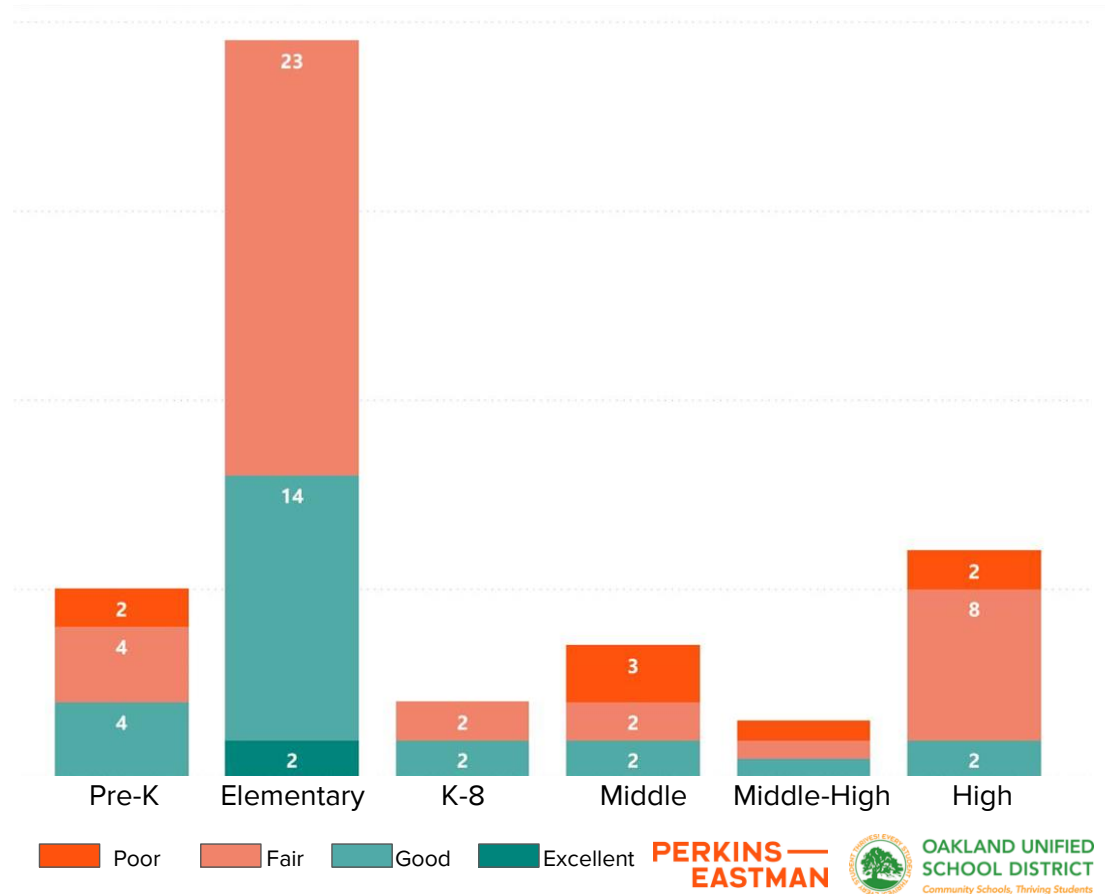
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Focus on Classrooms by Grade Level

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



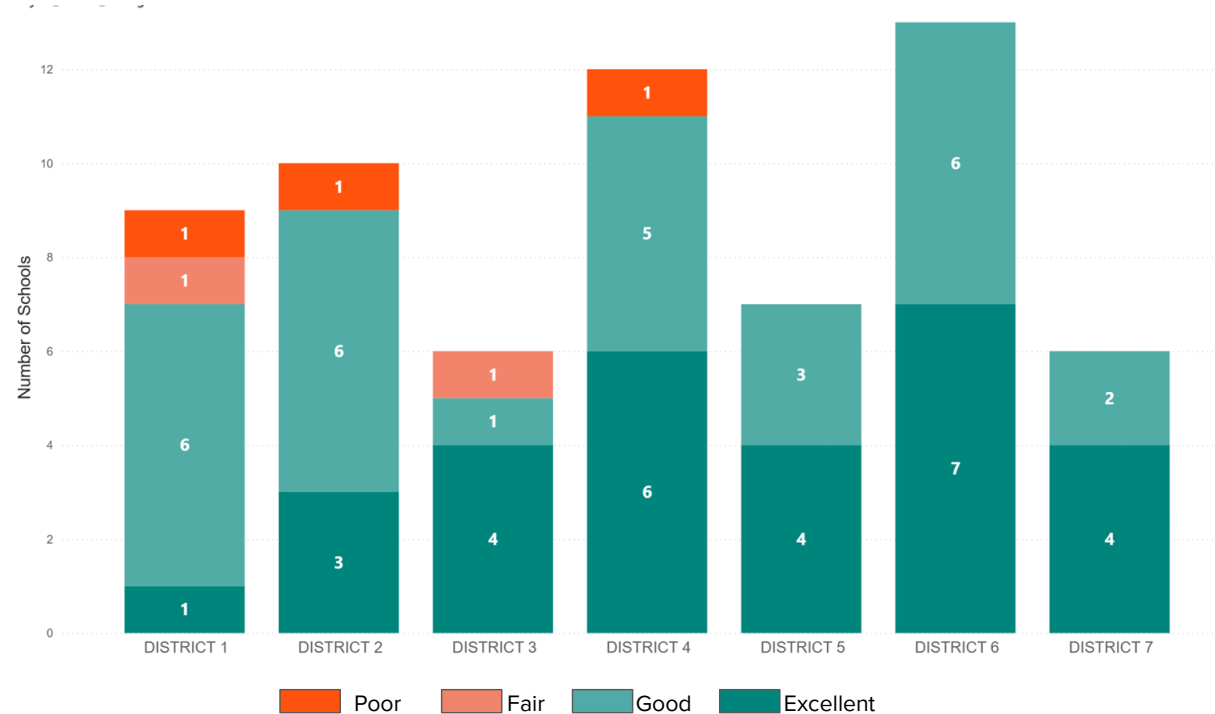
The data shown here represents preliminary assessment results

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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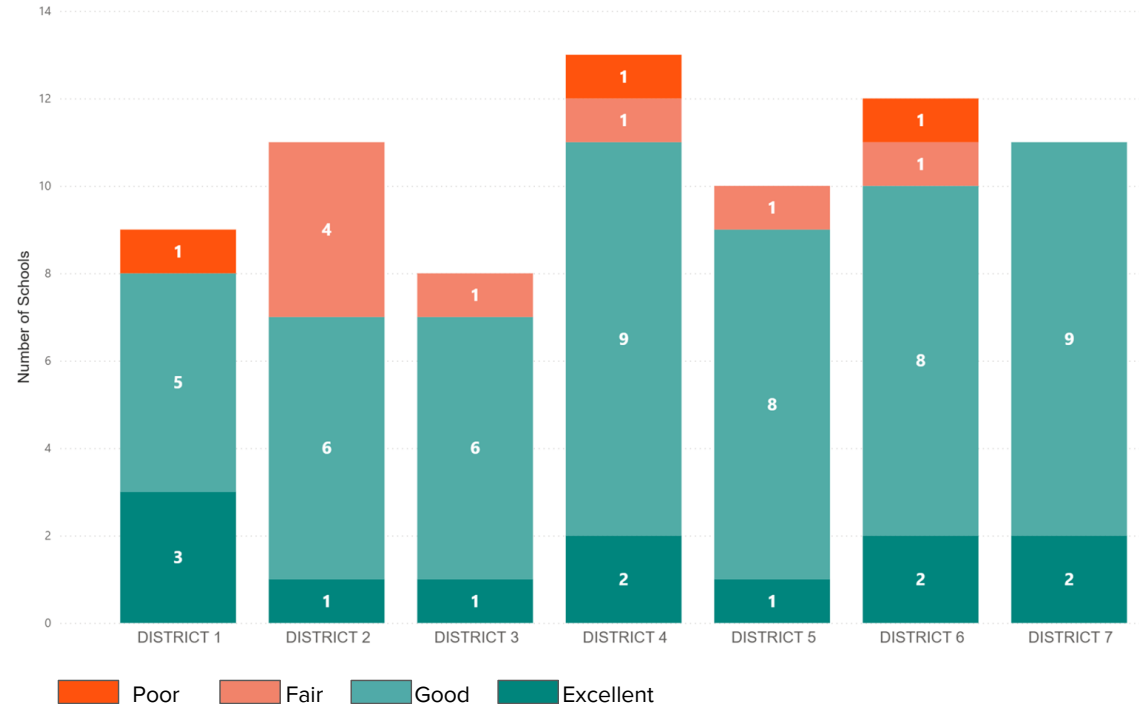
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Living School Yards

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

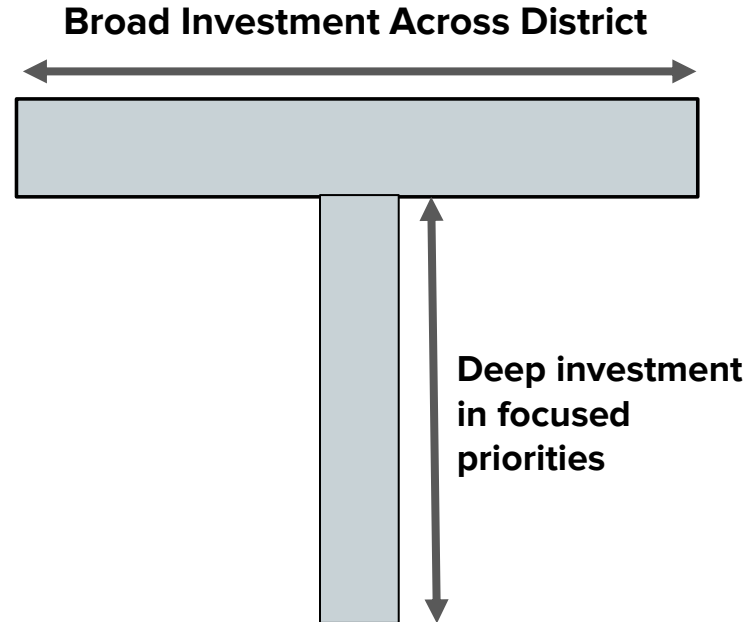
Framework will explore:

- 1. Level of investment**

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

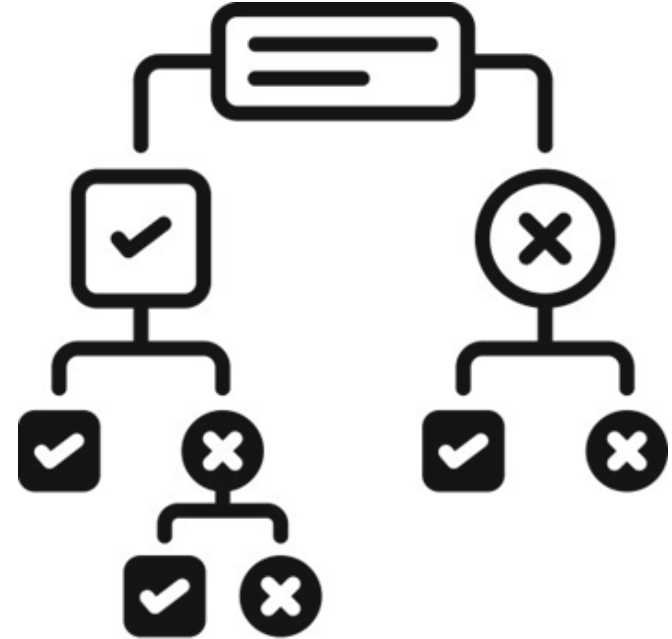
- 1. Distribution of investment**

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

- 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

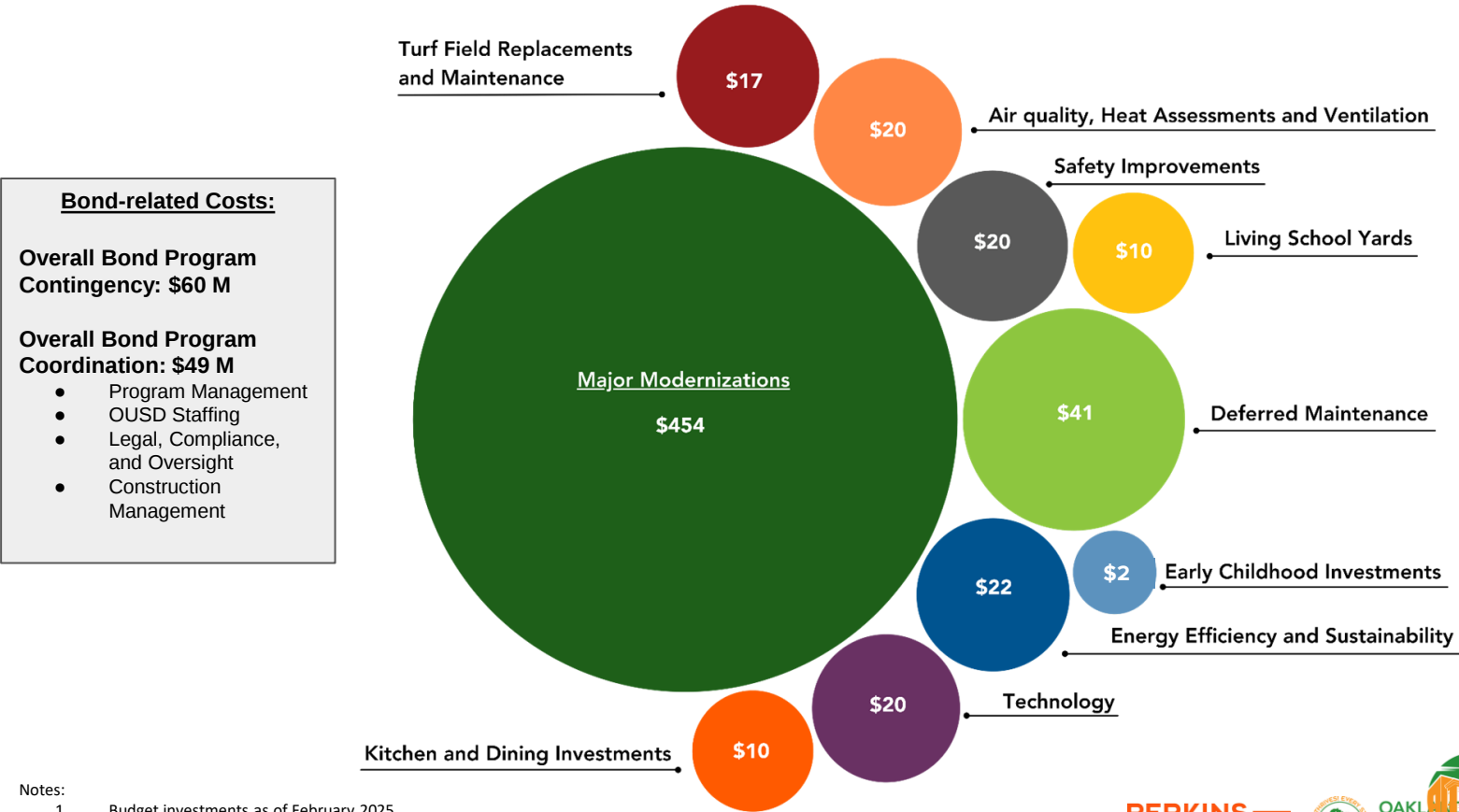
Pranita Ranbhise, Executive Director of Facilities Planning & Management

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

The screenshot shows the top of a voter guide website for 2024. 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, the page is titled 'Borrow \$10 billion to build schools, colleges' for Proposition 2. There are buttons to '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'. Below this, 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' won with 8,820,842 votes (58.7%) and 'No' with 6,207,390 votes (41.3%). A photo of a school building is shown with the headline 'Voters agree to fix up California schools. \$10 billion construction bond passes' and 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

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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