

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 school awards ceremony, are shown outdoors. In the foreground, a young boy with dreadlocks is smiling, wearing a black graduation cap and gown with a white and black striped stole and a colorful sash. He has a medal around his neck. Behind him, several other students are visible, some also wearing medals and sashes. The background shows 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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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.**

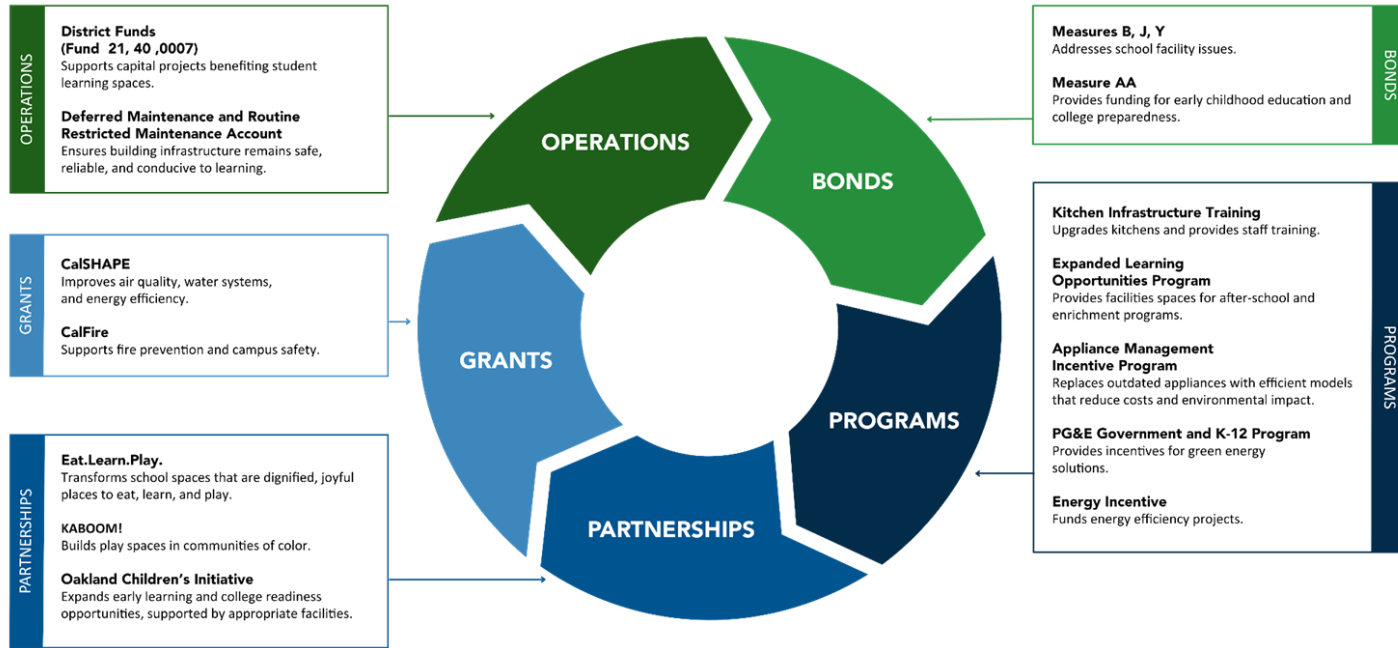




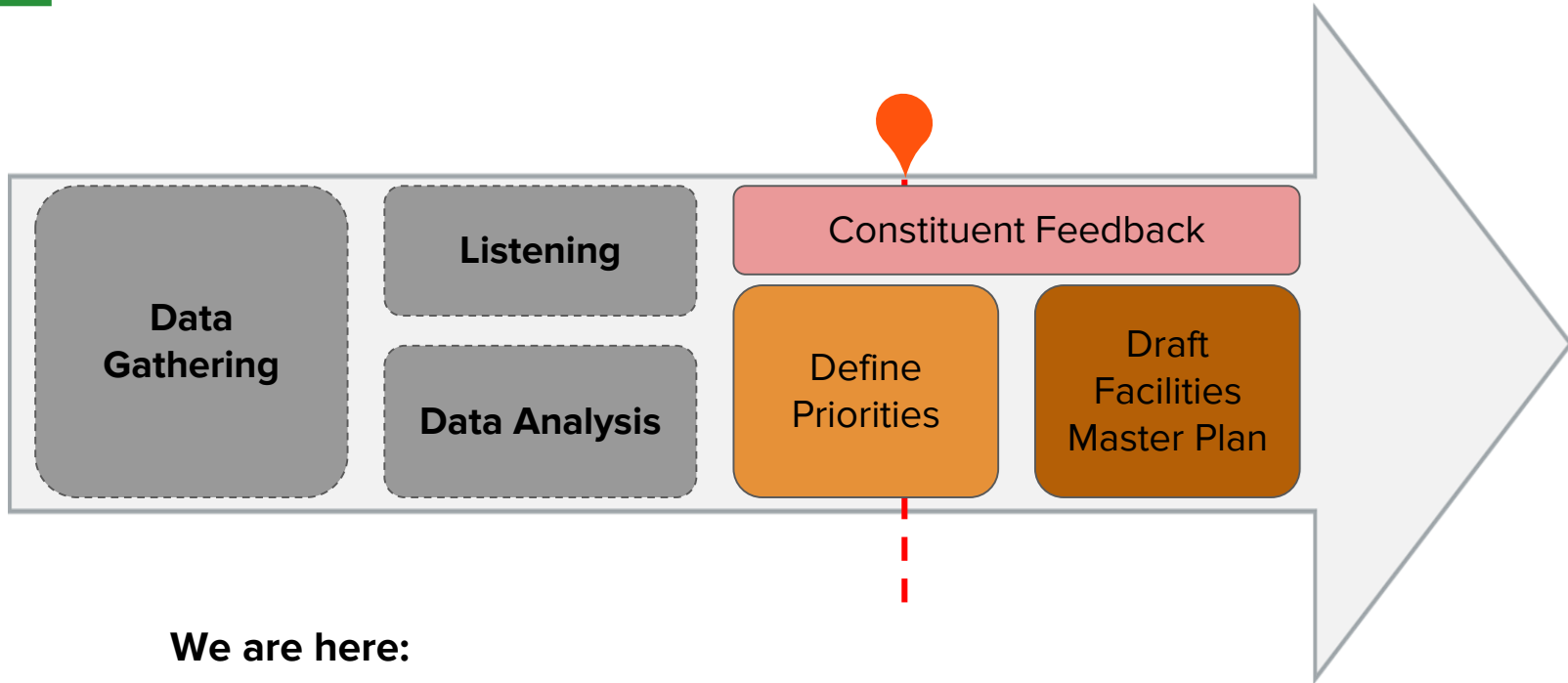
2. Project and Process Overview

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 braided hair adorned with pink and black beads is looking down. Other children are partially visible around them, all appearing to be engaged in a positive activity. The background is slightly blurred, showing colorful geometric shapes.

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

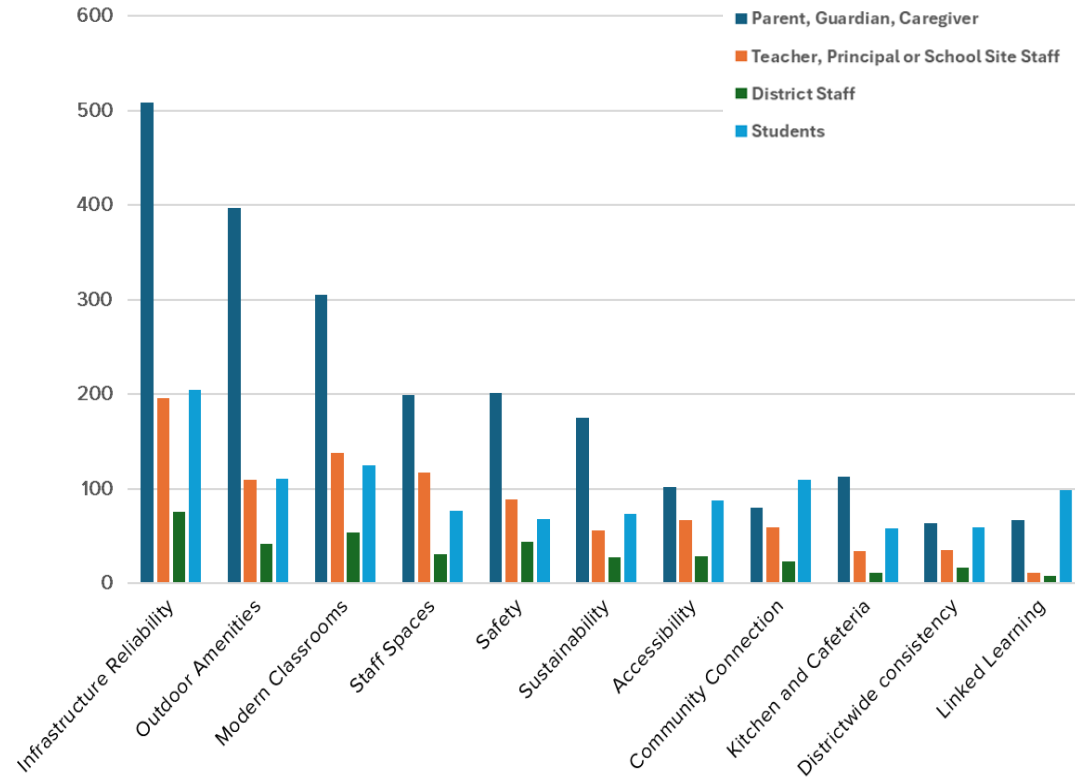
Outdoor Amenities

- 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 children playing in a sandpit. In the foreground, two young girls are running. The girl in front is wearing a pink t-shirt and dark shorts, looking down. Behind her, another girl in a red and white patterned dress is running with her arms raised. In the background, other children are playing near several vertical wooden posts. The ground is covered in sand, and there are shadows cast by the posts and trees. The overall scene is bright and sunny.

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

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FMP Framework to support decision making

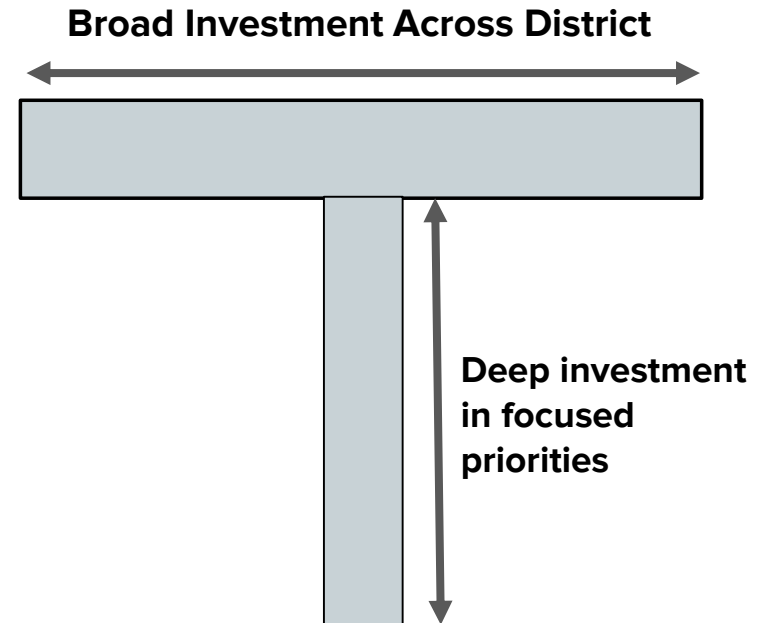
Framework will explore:

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



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:

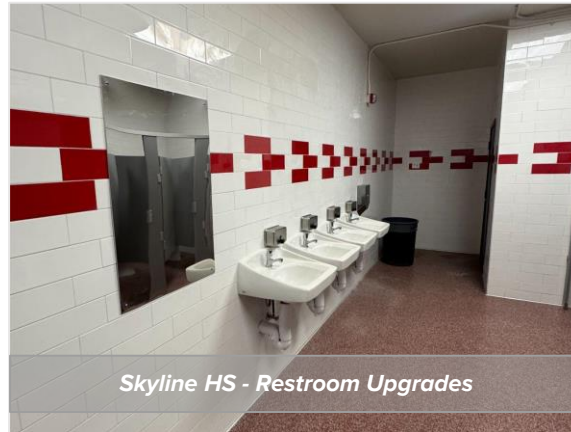
- Interior Overhaul
- Selective Remodel

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Type of Investment - Targeted



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

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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

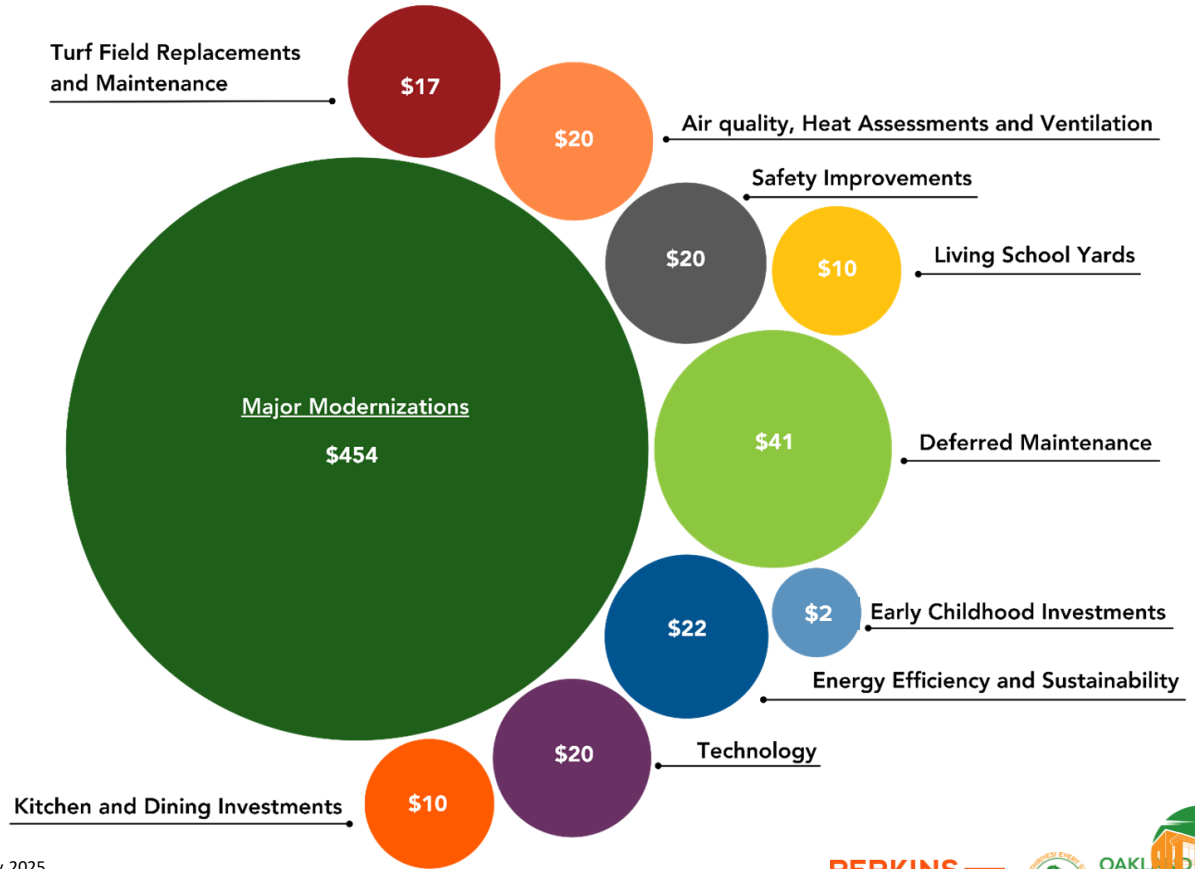
Major Initiatives Within the Bond Program (in Millions)

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 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



◀ 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