

How well does your school facility accommodate the following programs?

Please rate the extent to which your school facilities support the following programs and services. For each program, consider both space and facility quality.

	Fully	Partially - needs more space	Partially - needs facility improvements	Minimally - needs both and upgrades
Dedicated spaces for Early childhood programs: Classrooms with restrooms, age-appropriate play structures, and specialized environments for young learners.				
Specialized classrooms to support Career Technical Education (Linked Learning): Spaces designed for vocational and technical training (e.g., workshops, labs, tech classrooms).				
Athletic programming: Gyms, sports fields, weight rooms, or fitness centers that support physical education and extracurricular sports.				
Classrooms specifically designed to support specialized technical programs (e.g., engineering, IT).				

3.0 COMMUNITY ENGAGEMENT

How can OUSD facilities better support the whole child, including academic, emotional, and social development?

 Support culturally responsive learning with libraries and displays 13 / 28	 Modernize lab spaces, maker spaces, and career-pathway classrooms for hands-on learning 1 / 28	 Update kitchens and cafeterias 11 / 28
 Hacer las aulas inclusivas y adaptadas sensorialmente 10 / 28	 Make classrooms sensory-friendly and inclusive (Places in Special Education) 10 / 28	 Add or improve outdoor learning spaces 14 / 28
 Construir más aulas diseñadas para propósitos Build more purpose-built classrooms (Science, art, music) 12 / 28	 Fix and maintain infrastructure (Include heating, ventilation, and electrical systems) 13 / 28	 Make schools safer with secure entrances and cameras 3 in the building 12 / 28
 Crear espacios flexibles Create flexible spaces 14 / 28	 Improve accessibility for students with disabilities 15 / 28	 Improve safety spaces Mejorar los espacios del personal 16 / 28
 Mejorar la comodidad en los espacios Improve classroom comfort in temperature, lighting, acoustics, and ventilation 17 / 28	 Upgrade classrooms for better learning and learning 18 / 28	 Add energy-efficient lighting and energy-efficient equipment 19 / 28

Please Rank in Order of Importance

Most Important

3 COMMUNITY ENGAGEMENT

The development of the Facilities Master Plan was grounded in a comprehensive and authentic engagement effort designed to reach students, families, staff, District leaders, and community partners across Oakland. This effort ensured that the plan reflects real experiences in schools, the diverse needs of OUSD communities, and the long-term aspirations for teaching and learning environments.

3.1. Engagement Strategy

The engagement strategy was structured as a three-stage process, with input and oversight aligned to key milestones in plan development:

Stage 1 – Define the Vision

Early engagement focused on establishing a shared direction for the plan. This included student leadership workshops to capture student experience and priorities, along with initial check-ins with District leadership to confirm goals and expectations. The team also conducted interviews with department heads to gather input on facility performance, challenges, and priority needs. A community survey was launched during this phase to identify key gaps, concerns, and priorities.

Stage 2 – Report on Buildings and Conditions (and how they support the vision)

Engagement then shifted to understanding existing conditions and operational needs. The community survey remained open to gather as much input as possible as the technical work advanced. The Facilities Committee and OUSD Facilities Department leadership provided periodic guidance throughout this stage to confirm assumptions and review findings. Input from students and District stakeholders was also used to test early recommendations and ensure they reflected on-the-ground needs.



Figure 9 Outreach Strategies with different stakeholders

Stage 3 – Develop a Framework to Achieve District and Community Goals

In the final stage, engagement focused on refining strategies and implementation direction. The Facilities Committee and OUSD Facilities Department reviewed proposed strategies to ensure they were feasible, aligned with District goals, and responsive to community priorities. Workshops and study sessions with the OUSD School Board further refined the implementation framework and helped shape the approach for prioritizing future facility investments.



3.2. Town Halls

Four hybrid town halls were conducted to educate participants about the purpose and components of the Master Plan while gathering direct feedback on facility needs and community priorities. These included:

- Two Early Childhood Education and Elementary school town halls
- One Middle school town hall
- One High school town hall

These sessions offered families, staff, and students an opportunity to share their perspectives on what is working well in school buildings and where investment is most urgently needed.



Town Halls Workshop Activity

Prompt: What are the top priorities for OUSD facilities to better support the whole child—including academic, emotional, and social development?

- Review the pre-set priority actions provided.
- Select the actions you believe are most important.
- Rank your selections from least to most important, based on what you feel will have the greatest impact on students.

Most Important

Please Rank in Order of Importance

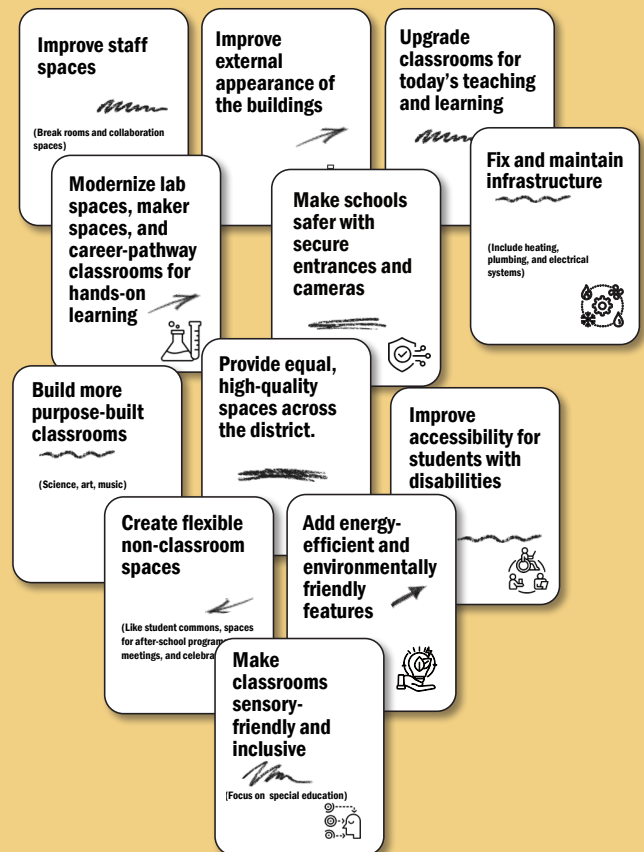


Figure 10 Town halls Workshop Activity

3.3. Workshops and Presentations

To reach a broad range of stakeholders, the team facilitated targeted workshops and presentations across several groups. These included:

- All City Council (ACC)
- Summer School Sessions
- Student Leadership classroom sessions
- Parent and Student Advisory Committee (PSAC)
- Community Advisory Committee (CAC)
- Administrative assistant groups
- School-based events
- Facilities Committee and the Citizens' Bond Oversight Committee (CBOC)

These sessions allowed participants to dive deeper into the data, discuss their lived experiences in school facilities, and articulate their priorities for improving the District's learning environments.

Student engagement was intentionally built into the process, making student voice a key differentiator in this planning cycle. In particular, the student leadership class workshops were a major milestone, with 100+ students participating and providing direct input to inform priorities and facility needs.





3.4. Website and Online Tools

The District website was updated to make the learning about and participating in the FMP process accessible and transparent. This online access supported broad participation across families, community members, and staff. Updates included:

- Multilingual surveys (See Appendix 7.1 and 7.2 for the Community Survey questions)
- A clear overview of the plan
- Town hall recordings for those unable to attend live sessions

3.5. Direct Email Messaging

To ensure ongoing communication, maintain consistent communication about planning milestones and opportunities to participate, the District implemented direct email outreach to:

- Network Superintendents
- The OUSD ParentSquare listserv
- OUSD newsletter subscribers
- Spanish-speaking families

Overall, these varied engagement strategies provided multiple, accessible avenues for stakeholders to voice their needs and expectations, resulting in one of the most comprehensive public engagement efforts undertaken for an OUSD facilities initiative. All outreach and communication materials were provided in multiple languages to support inclusive participation.



Figure 11 *Multilingual Survey Flyers*
The flyers were distributed at school facilities to encourage participation in the community survey.

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.

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.

If I could change
 however I would change
 activities like insted of math
 we get robote class
 where we could with the
 legs and then we
 close a head.

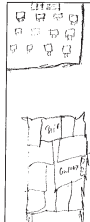


OUSD Facilities Master Plan

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.

A long math club a new soccer field and a volleyball court
 and a verandas messins and soccer teams of
 volleyball, and a better garden, a snack about,
 a class center a computer lab

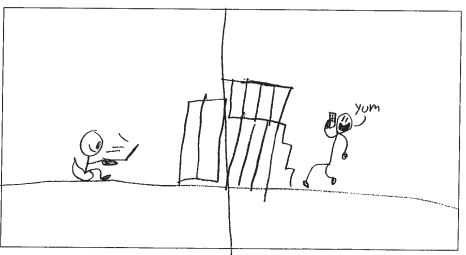



OUSD Facilities Master Plan

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.

add a nother play ground
 on the top of the hill. more plushys
 in the library. snack bar, computer
 lounge in the hallway

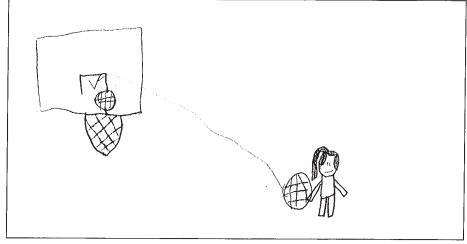



OUSD Facilities Master Plan

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 basketball's to play with and some
 swings also raspberry trees in the school
 that we can eat sometimes when they grow.
 Maybe more books more glass more—
 strawberries more fun playstair room
 gaming room as well.





3.6. Key Themes and Priorities from Engagement

Across all town halls, workshops, surveys, and advisory sessions, several clear and consistent themes emerged. Community members overwhelmingly expressed a desire for learning environments that are safe, modern, reliable, and supportive of high-quality instruction.

INFRASTRUCTURE RELIABILITY

The most urgent priorities centered on the basic functionality of school buildings, including:

- Improving classroom heat and climate control
- Updating electrical systems to support modern technology
- Ensuring reliable restrooms and improved water quality

These issues directly affect daily school operations and the comfort and well-being of students and staff.

OUTDOOR AMENITIES

Participants emphasized the importance of continued investment in outdoor spaces for learning, play, athletics, and well-being. Key needs included:

- Enhanced outdoor learning and play spaces
- Climate control through adequate shade

NEXT GENERATION LEARNING ENVIRONMENTS

Many stakeholders expressed a desire for facilities that support modern teaching and learning. Priorities included:

- Updated and modernized classrooms
- Stronger technology integration
- Expanded spaces for CTE, STEM, and laboratory work
- Adequate visual and performing arts spaces
- Supportive environments for special education
- Updated kitchen spaces to improve nutrition and food service

These priorities highlight a widespread desire to create schools that prepare students for college, careers, and community leadership.

SAFETY IMPROVEMENTS

The amenities such as secure entries and updated camera systems play a critical role in creating balanced, healthy school environments.

Cross-Cutting Themes

Across all engagement activities, three themes were consistently reinforced:

- Invest in long-term sustainability
- Modernize facilities to help strengthen enrollment
- Build environments that support students and help retain staff

These themes reflect a shared understanding that high-quality facilities are a critical foundation for academic success, school climate, and District stability.

Survey Participation - 1,210 responses

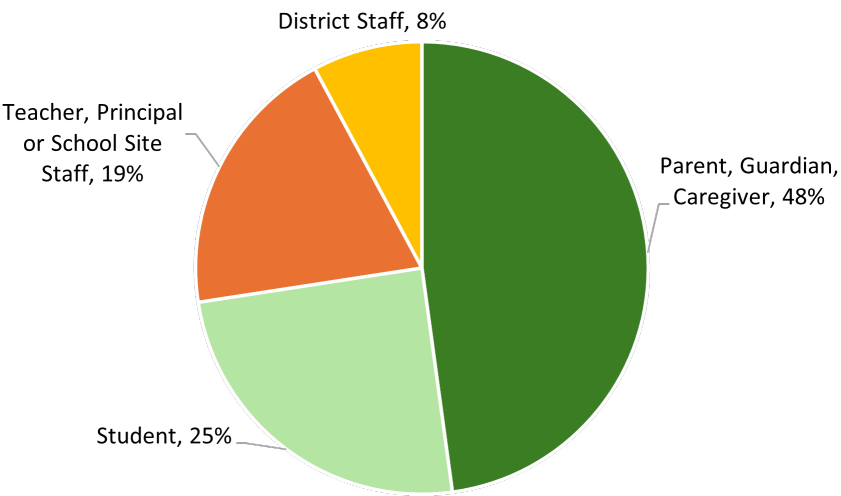


Figure 12 Survey Respondents Profile

Question Prompt: What do you believe are the top priorities for OUSD school facilities?

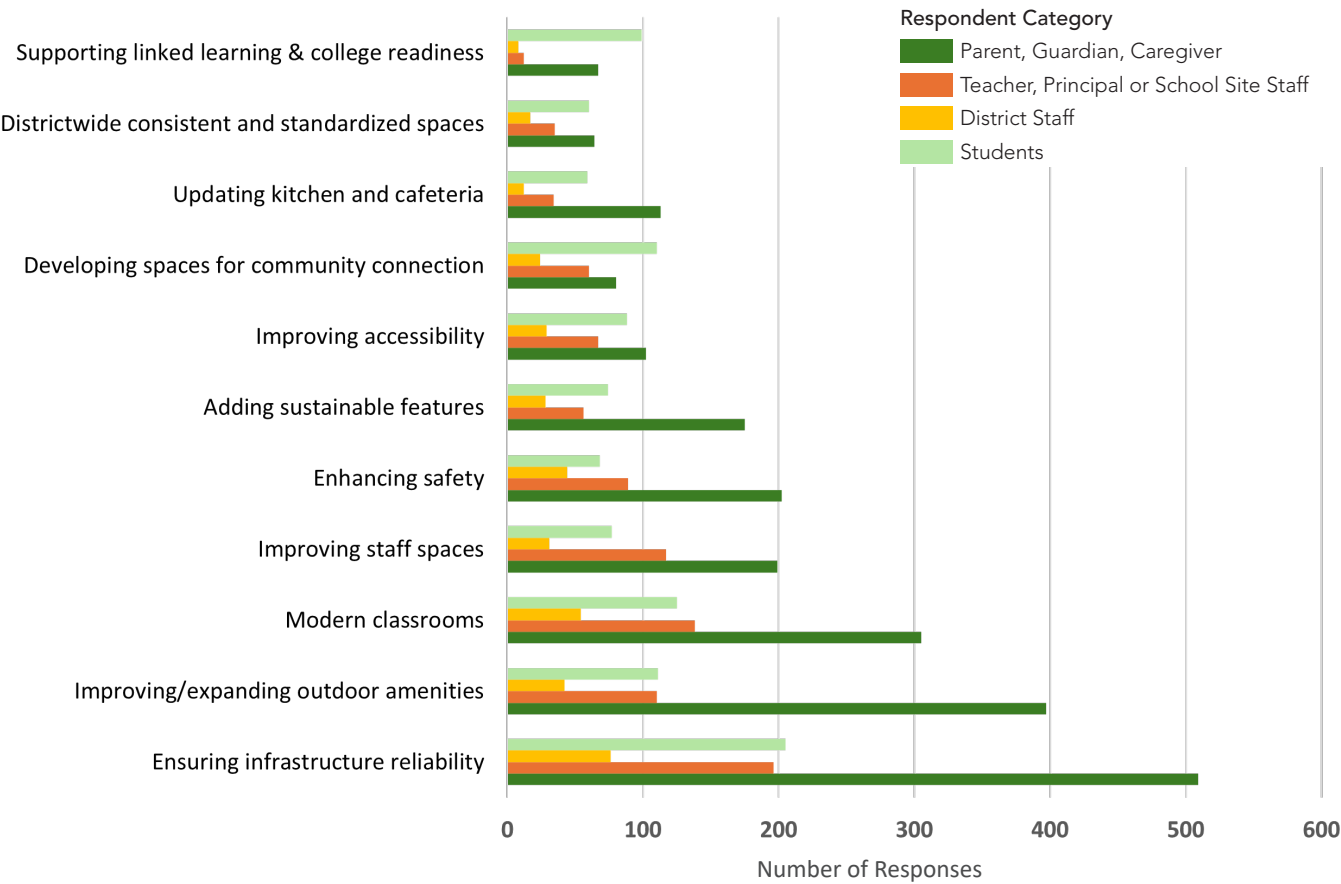


Figure 13 Survey Results on FMP Priorities



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