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Board Cover Memorandum

To Facilities Committee

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

Meeting Date August 21, 2025

Subject Early Childhood Education: Facilities Planning Framework

Ask of the Committee This item provides an update for discussion. No action is needed at this time.

Background OUSD's Early Childhood Education (ECE) programs are grounded in a play-based, whole-child philosophy that prioritizes safe, age-appropriate environments fostering diversity, self-confidence, and a love of learning.

Enrollment patterns in SY 2024–25 show significant unmet TK demand in D1 & D4 and unfilled TK seats in D6 & D7. TK expansion has slowed the overall enrollment decline; however, space capacity is now the limiting factor for further growth. The District also notes 150+ under-enrolled high school Newcomers and likely TK–5 Newcomer under-enrollment masked by current aggregation. Refining the enrollment system to include SCP students is returning hundreds of staff hours to Special Education.

Discussion Staff is presenting the ECE Facilities Planning framework and key data to align near-term investments with access and equity goals:

- **Access & Distribution:** Map of TK waitlist applications by Board District (SY 2024–25), highlighting D1/D4 hotspots.
- **Facilities Condition:** Age of ECE buildings (FMP 2020) to guide modernization and flexible, play-based learning environments.
- **Delivered Work – Summer 2024 and 2025:**
 - Hintil – Exterior paint
 - Highland – Exterior paint; mural
 - Jefferson – Exterior paint; mural
 - Harriet Tubman – Exterior paint; mural
 - Stonehurst – Exterior paint; mural
 - Highland CDC (Preschool): Roof replacement; door entry system
 - Hintil Kuu Ka CDC: Flooring, abatement, painting

- Jefferson CDC (Preschool): Asphalt, roof, play-matting replacement
- Laurel CDC: Solar Phases 2 & 3
- **Project Spotlight – Laurel ES (Measures J & Y):** Replacement of CDC with a new CDC: 4 preschool classrooms (capacity 108); reception, principal office, parent resource center, staff workroom, warming kitchen, restrooms, and utility spaces; outdoor learning/play upgrades (play yards/structures, garden, artificial turf, bioswales); designed to CHPS guidelines.
- **Planning strategies:** Reprogram underused space; modulars/additions at high-demand sites (with utility checks); boundary/offer alignment to use D6/D7 capacity (with family supports); partnerships/swing classrooms; improved data systems to size/locate Newcomer seats.

Fiscal Impact No immediate budget action requested.

Attachment(s) Presentation: ECE Facilities Planning Framework.

Early Childhood Education (ECE): Facilities Planning Framework

Facilities Planning & Management

August 21, 2025



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

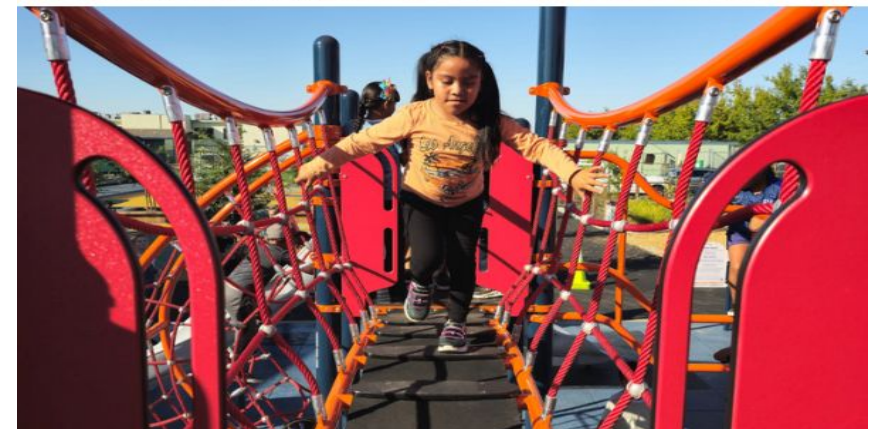
Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



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.





Agenda

1. Overview
2. Enrollment Patterns
3. Planning for the Future
4. Facilities Upgrades

01 Overview



Early Learning Philosophy

OUSD's early childhood education programs are committed to providing a nurturing and secure educational setting for young children and their families. In a safe, age-appropriate engaging environment, children learn and explore as they experience the world.

Our play-based programs encourage the development of each child's unique potential. The process enhances physical, emotional, social, creative and intellectual growth.

Staff, children and families learn to value diversity and to foster self-confidence, love of learning and respect for themselves and others.



What programs comprise early learning?

CSPP - California State Preschool Program

(serves low income children ages 3-5) - *237 days of operation - year round!*

- 24-25 - 46 classes at 16 CDCs
- 24-25 - 11 classes on Elementary School Campuses
- 1149/1180 seats filled - 97% enrollment
- 25-26 - expanding capacity to 1344 - new & adding seats

ECSE - Early Childhood Special Education

- 35 Self Contained Programs at Burbank, 8 CDCs, 7 elementary schools
- Robust Inclusion Program throughout CSPP programs

TK - Transitional Kindergarten

- Currently 52 classes with 1126 students
- For 25-26 - 59 classes & 1328 students - full implementation of UTK

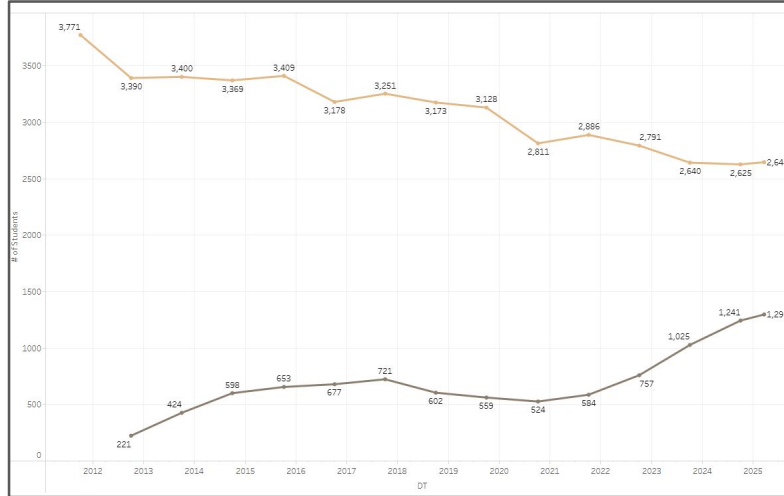
02 Enrollment Patterns



Enrollment Patterns (SY 24–25): What We Have Seen

- Significant unmet Transitional Kindergarten (TK) demand in **Districts 1 & 4**; unfilled TK seats in **Districts 6 & 7**
- Kinder & 6th grades meeting/exceeding projections but fewer students were projected relative to the year before
- Significantly **under-enrolled high school Newcomers** (150+ students)
- Under-enrollment of Newcomers likely occurring in TK-5, but less evident because of the way we (don't) disaggregate data for enrollment purposes in elementary
- Continued refinement of enrollment system to include SCP students returns **hundreds** of staff hours to the Special Education department

How is TK Expansion Doing (SY 2024-25)



Region	Statewide	Sacramento County	Twin Rivers	San Juan Unified	Elk Grove	Alameda County	Oakland	Oakland Charters
Enrollment Trend	Declining	Growing	Declining	Declining	Growing	Declining	Declining	Declining
2022-23 %TK of K Enrollment [^]	23.6%	17.9%	22.1%	17.5%	17.2%	18.8%	27.1%	5.25%
2023-24 %TK of K Enrollment	40.9%	31.5%	32.6%	27.7%	35.3%	38.3%	38.5%	33.0%

* Article: <https://www.msn.com/en-us/news/us/sacramento-schools-have-low-transitional-kindergarten-enrollment-data-shows-why/ar-BB1omZJ6?ocid=BingNewsSerp>

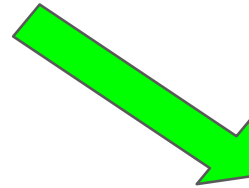
[^]California Department of Education Data Reporting Office>>Dataquest>>Transitional Kindergarten Report: <https://www.cde.ca.gov/ds/ad/tktop.asp>

TK Expansion: Progress & Capacity Constraint

Our successful TK expansion has helped slow the pace of declining enrollment district-wide, but **we have reached space capacity and most identify new TK spaces, or TK enrollment will flat-line or even decline.**

+501

24-25 TK Projection	1,171
23-24 TK Enrollment	1,025
22-23 TK Enrollment	757
21-22 TK Enrollment	584
20-21 TK Enrollment	524

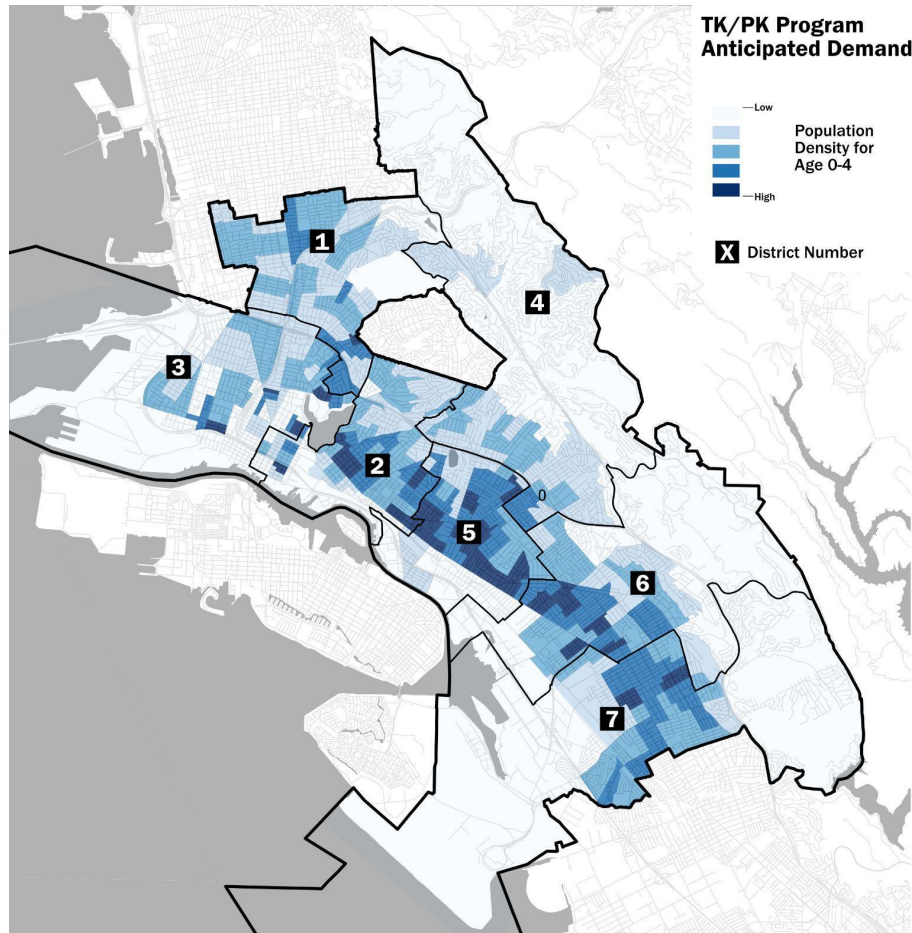


25-26 possible TK Projection: Full Implementation If space constraints did not exist ● Need 8-16 additional classrooms	1,350 - 1,500
25-26 actual TK Projection: Full Implementation Considering current space limitations, birth rates, and demand patterns	1,295

04 Planning for the Future



Proposed Strategy By District

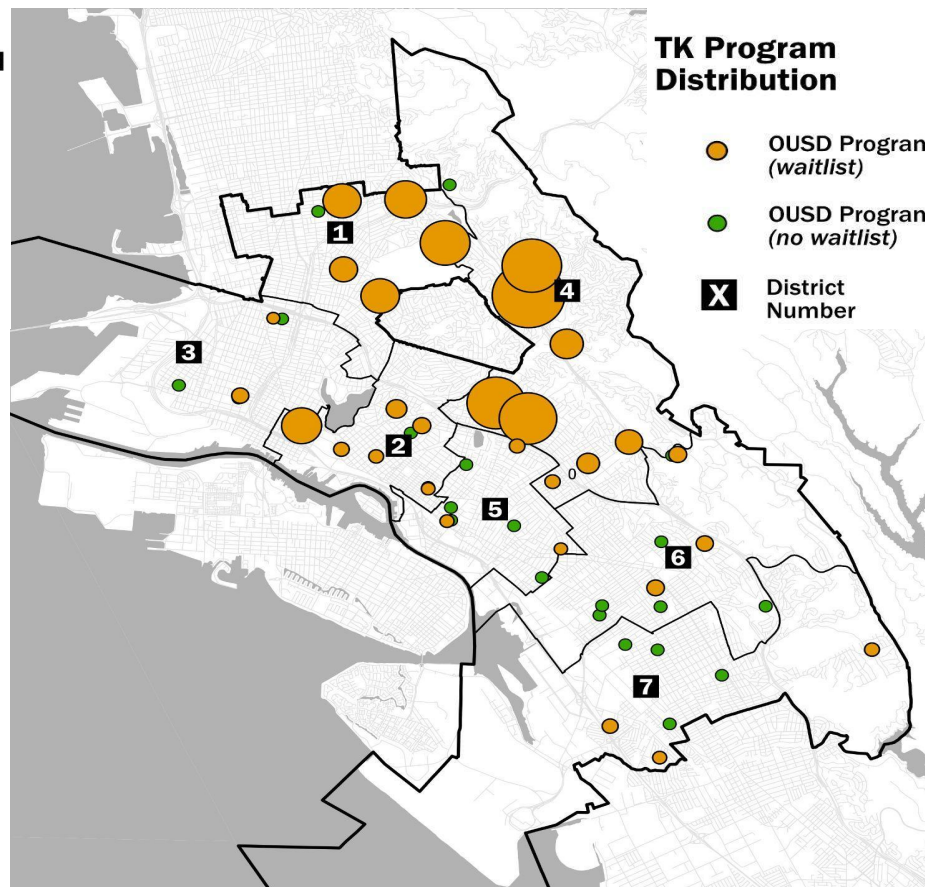
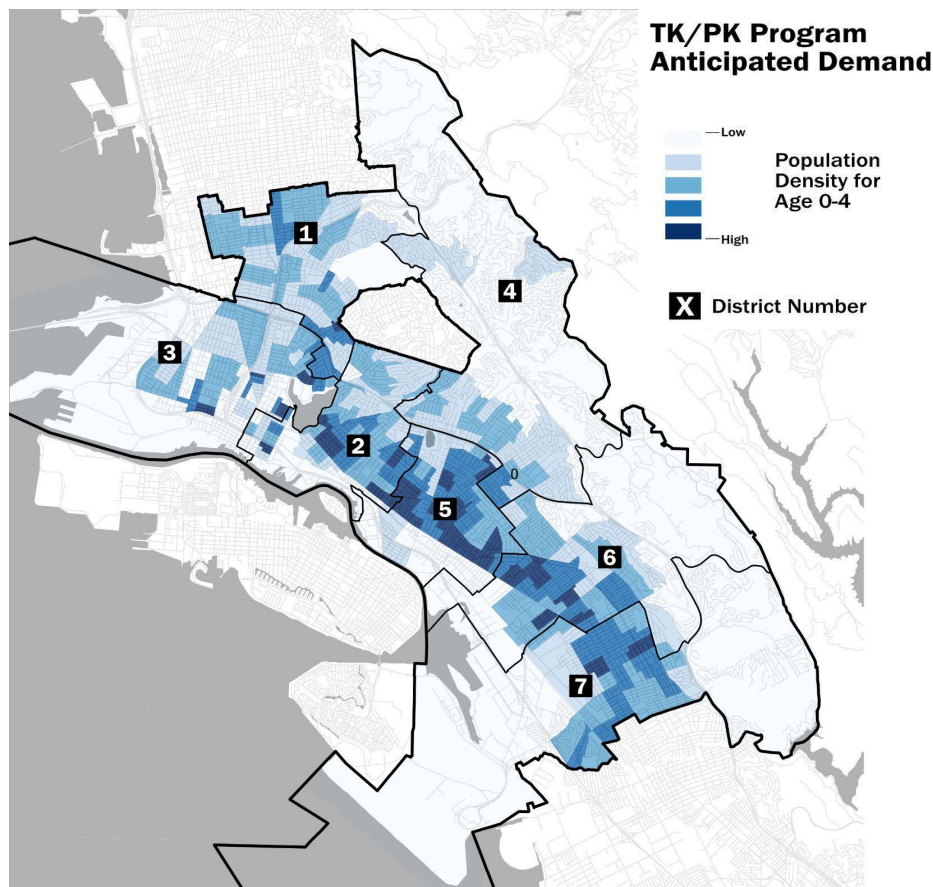


Note:
 1. US Census Data, 2020 Decennial Census
 2. SY24-25 TK Waitlist

District	Waitlist SY 2024-25	Facilities Strategy
District 1	204	Limited capacity in high demand neighborhood. Add capacity through construction linked to existing schools.
District 2	96	Add capacity in existing building. Where infrastructure is aging build new early childhood centers
District 3	1	Expand PK/TK at underutilized properties.
District 4	577	Add additional capacity with new construction adjacent to schools to build PK-5 grade span or consider hubs with grade span configuration changes.
District 5	4	Add PK/TK to existing facilities through new construction or development of hubs
District 6	67	Replace old infrastructure in high demand neighborhoods or modernize existing underutilized capacity.
District 7	25	Modernize existing underutilized capacity.

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**



Facilities Condition: Age of ECE Buildings (FMP 2020)

Table below reflects assessments completed in 2017-18 and presented in the 2020 Facilities Master Plan. Conditions of facilities have changed and will be updated as part of the 2025 Facilities Master Plan.

Site Name/Programs	2020 Facilities Condition Index	Quartile
Acorn Woodland Preschool	0.11	1
Arroyo Viejo CDC	0.49	3
Bella Vista CDC	0.49	3
Burbank Preschool	0.28	1
Centro Infantil CDC	0.49	3
Emerson CDC	0.26	1
Harriet Tubman CDC	0.49	3
Highland CDC		
Hintil Kuu CA CDC	0.51	4
International CDC	0.29	2
Jefferson CDC	0.49	3
Kaiser Early Childhood Center	0.46	3
Laurel CDC	New Project	New Project

Site Name/Programs	2020 Facilities Condition Index	Quartile
Lockwood CDC	0.59	4
Manzanita CDC	0.49	3
Stonehurst CDC	0.49	3
United Nation CDC	0.28	1
Yuk Yau CDC	0.49	3
Elementary Site- Based Programs		
Allendale Preschool	0.31	2
Bridges Academy Preschool	0.27	1
Brookfield Preschool	0.26	1
Fruitvale Preschool	0.67	4
Garfield Preschool	0.82	4
OAK Preschool	0.37	2
Lockwood STEAM Preschool	0.59	4

Site Name/Programs	2020 Facilities Condition Index	Quartile
Martin Luther King Jr Preschool	0.46	3
Prescott Preschool	0.23	1
REACH Preschool	0.22	1
Sankofa Preschool	0.39	2
Montclair Elementary	0.28	1
Burckhalter Elementary	0.59	4
Horace Mann Elementary	0.59	4
Markham Elementary	0.46	3
Highland Community	0.33	2

An FCI close to 0 means a building has less needs and close to or above 1 means that a site has a lot of needs.

Elementary Site- Based Programs reflects assessment of the entire site.

Notes:

- 1) Based on OUSD 2020 Facilities Master Plan, June 2020.
- 2) 2020 Facilities Condition Index (FCI): A ratio of the total of building system deficiencies, priority seismic deficiencies, accessibility deficiencies, projected 5-year life cycle costs divided by replacement value.

Long-Term Planning Strategies

- **Reprogram within existing sites** - convert underused spaces to TK/ECE
- **Modular or addition** - at high-demand sites (D1/D4), including utility capacity checks
- **Partner/swing strategies** - co-located classrooms, spaces with City of Oakland, community sites
- **Data improvements** - Disaggregate TK–5 **Newcomers** to exactly size/locate seats



03 Facilities Upgrades



Laurel CDC Major Bond Project

Start: June 2021

Completion: December 2024

Scope: Replace CDC with **new CDC**: 4 preschool classrooms (**capacity 108**)

Project Highlights:



Facilities Improvements at ECE Sites

ECE Summer 2024 Work

Hintil: Exterior paint

Highland: Exterior paint; mural

Jefferson: Exterior paint; mural

Harriet Tubman: Exterior paint; mural

Stonehurst: Exterior paint; mural

ECE Summer 2025 Work

Highland CDC (Preschool): Roof replacement; door entry system

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THANK YOU

Questions?

Additionally, for more information, please reach out:

OUSD Facilities Planning & Management

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