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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, Executive Director, Facilities Planning & Management

Meeting Date January 15, 2026

Subject Early Childhood Education: Facilities Planning Update and TK Hubs

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

Background On August 21, 2025, staff presented the Early Childhood Education (ECE) Facilities Planning Framework to the Facilities Committee, outlining enrollment patterns, facilities conditions, and near-term planning strategies to support access and equity across the District.

That presentation identified Transitional Kindergarten (TK) capacity constraints as a key limiting factor in meeting family demand and highlighted the need to shift from short-term accommodations toward a more intentional, facilities-based expansion strategy.

This item builds on that initial framework and provides a more detailed focus on TK expansion, including hub-based models, site readiness, and facilities implications.

Discussion This follow-up presentation advances the ECE Facilities Planning Framework by focusing on how the District can expand TK capacity within existing facilities constraints, while improving enrollment capture and long-term sustainability.

Updated insights include:

- Continued high unmet TK demand in Districts 1 and 4, with limited ability to expand programming at high-demand neighborhood schools due to space limitations.
- Available or underutilized capacity in other areas of the District that could be leveraged through targeted facilities strategies.

- Evidence that families who successfully enroll in OUSD TK are more likely to remain in the District, making TK a critical enrollment stabilization lever.

TK Expansion Strategies Highlighted:

- **TK Hub model:** Building on successful existing hubs (e.g., Kaiser Early Childhood Center and Hintil), the District is evaluating the expansion of centralized TK hubs at under-enrolled schools with excess capacity. These hubs allow the District to:
 - Capture unmet demand from oversubscribed schools
 - Improve instructional coherence and staff support
 - Make efficient use of existing facilities
- **Reprogramming existing space:** Converting underused classrooms into TK-appropriate learning environments.
- **Targeted investments:** Identifying sites where modest modernization or additions could unlock additional TK capacity, particularly in high-demand neighborhoods.
- **Family-centered planning:** Using targeted TK interest surveys to understand transportation needs, willingness to attend hubs, and desired wraparound services, ensuring hub locations are responsive to family needs.

Facilities considerations:

- Many ECE and elementary-based preschool facilities are aging, reinforcing the importance of prioritizing **long-term, permanent solutions** rather than temporary or portable classrooms.
- Recent and ongoing ECE facilities improvements (summer 2024–2025 work and the Laurel CDC replacement project) provide a foundation for expansion, but are not sufficient on their own to meet projected TK demand.

Together, these strategies are intended to **expand access to TK**, stabilize early-grade enrollment, and align facilities planning with the District’s educational and equity goals.

Fiscal Impact

No immediate budget action requested.

Attachment(s)

Presentation: Early Childhood Education (ECE) Facilities Planning Framework.

Early Childhood Education (ECE): Facilities Planning Framework & Transitional Kindergarten Hubs

Facilities Planning & Management

January 15, 2026



**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
- 1. Enrollment Patterns
- 1. Planning for the Future
- 1. 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



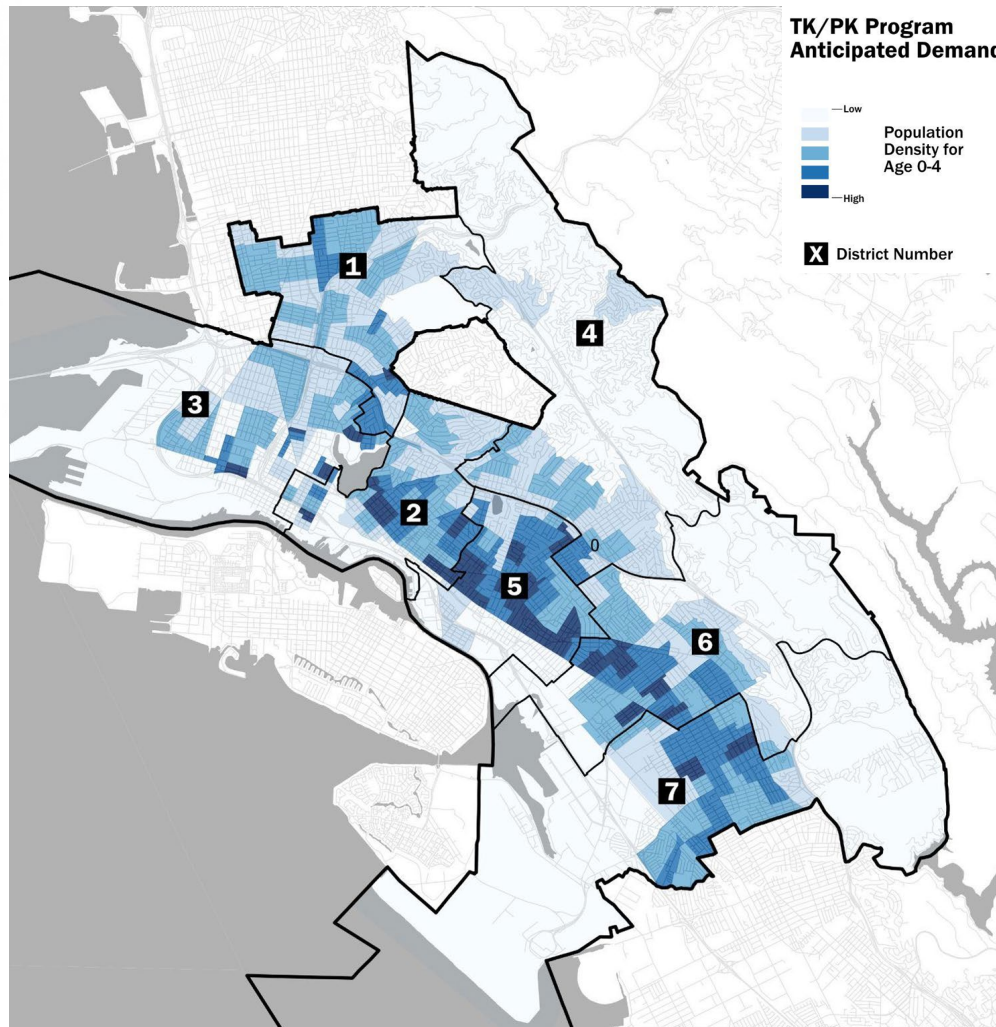
Enrollment Patterns (SY 24–25): What We Have Seen

- 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

04 Planning for the Future



Proposed Strategy By District



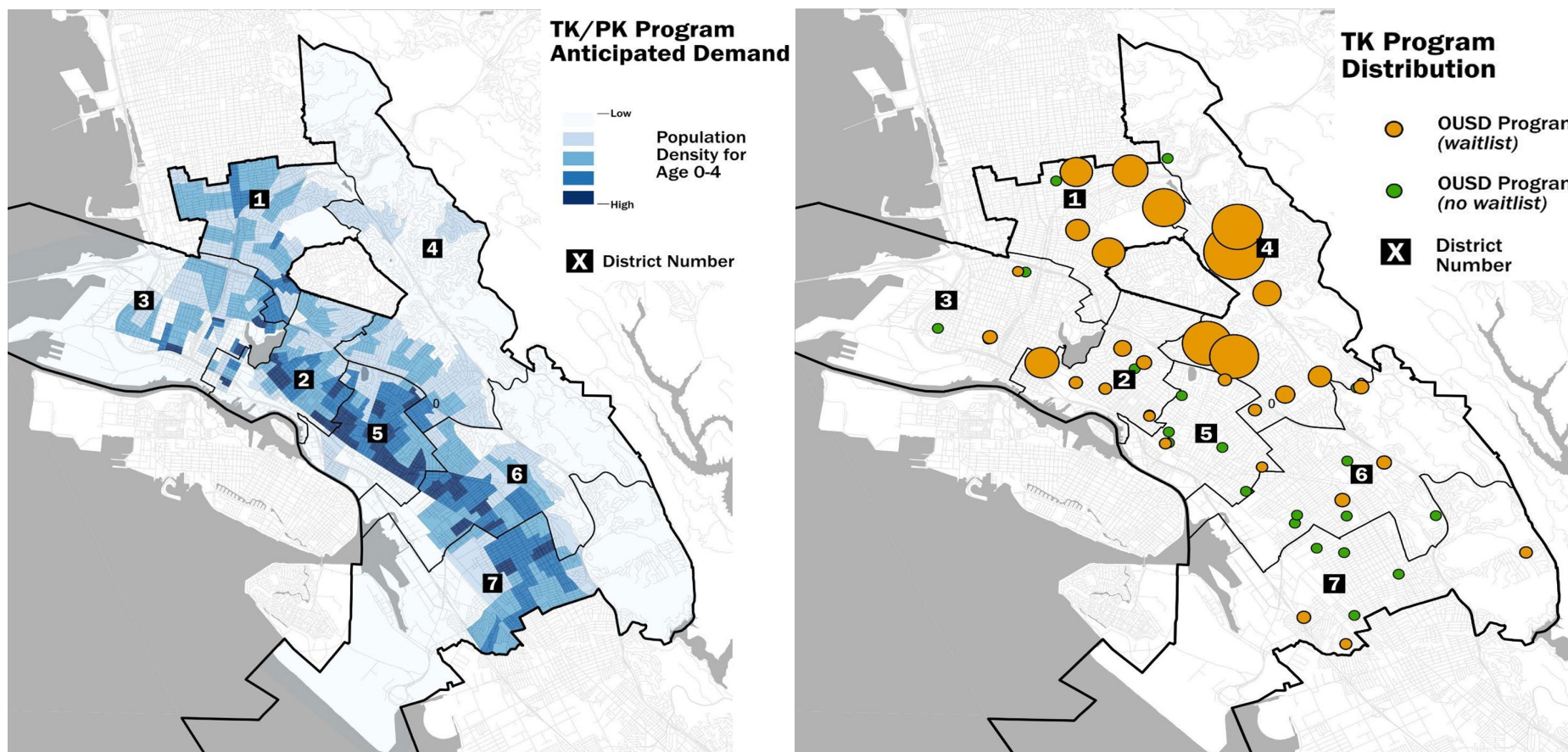
Note:

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?

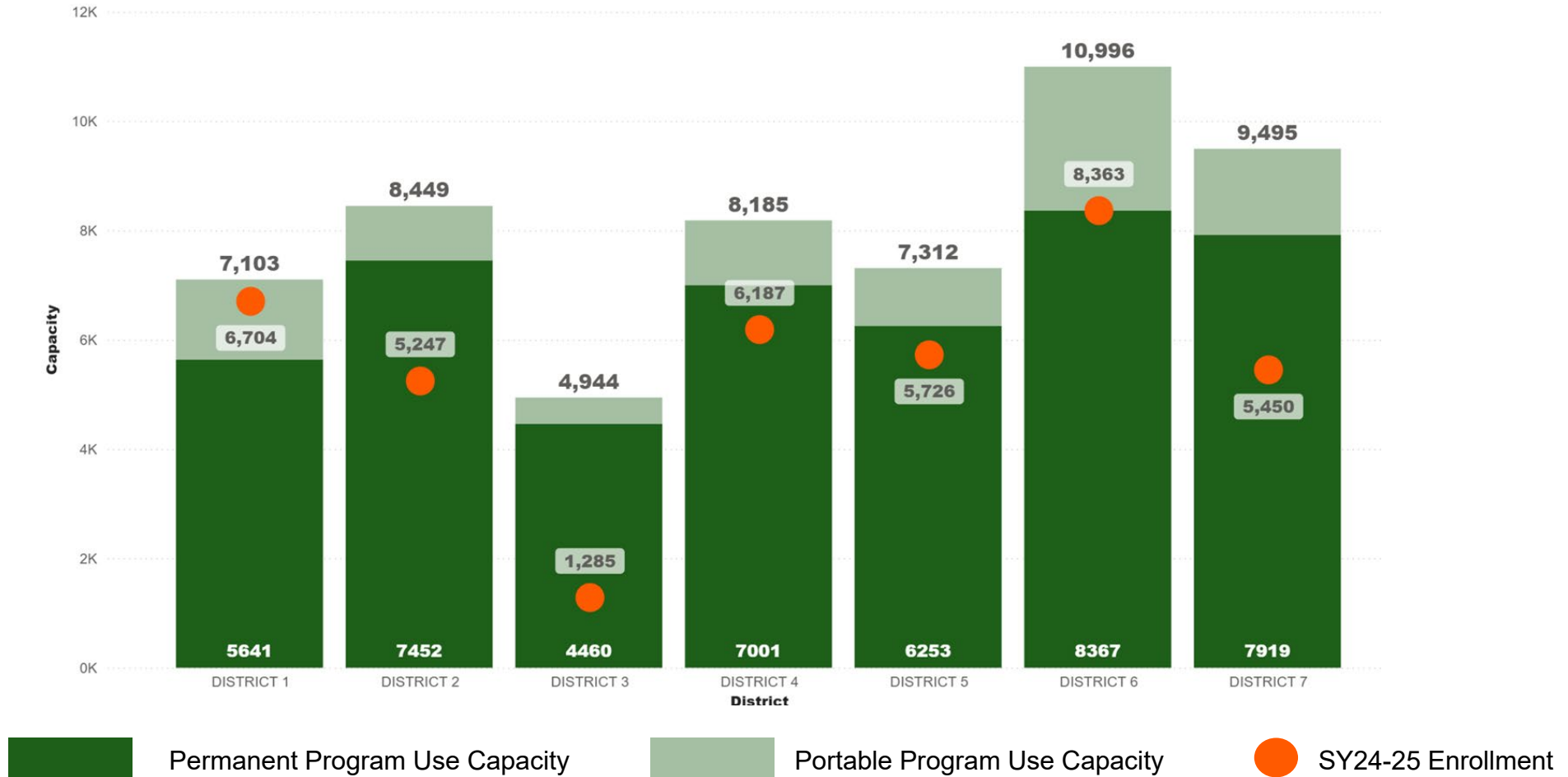
Families who are able to enroll their children in OUSD for Early Childhood Education are more likely to stay with the District boosting enrollment.

**PERKINS —
EASTMAN**





Portables account for 21% of OUSD's program capacity



Facilities Condition: Age of ECE Buildings (Facilities Master Plan 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 ¹	0.26	1
Harriet Tubman CDC	0.49	3
Highland CDC ¹		
Hintil Kuu CA CDC ¹	0.51	4
International CDC	0.29	2
Jefferson CDC ¹	0.49	3
Kaiser Early Childhood Center ¹	0.46	3
Laurel CDC ¹	New Project	New Project

¹ Planned or completes Facilities projects.

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 ¹	0.31	2
Bridges Academy Preschool ¹	0.27	1
Brookfield Preschool	0.26	1
Fruitvale Preschool	0.67	4
Garfield Preschool	0.82	4
OAK Preschool ¹	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 ¹	0.23	1
REACH Preschool	0.22	1
Sankofa Preschool ¹	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

A Facilities Condition index 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.

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

Hintil Kuu Ka CDC: Flooring, abatement, painting

Jefferson CDC (Preschool): Asphalt, roof, and play-matting replacement

Laurel CDC: Solar Phases 2 & 3



Long-Term Planning Strategies

- **Reprogram within existing sites** - convert underused spaces to early childhood centers and **Transitional Kindergarten (TK) hubs**
- **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 Planning Strategies - TK Hubs



Building on Our TK Hub Success

Proven Model:

- ❖ OUSD's existing TK hubs at Kaiser Early Childhood Center and Hintel have demonstrated strong enrollment interest, improved early learning outcomes, and expanded our enrollment to exceed projections in each of the past 3 years.

Efficient Use of Space:

- ❖ TK hubs activate unused classrooms at under-enrolled schools, transforming excess capacity into high-demand early learning seats that are the gateway into OUSD.

Family-Centered Access:

- ❖ Hubs draw from multiple neighborhoods, giving families access to high-quality TK programs even when their home school is at capacity.

Operational Strength:

- ❖ Concentrating TK classrooms at prepared hub sites improves instructional coherence, training, facilities readiness, and staffing stability allows us to use the administrative structure at the site to provide additional programming without additional cost.

Districtwide Benefit:

- ❖ **4% Increase** on Progression Rates to K from TK boosting Kindergarten enrollment when it was projected to decline.
- ❖ TK hubs help address declining enrollment, reshape the portfolio of by boosting site-level ADA, and strengthen long-term feeder patterns.

Capturing Unmet TK Demand

Unmet Demand Exists:

- Many schools with strong reputations and long-standing community trust do **NOT** have space to expand TK classrooms despite significant waitlists.

Enrollment Capture Strategy:

- Use current projections to **expand TK opportunity for families** from schools with no available rooms
 - a. **No TK Space:** Hillcrest, Crocker, Redwood Heights
 - b. **Limited TK Capacity:** Glenview, Global Family, Montclair, Greenleaf, Sequoia, Chabot, Hoover, Peralta, Thornhill, etc
- Identify patterns of families who do **NOT** enroll in TK outside their home school due to capacity limitations and have schools within close proximity are underutilized and would allow for the creation of Oakland Early Learning Hubs.

Family Survey Process:

- Conduct a targeted TK interest survey at high-demand schools that cannot expand programming on site.
- Survey asks about: priorities, transportation needs, willingness to attend a hub, wrap-around services, and preferred hub locations.
- Results help right-size hub capacity and guide location decisions.

Outcome:

- By channeling demand from oversubscribed schools into Oakland Early Learning Hubs, OUSD can **recapture enrollment**, reduce outflows to charters or private TKs, and stabilize declining early-grade cohorts.

TK Potential Analysis

	25-26			
	TK	K	TK Potential	TK Hubs
Hillcrest	24	48	24	
Chabot	48	101	53	
Group 1-TK HUB			77	3 Classes
Peralta	24	47	23	
Group 2-TK HUB			23	
Redwood Heights	24	54	30	
Monclair	25	85	60	
Thornhill	24	70	46	
Group 3-TK HUB			136	1 Class
Crocker	24	72	48	
Glenview	24	78	54	
Sequoia	24	70	46	
Group 4-TK HUB			148	1 Class
MLA	24	76	52	
SEED	24	69	45	
Manzanita	24	45	21	
Group 5-TK HUB			118	
Greenleaf	24	69	45	
Global	24	74	50	
Group 6-TK HUB			95	

Kaiser:

- 4 TK
- Special Education

Burbank

- 2 TK
- Special Education

Hintel:

- 1 TK (TK)
- 1 Pre-K
- 2 Special Education

What a TK Hub Could Look Like

Instructional Model:

- ❖ Between 3–6 TK classrooms located at a single under-enrolled school with excess capacity
 - Must be in relatively close proximity to the home schools.
 - Located near transportation routes for families.
- ❖ Consistent early learning curriculum, coaching, and aligned family engagement.
- ❖ Shared aides, intervention support, and integrated early childhood services.
- ❖ Training and professional development for principal that has a deep understanding of early childhood.

Instructional Support Model:

- ❖ Keep existing school principal; assign a TK Early Learning TSA to that site. Reconfigure a school with declining enrollment to become a Pre-K/TK primary hub (long-term vision).

Required Investments: (Must identify funding sources)

- ❖ Classroom modernization (fixtures, restrooms, age-appropriate furniture)
- ❖ Not a short term investment these are long-term structural changes.
- ❖ Playground/TK yard adjustments need to be installed by August 2026

Risks:

THANK YOU

Questions?

Additionally, for more information, please reach out:

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