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PUBLIC POLICY  
INSTITUTE OF CALIFORNIA

# Setting the stage for Universal Preschool Is Transitional Kindergarten Serving Students Equitably?

## Technical Appendices

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## Appendix A. Data Sources

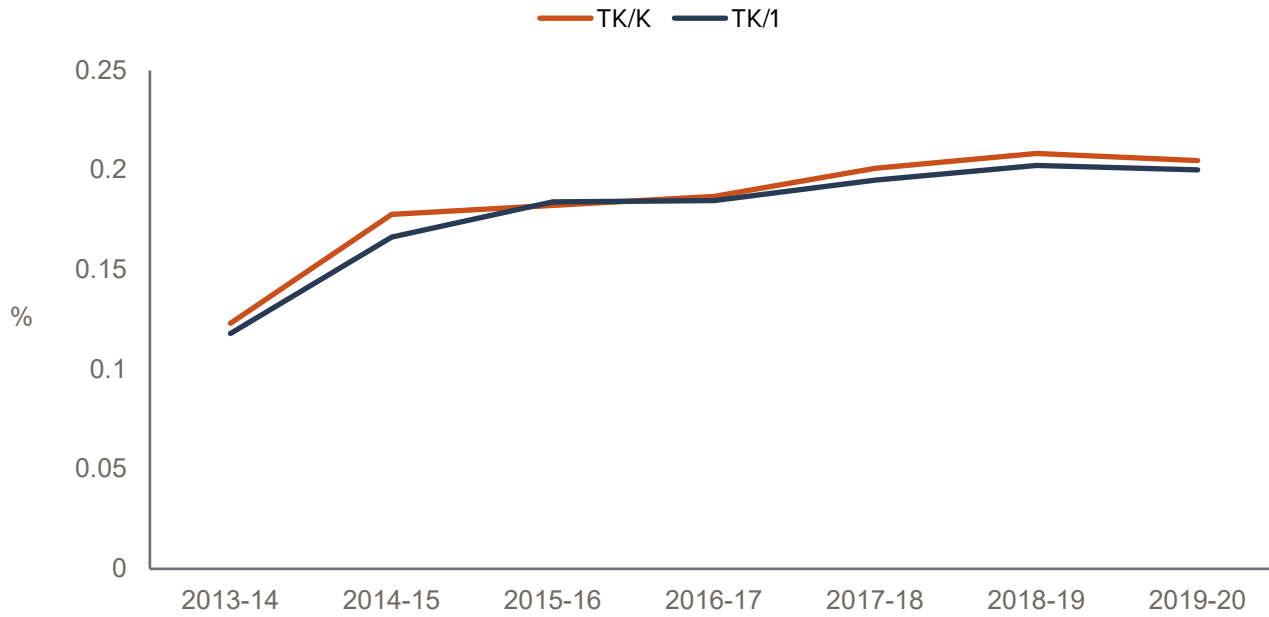
We used CDE TK enrollment data for the 2013-14 – 2019-20 school years. We focused on TK enrollment counted on census data (fall), rather than the cumulative count. Counts of kindergartners are also made on census day and include TK students. We subtract TK students from the kindergarten census day counts to come up with the counts of kindergartners. Enrollment data is available at the state, district, and school level by socioeconomic status, English Learner status, and for each racial and ethnic group.

Data on school and district enrollment, English Learner (EL) status, and student socio-demographic characteristics are also maintained by the CDE. Data on the “unduplicated” count of students, relevant for LCFF funding, are available at the school and district levels beginning in 2013, the first year of LCFF. School-by-grade enrollment, both overall and broken down by race/ethnicity/gender, as well as by EL status, is available going back to 1982. School and district-level free and reduced price lunch meal (FRPM) are available in the FRPM files.

# Appendix B. Supplemental Figures and Tables

**FIGURE B1**

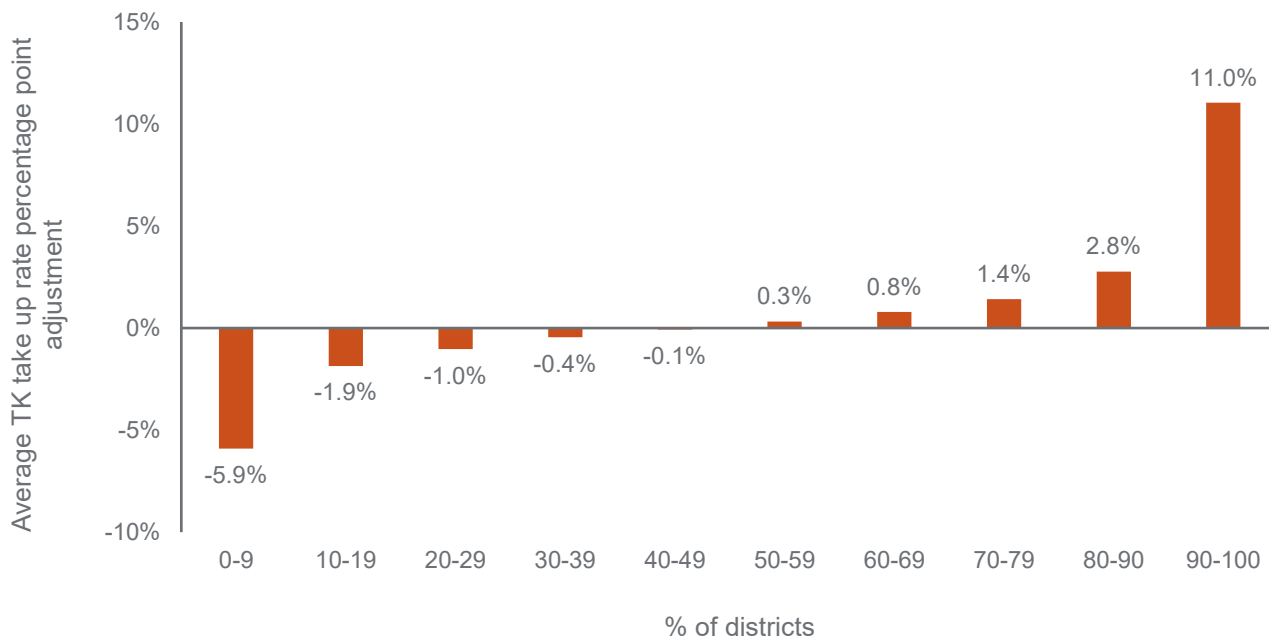
Take up rate estimated with Kindergarten or First grade students is similar



SOURCE: CDE TK enrollment  
NOTE: Census day counts used.

**FIGURE B2**

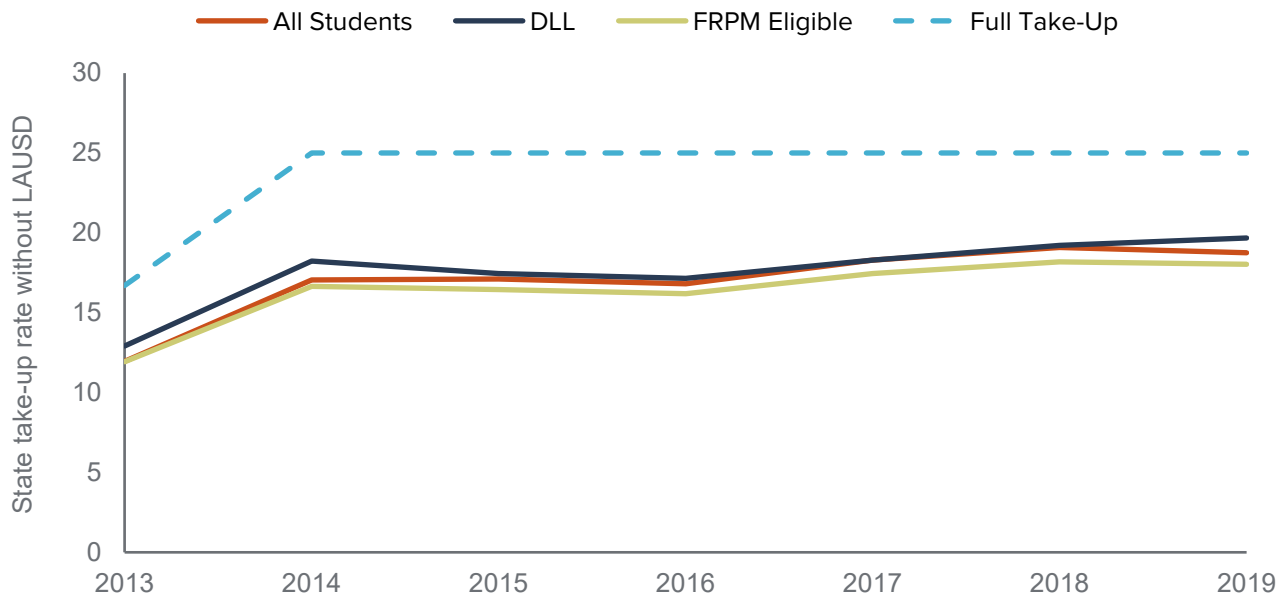
Most districts saw relatively little change in TK take up rates with declining enrollment adjustment



SOURCE: CDE TK enrollment  
NOTE: Districts not providing TK and districts with fewer than 25 kindergarten students are excluded.

**FIGURE B3**

Excluding LAUSD lowers the overall take up rate from 21% to 19%

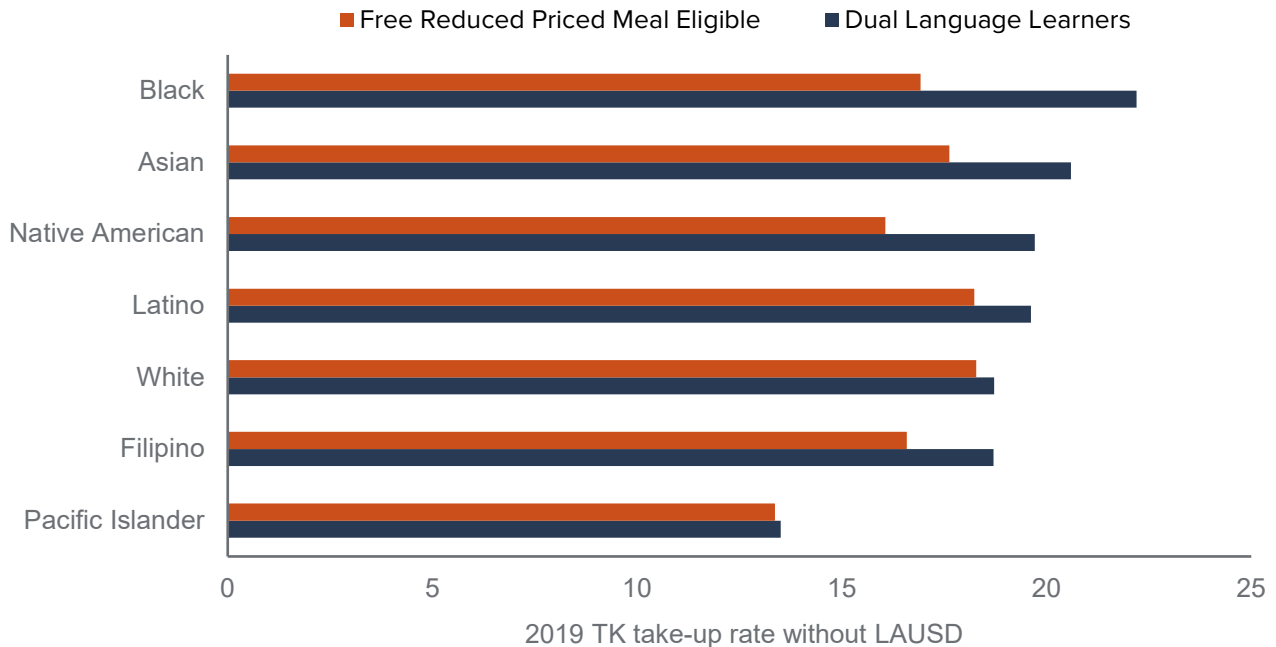


SOURCE: CDE TK enrollment

NOTE: TK Census day counts. If all eligible participated, full take up would be 16.7% in 2013-14 and 25% for each year 2014-15 and later, and full take up rate is indicated by the dashed line.

**FIGURE B4**

Pacific Islander students who are DLL or eligible for FRPM still have low take-up rates after excluding LAUSD

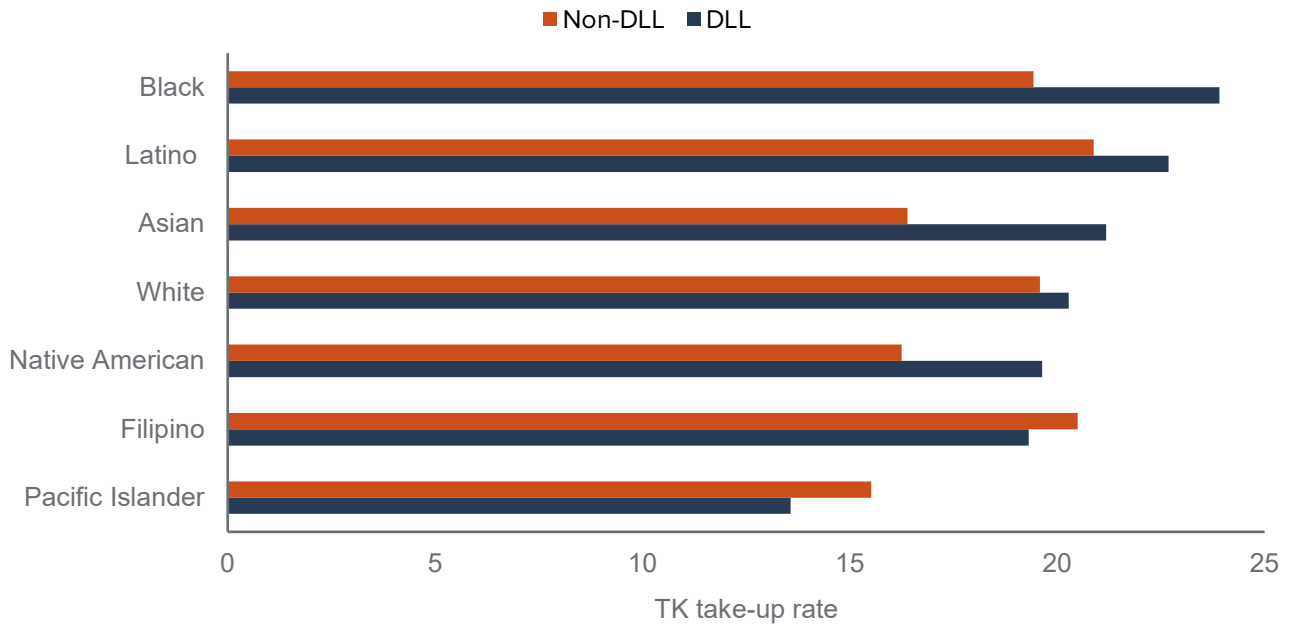


SOURCE: CDE enrollment data and school characteristic data, 2019-20

NOTE: TK Census Day counts. Full take up rate would be 25%.

**FIGURE B5**

Among Filipino and Pacific Islander students, Dual Language Learners have lower take-up rates than Non-Dual Language Learners

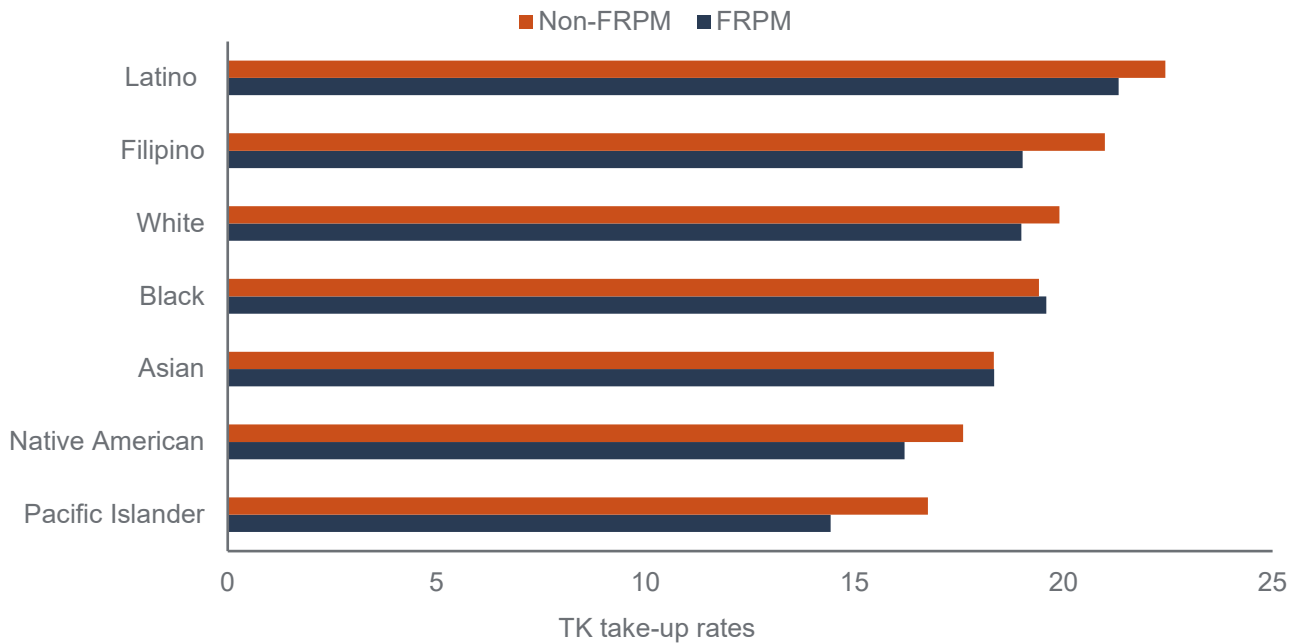


SOURCE: CDE TK enrollment

NOTE: Full take up is 25%.

**FIGURE B6**

Only Black FRPM students have higher take up rates than Non-FRPM students of the same race

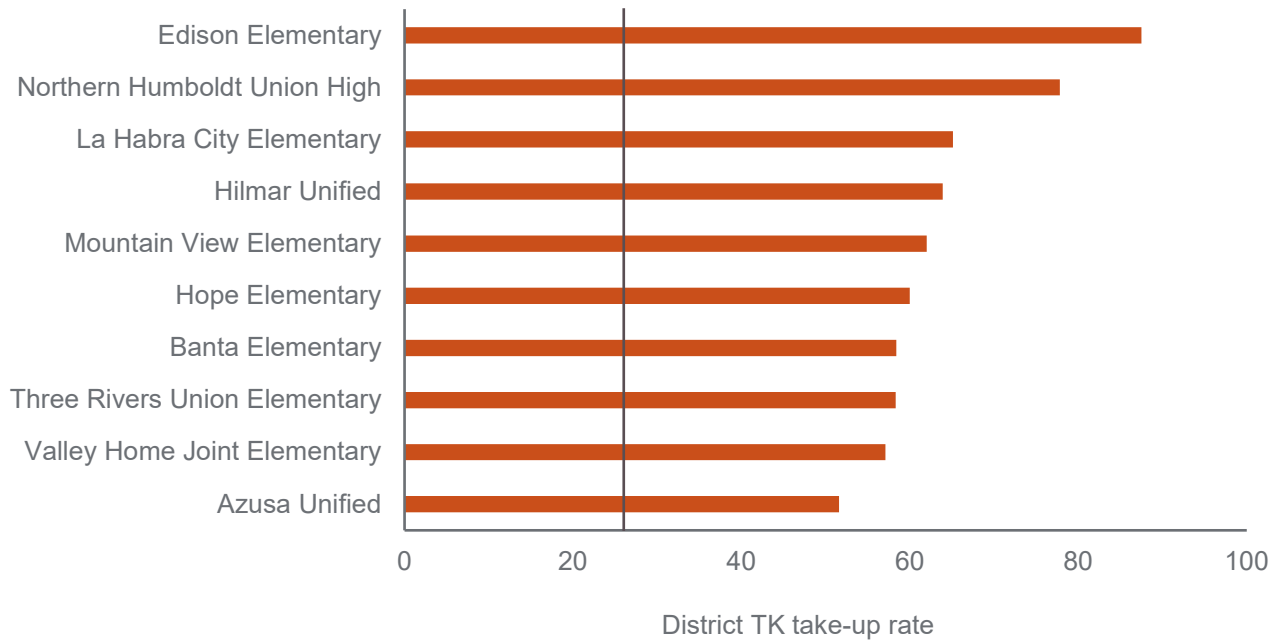


SOURCE: CDE TK enrollment

NOTE: Full take up is 25%.

**FIGURE B7**

Some districts serve many more students than are strictly eligible based on birthdates

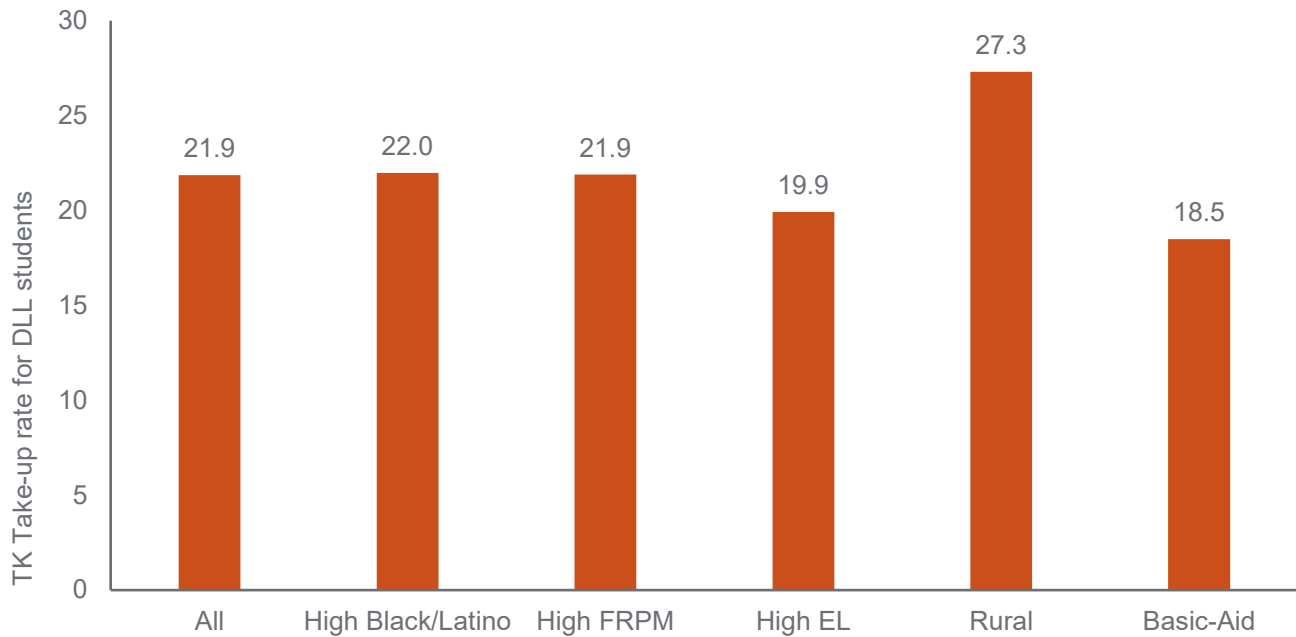


SOURCE: CDE TK enrollment data, 2019-20

NOTE: Restricted to districts with at least 100 students. The blue vertical line at 25% represents the full take up rate. North Humboldt Union HSD includes one charter school serving elementary school students.

**FIGURE B8**

Larger rural districts have relatively high take up rates for DLL students

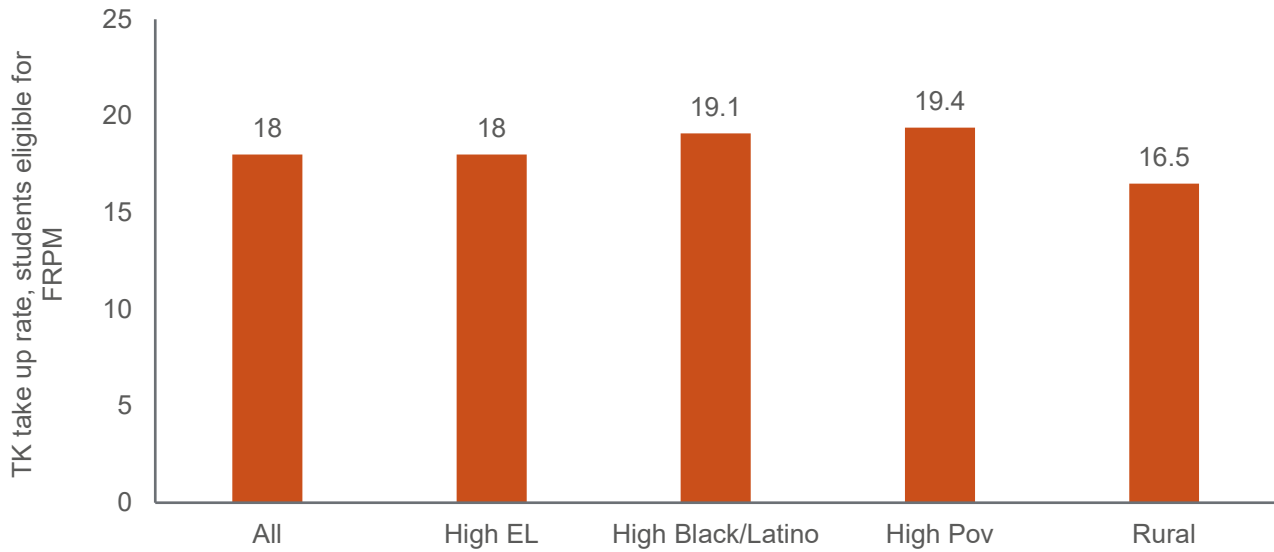


SOURCE: CDE enrollment data and district characteristic data, 2019-20

NOTE: Excludes LAUSD and districts with fewer than 250 students

**FIGURE B9**

Take up rates for FRPM eligible students somewhat lower in rural districts

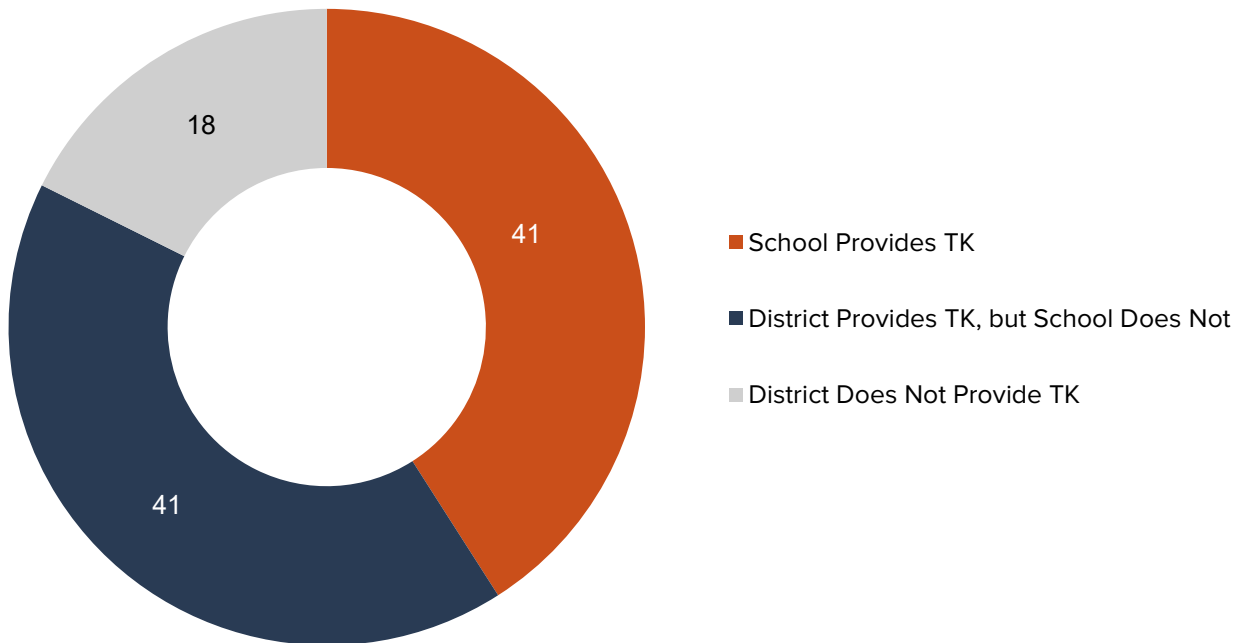


SOURCE: CDE enrollment data and district characteristic data, 2019-20

NOTE: Excludes LAUSD

**FIGURE B10**

Eligible rural DLL children not enrolled in TK

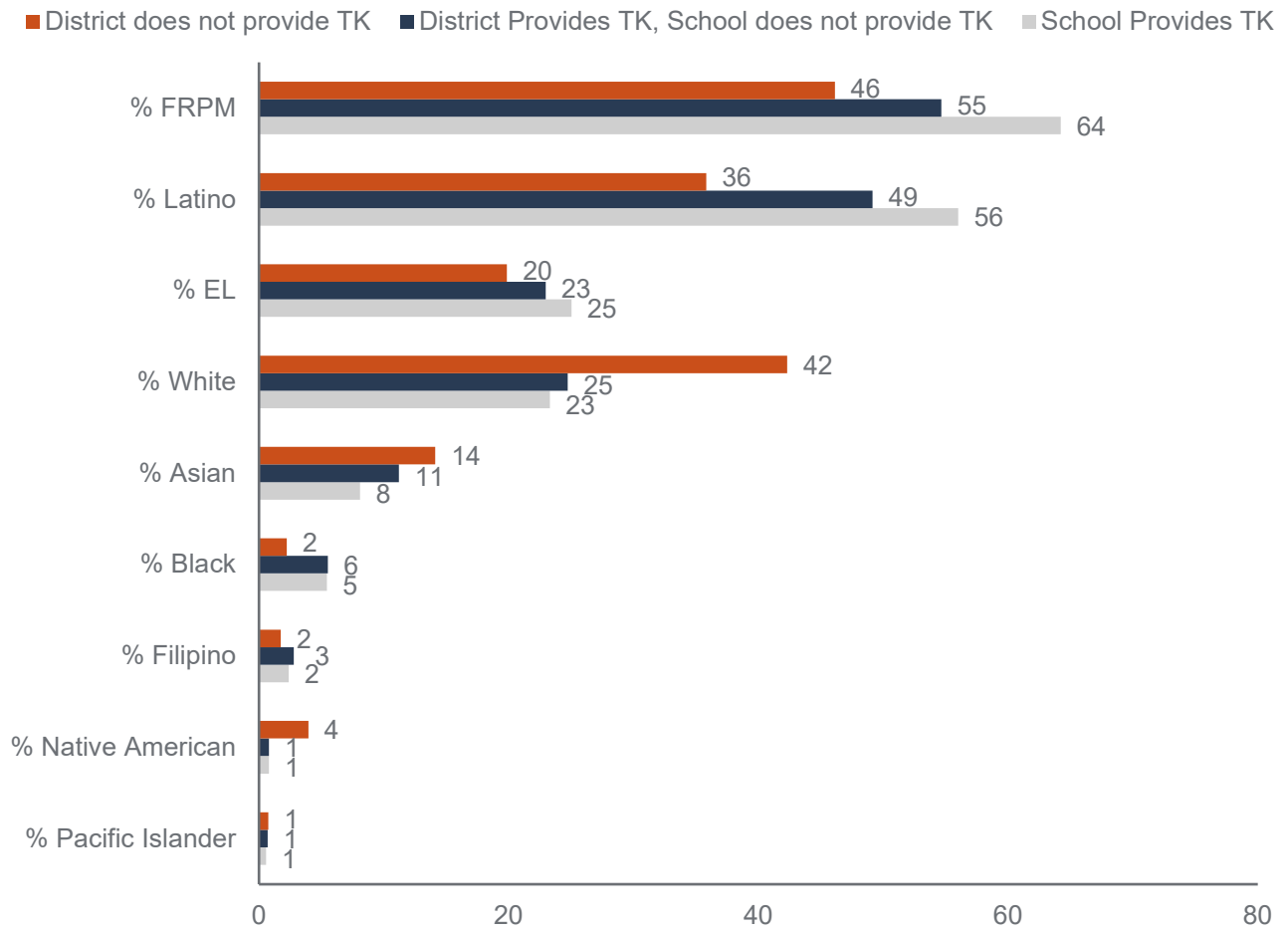


SOURCE: CDE TK enrollment, 2019-20

NOTE: TK Census Day counts. Schools providing K. 2019. We estimate eligible children at the school level. If a school serving kindergarteners is serving fewer than 25% of the size of their kindergarten class in TK, we count that difference as eligible TK students. Because some districts provide Extended TK or other TK programs that allow younger birthdates to qualify for TK participation, our estimates may undercount students not enrolled in schools providing TK. All schools serving K students, including charters, are included. There are 500 eligible but unserved rural DLL children.

**FIGURE B11**

Schools offering TK enroll higher proportions of EL students



SOURCE: CDE enrollment data and school characteristic data, 2019-20

NOTE: TK Census Day counts. Schools providing K. We estimate eligible children at the school level. If a school serving kindergarteners is serving fewer than 25% of the size of their kindergarten class in TK, we count that difference as eligible TK students. All schools serving K students, including charters, are included.



**TABLE B1**

Both Basic Aid and LCFF districts offering TK serve higher percentage high needs students

	Basic Aid		LCFF	
	TK	No TK	TK	No TK
%UPP	46.2	36.7	61.8	62.4
%EL	16.1	13.0	19.0	17.9
%FRPM	42.6	36.7	59.0	60.7
%Latino	34.3	23.1	49.3	41.9
%White	48.2	60.9	33.3	44.3
%Asian	8.5	7.7	6.3	4.8
%Black	1.9	2.3	3.8	2.5
%Native American	2.4	7.6	1.8	5.8
%Filipino	2.3	1.0	1.8	2.5
%Pacific Islander	0.8	0.5	0.6	1.2
%Two or more	6.5	8.3	4.7	5.9
Average Enrollment	2490	610	7734	1093
Districts	76	45	696	117

SOURCES: CDE TK Enrollment and District Characteristics, 2019-20

NOTES: Only including districts that enroll kindergarteners.

**TABLE B2**

District Demographic Characteristics by Type

	Overall	High Black/ Latino	High FRPM	High DLL/EL	Rural	Basic Aid
Race /ethnicity						
Latino	45.9	78.6	66.8	74.7	39.5	30.3
White	37.2	11.0	21.0	13.6	48.7	52.9
Asian	6.4	2.8	3.3	5.2	2.2	8.3
Black	3.5	4.8	4.0	3.2	1.8	2
Filipino	1.9	1.5	0.9	1.9	1.0	1.9
Native American	2.4	0.8	3.9	0.9	6.0	3.8
Pacific Islander	0.6	0.6	0.6	0.7	0.8	0.8
FRPM	56.7	77.4	84.0	76.0	58.6	40.4
DLL/EL	18.4	32.2	30.5	37.1	17.5	15.1
Average enrollment	6132	10221	7967	5354	688	1791
N districts	934	218	217	228	316	121

SOURCES: CDE TK Enrollment and District Characteristics, 2019-20

NOTES: Only including districts that enroll kindergarteners.

**TABLE B3**

Unserviced children eligible for TK

	School provides TK, children not enrolled	School does not provide TK but district does	School does not provide TK, district does not provide
Total Unserved	31.1%	61.0%	7.9%
DLL Total Unserved	36.2%	56.4%	7.4%
FRPM Total Unserved	40.6%	54.3%	5.1%

SOURCES: CDE TK Enrollment, 2019-20

NOTES: TK Census Day counts. Schools providing K. We estimate eligible children at the school level. If a school serving kindergarteners is serving fewer than 25% of the size of their kindergarten class in TK, we count that difference as eligible TK students. All schools serving K students, including charters, are included.

**TABLE B4**

Take-up rates by student groups by type of schools offering TK

	All Schools	High Black/Latino	High DLL	High FRPM	Rural	Basic-Aid
All Students	0.230	0.219	0.252	0.215	0.279	0.234
DLL students	0.239	0.227	0.244	0.216	0.294	0.292
Students eligible for FRPM	0.221	0.208	0.244	0.208	0.256	0.230
Black students	0.197	0.218	0.218	0.196	0.170	0.156
Latino Students	0.233	0.218	0.241	0.220	0.260	0.320
Asian students	0.220	0.209	0.218	0.210	0.198	0.245
White students	0.231	0.227	0.259	0.217	0.273	0.235
Native American students	0.184	0.178	0.193	0.139	0.188	0.09
Pacific Islander students	0.169	0.192	0.243	0.274	0.067	0.143
Filipino students	0.219	0.241	0.268	0.262	0.186	0.265
Observations	4,267	2,351	1,886	1,539	493	365

SOURCE: CDE enrollment and school characteristics. 2019.

NOTE: Full take up is 0.25. Only including schools that enroll kindergarteners.



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