



SISKIYOU COUNTY

2019 Kindergarten Readiness Assessment

Prepared by



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Acknowledgements

This third study of kindergarten readiness across Siskiyou County would not have been possible without the commitment and engagement of many individuals.

The First 5 Siskiyou team included Karen Pautz, Executive Director, who led the efforts to secure commitments from individual schools to participate in the study, Shasta Schnittker, who assisted in the collection and entry of the data, and Krista Weagraff who assisted with assessment coordination.

Special thanks to First 5 Siskiyou Commissioners, Michael Kobseff, Michael Perry, Shelly Davis, Kermith Walters, Sarah Collard, and Judie Washington for the approval of investment in this county-wide Kindergarten Readiness Assessment.

In particular, First 5 Siskiyou wishes to thank the County Superintendent of Schools, Kermith Walters, for his endorsement of this study, and the following superintendents, principals, and teachers for their outstanding participation:

District/School	
Big Springs Union School District	Sabrina Silva, Superintendent/Principal
Big Springs Elementary School	Christina Gosmeyer, Teacher
Butte Valley Unified School District	Heidi Gerig, Superintendent/Principal
Butte Valley Elementary School	Lydia Bennett, Teacher
Butteville Union School District	Len Foreman, Superintendent/Principal
Butteville Elementary School	Lindsay Pappas, Teacher
Dunsmuir Elementary School District	Susan Keeler, Superintendent/Principal
Dunsmuir Elementary School	Tami Ridge, Teacher
Scott Valley Unified School District	Marie Caldwell, Superintendent
Etna Elementary	Garren Hanon, Principal
	Susan Callaghan, Teacher
	Taylor Dowling, Teacher
Fort Jones Elementary	Joy Isbell, Principal
	Cheryl Horvath, Teacher
Grenada Elementary School District	GingerLee Charles, Superintendent/Principal
Grenada Elementary School	Nikita McClafin, Teacher
Happy Camp Union School District	Richard Rhodes, Superintendent/Principal
Happy Camp Elementary School	Elisa Patterson, Teacher
Hornbrook Elementary School District	Kelly Bear, Superintendent/Principal
Hornbrook Elementary School	Kelly Janszen, Teacher
McCloud Union School District	Shelley Cain, Superintendent/Principal
McCloud Elementary School	Heather Moyer, Teacher

District/School	
Mt. Shasta Union School District	Barry Barnhart, Superintendent/Principal
Mt. Shasta Elementary School	Irene Reginato, Teacher
	Kim Hanon, Teacher
	Shelby Garcia, Teacher
Weed Union School District	Alisa Cummings, Superintendent/Principal
Weed Elementary School	Danielle Dewhurst, Teacher
	Rachel Oates, Teacher
Yreka Union School District	Chris Harris, Superintendent
Evergreen Elementary School	Amy Dunlap, Principal
	Krista Freeze, Teacher
	Sarah Mitrovich, Teacher
	LeAnn Stensether, Teacher
	Debbie Fitzpatrick, Teacher
	Katie McNames, Teacher
	Mary Freitas, TK Teacher
	Kim Robustellini, TK Teacher

Headline Findings

Data Highlights

School Readiness

- ▶ 321 children were assessed in Fall 2019, providing readiness data on 59% of the county's kindergarten population.
- ▶ 41% of kindergartners were *Fully Ready* for kindergarten across all domains of readiness (*Self-Regulation, Social Expression, and Kindergarten Academics*), whereas 25% were *Not Ready* across any of these domains.
- ▶ Higher kindergarten readiness was significantly and independently predicted by:
 - Not appearing hungry or tired
 - Not having a special need
 - Being resilient to changes in routine and frustrating situations
 - Being older
 - Participation in more kindergarten preparation activities

First 5 Siskiyou Participation

- ▶ 79% of families reported participation in First 5 Siskiyou programs, the highest proportion since the beginning of the fall readiness assessments in 2017.
- ▶ The more First 5 Siskiyou services a child had, the more ready they were for kindergarten. In other words, services had a cumulative relationship with readiness.
- ▶ First 5 Siskiyou participants were also more likely than non-participants to do activities that helped prepare their children for kindergarten, and to use a range of enriching community resources, such as libraries.
- ▶ Readiness levels were highest in Scott Valley Family Resource Center (FRC) region and lowest in Weed FRC region.

Introduction

Purpose of the Assessment

Research repeatedly highlights the power of kindergarten readiness in predicting students' later academic achievement and school adjustment (e.g., Rimm-Kaufman & Pianta, 2000; Welsh et al., 2010). Through completion of school readiness assessments, communities can both gain a more thorough understanding of how prepared their children are for kindergarten, and provide the most indicated supports to ensure their children succeed in elementary school and beyond.

Funded by First 5 Siskiyou (First 5), this report presents the results of the third formal kindergarten readiness assessment conducted in the county. The goals of this study are to:

- ▶ Understand how prepared children in Siskiyou County are for kindergarten entry; and
- ▶ Understand the factors that influence readiness, particularly those factors that are considered “malleable,” such as participation in specific programs or services (quality preschool, parenting classes, etc.) or family practices at home, like reading with the child.

Throughout the report, we compare the current year's results to those found in 2018. The findings will help First 5 and its partners in Siskiyou County understand how they can collaborate to improve children's early experiences through effective programs and policies, so that all children in the county are *Fully Ready* for school.

Sample

First 5 began outreach efforts with superintendents and principals in the spring of 2019 for participation in the Fall 2019 assessment. Ultimately, 321 children from 21 classrooms were assessed in fall 2019, or 59% of the 541 kindergarten students enrolled in fall 2019 (DataQuest, 2020). In addition, 79 Transitional Kindergarten (TK) students were assessed from 13 classrooms. TK students are not included in these analyses, but are presented separately in Appendix 1.

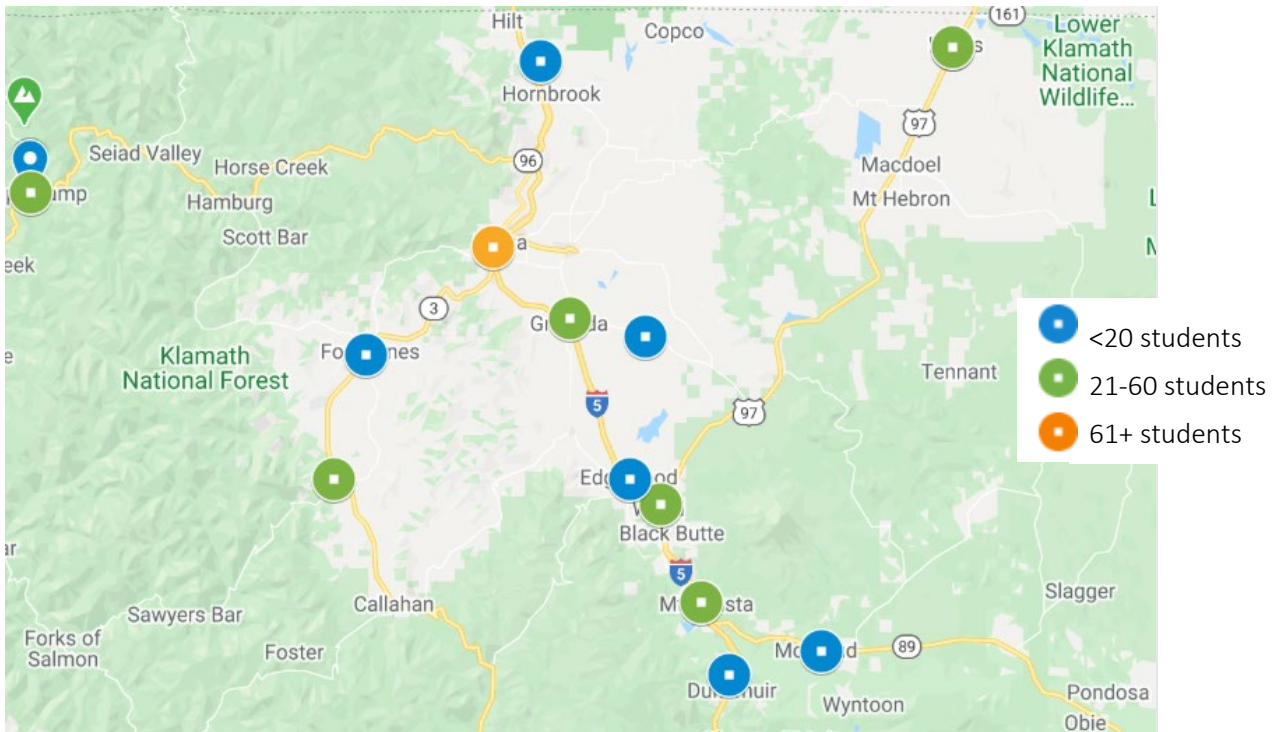
Figure 1. Number of Kindergarten Classrooms and Students Assessed

Elementary School	Number of Students Assessed, Fall 2017	Number of Students Assessed, Fall 2018	Number of Students Assessed, Fall 2019
Big Springs	6	15	14
Butte Valley	23	19	25
Butteville	-	16	11
Dunsmuir	7	15	7
Etna	25	21	21
Evergreen	83	111	111
Fort Jones	21	12	13
Gazelle	-	2	-
Grenada	26	19	19
Happy Camp	16	16	14
Hornbrook	-	1	4
McCloud	5	7	5
Mt Shasta	59	54	49
Weed	47	34	28
TOTAL	318	342	321

Source: Kindergarten Observation Form (2017, 2018, 2019).

The map below displays the locations of schools around the county that participated in the fall 2018 Kindergarten Readiness Assessment. The color of the icon in the map corresponds to the number of students assessed at each school.

Figure 2. Participating Schools in Siskiyou County in Fall 2019

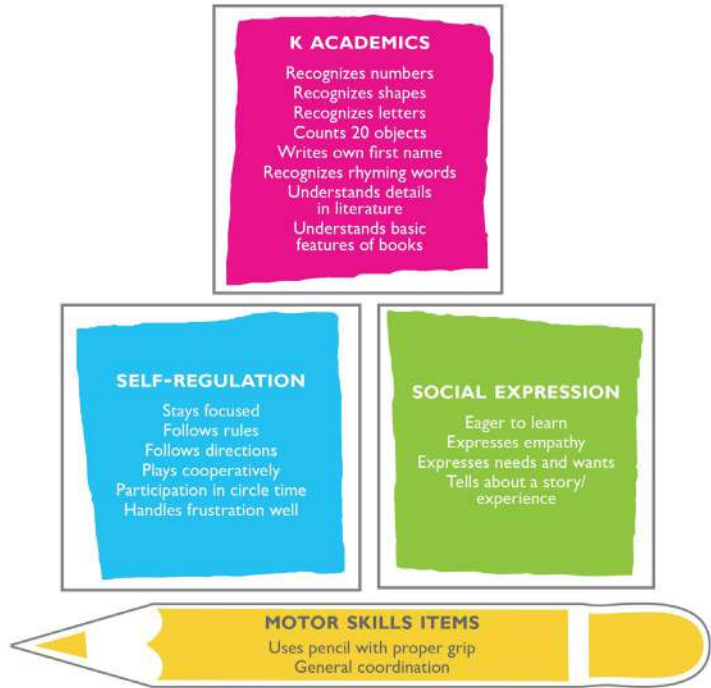


Methods Used to Assess Kindergarten Readiness

The tool used to assess kindergarten readiness in Siskiyou County was the Kindergarten Observation Form (KOF), a validated assessment that includes 20 skills that have been shown to statistically predict third grade academic achievement. This tool has been used in 15 other California counties, as well as in other states.

Teachers completed the KOF within the first few weeks of the 2019-20 school year by rating student proficiency levels on each of 20 kindergarten readiness skills, using a scale from 1 (*Not Yet demonstrating the skill*) to 4 (*Fully Proficient on the skill*). These readiness skills comprised three *Building Blocks* – *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*. A fourth area includes two items related to fine and gross motor skills, which serve as a foundation for these *Building Blocks*.

To complete the portrait of children’s readiness for kindergarten, the Parent Information Form (PIF) was also administered. This survey was completed by 254 parents/caregivers of kindergartners (62% of the sample), and it gathered data about child demographics, family background, parenting activities, family stressors, and child care experiences.

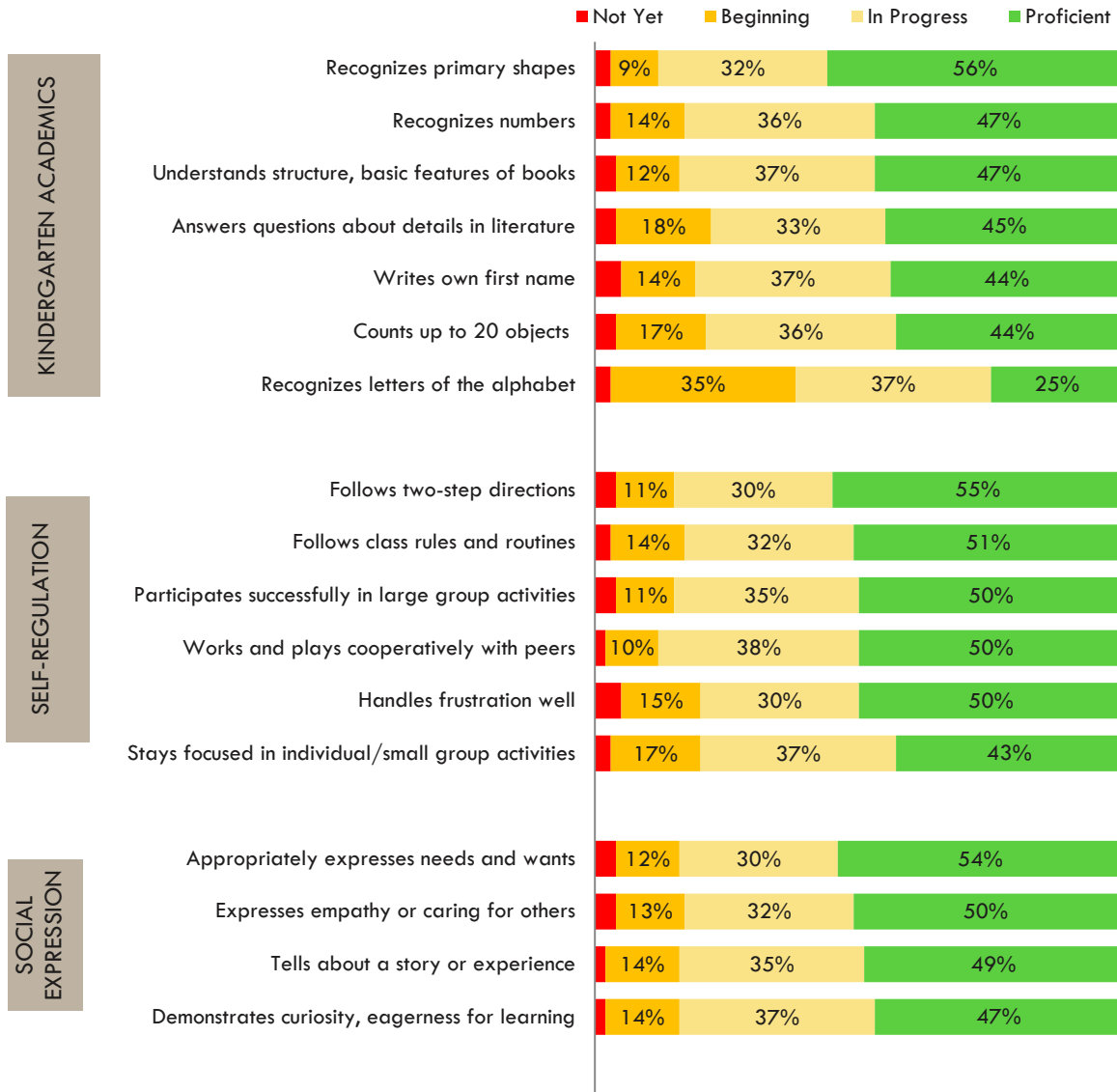


This report first presents data on the overall school readiness of kindergartners in Siskiyou County, as well as their performance within the three domains of readiness (*Self-Regulation*, *Social Expression*, and *Kindergarten Academics*). We then analyze the factors that are uniquely associated with school readiness outcomes, particularly focusing on factors that are amenable to intervention.

Kindergarten Readiness in 2019

Across Siskiyou County, teachers used the Kindergarten Observation Form (KOF) to rate children’s kindergarten readiness on 20 skills on a 4-point scale from 1 (*Not Yet*) to 4 (*Proficient*). As shown in the figure below, students in this sample entered kindergarten with the highest academic proficiency in shape recognition (57%) and lowest proficiency in letter recognition (27%).

Figure 3. Students’ Proficiency Levels Across 20 School Readiness Skills

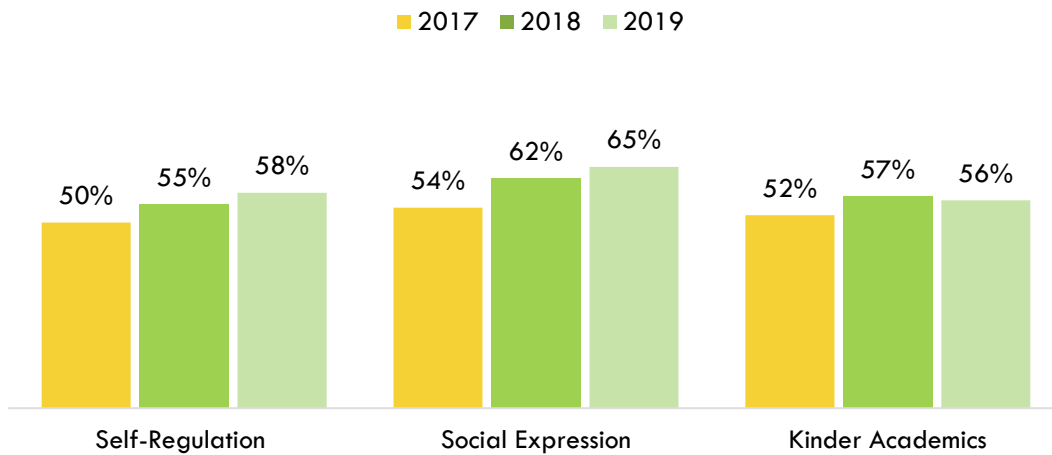


Source: Kindergarten Observation Form (2019). N=298-307. Note: Scores range from 1 (Not Yet) to 4 (Proficient). Percentages may not sum to 100 due to rounding. Proportions of less than 5% are not labeled. Scores were omitted for students for whom language barriers were a concern.

Across three large longitudinal studies involving the KOF, researchers found that an average readiness score of 3.25 out of 4.00 is the threshold above which about 70% of children will be reading at grade level by third grade; below an average readiness score of 3.25, only about 15% of children will be proficient readers at third grade. Therefore, 3.25 is the benchmark above which children assessed on the KOF are considered “ready” for kindergarten.

To determine how ready children in Siskiyou County were for kindergarten, children’s scores on the readiness items within each domain were averaged. The figure below shows the percent of students who had an average score of 3.25 or higher within each of the *Building Blocks*. Over a half of the students (58%) were ready in the area of *Self-Regulation*, 65% were ready in *Social Expression*, and 56% were ready in *Kindergarten Academics*. Compared to 2018, proficiency in *Self-Regulation and Social Expression* increased, while *Kinder Academics* ability remained stable.

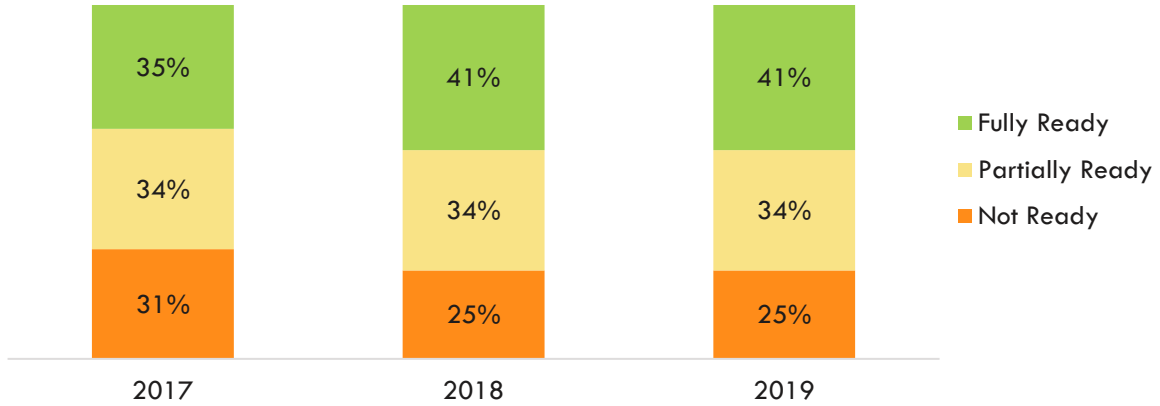
Figure 4. Percent of Children Ready for Kindergarten, by Building Block



Source: Kindergarten Observation Form. N=313-318 (2017); 341-342 (2018); 321 (2019). Weights are applied to correct for race/ethnicity differences between the years.

Studies also suggest that development in multiple readiness domains is essential for later school success (Hair et al., 2006). Therefore, we analyzed the proportion of children who were ready in all three domains of the KOF. Students were considered *Fully Ready* for kindergarten if they scored at or above 3.25 out of 4.00 on all three *Building Blocks*; *Partially Ready* if they scored at or above 3.25 in one or two *Building Blocks*; and *Not Ready* if they did not have scores at or above 3.25 in any of the three *Building Blocks*. Using these criteria, **41%** of the 321 kindergarten students assessed in Siskiyou County were *Fully Ready* for kindergarten. Another 34% were *Partially Ready* and 25% were *Not Ready*. The percent of students *Fully Ready* in 2019 remained stable from the year before.

Figure 5. Percent of Children Ready for Kindergarten, Across Building Blocks

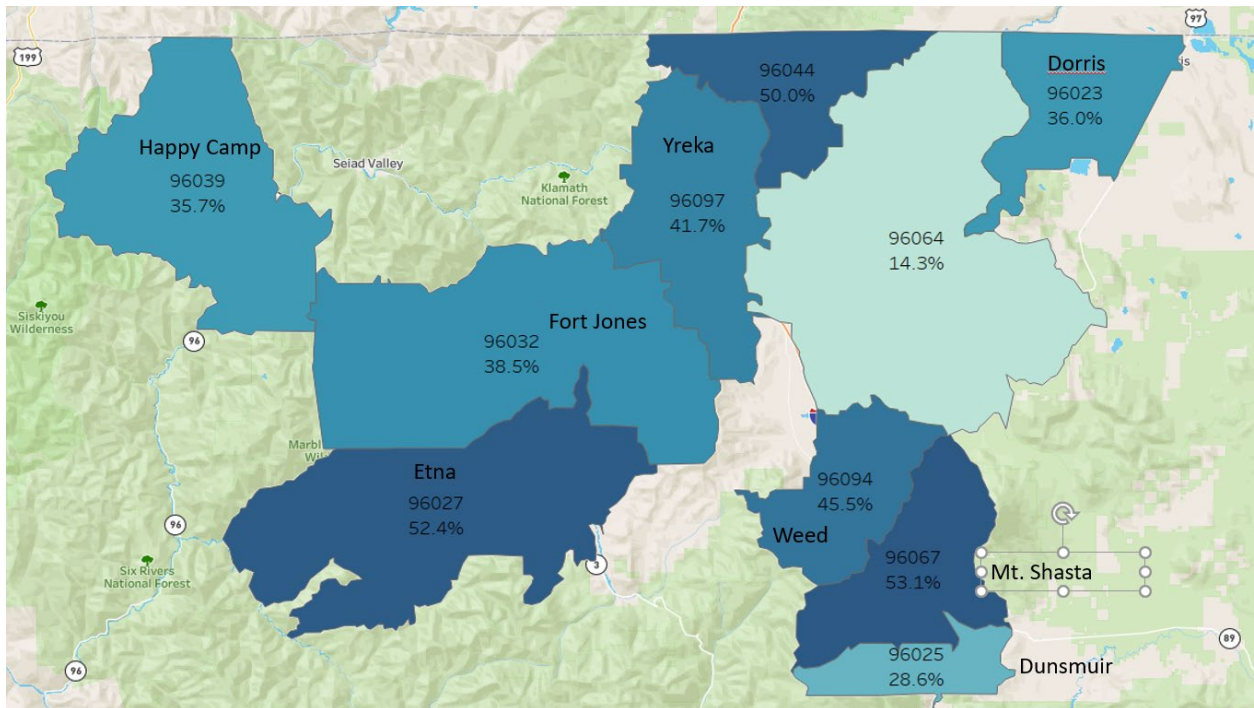


Source: Source: Kindergarten Observation Form (2017, 2018, 2019); California Department of Education, DataQuest. N=313 (2017); 341 (2018); 302 (2019). Weights are applied to correct for SES and race/ethnicity.

Geographic Differences in Readiness

Children’s readiness for kindergarten also varied by geographic location, with readiness 50% and above observed in ZIP codes 96044, 96027, 96067, and 96038 and lower readiness seen in 96064 and 96025. Higher readiness is indicated by darker colors, whereas lower readiness is indicated by lighter colors.

Figure 6. Percent of Children Fully Ready, by ZIP Code



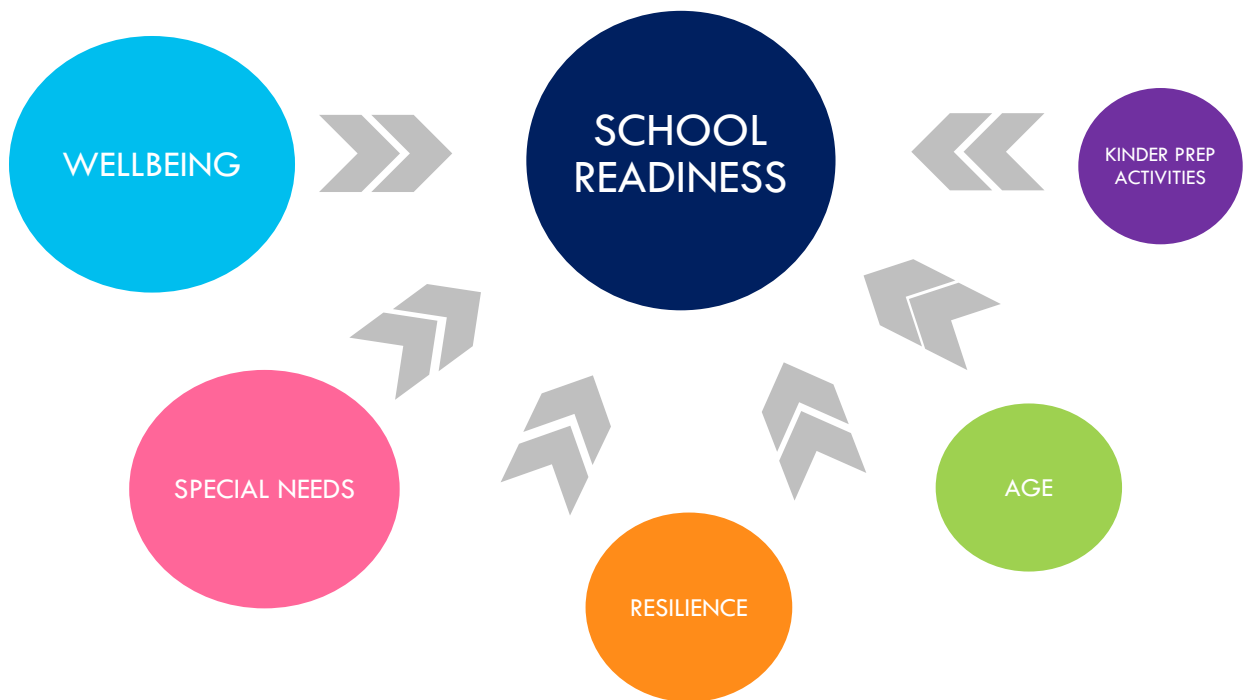
Source: Kindergarten Observation Form, Parent Information Form (2019). N=321.

Predictors of Kindergarten Readiness

A multilevel regression model was used to determine the factors that have an *independent* association with kindergarten readiness in Siskiyou County, over and above the influence of other related factors. The overall continuous scores of readiness were used as the outcome. All variables correlated with readiness were first entered into the regression, and then only significant variables were kept in the final model. Five factors were found to be significantly and independently associated with school readiness. The following diagram illustrates the relative strength of the associations between each factor and readiness, with larger bubbles representing stronger relationships with readiness.

The strongest predictor of school readiness was **students’ wellbeing (i.e., not coming to school hungry or tired, according to their teachers)**, followed by the absence of special needs, child resilience (i.e., ability to adjust to change, calm him/herself when upset, and remain in control when faced with a challenge), child age, and having engaged in activities to prepare a student for the transition to kindergarten.

Figure 7. Key Predictors of Overall School Readiness (in Order of Strength)



Source: Kindergarten Observation Form (2019), Parent Information Form (2019). N=162. Multi-level linear model with five factors, controlling for classroom effects. Race and SES are also controlled in this model.

What was overall kindergartner status on the key predictors of readiness?

**78%**

of children came to school **well-rested and well-fed**; with their basic needs cared for, these children were more likely to enter kindergarten ready to learn.

**86%**

of students were typically developing and had higher readiness scores than their peers, whose teachers and/or parents reported they had a diagnosed **special need**.

**2.2**

out of 3: children's average **resilience** scores when they entered school; children's greater ability to regulate emotions and behaviors in the face of frustration allows them to participate more fully in the learning process, and therefore acted as a predictor of higher kindergarten readiness scores.

**5.5**

years old was children's average **age** when they entered school; children develop rapidly at this age, and therefore children who were older were more developed in their self-regulation, social expression, and cognitive skills.

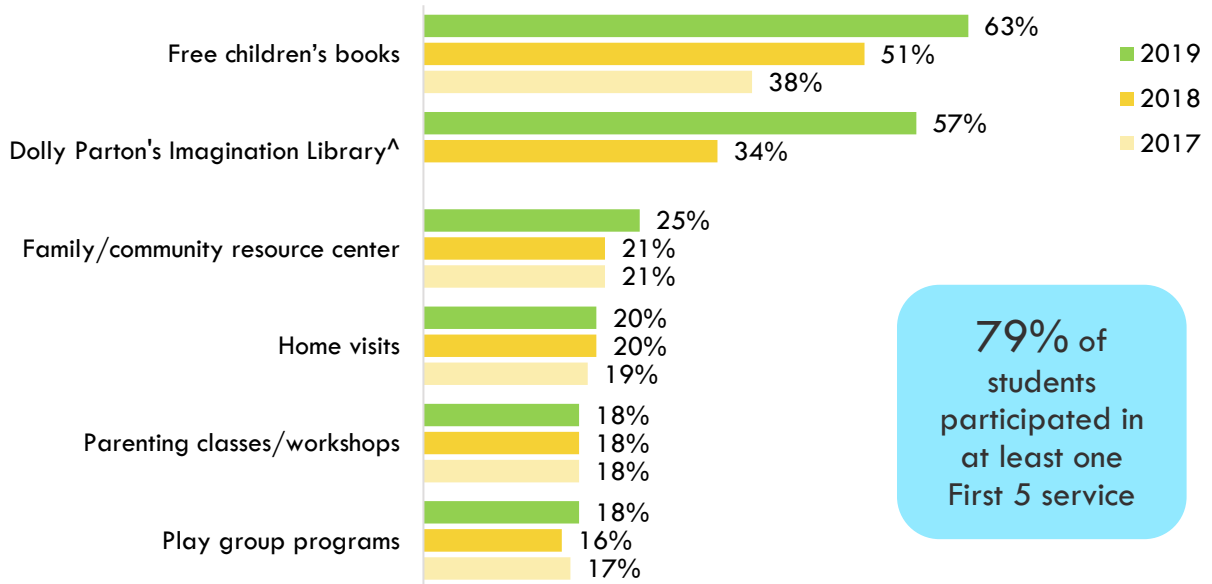
**97%**

of children participated in at least two **activities** to prepare them for the transition to kindergarten; as the number of kindergarten preparation activities participated in increased, so did school readiness.

Readiness Benefits of First 5 Siskiyou Efforts

This study also sought to investigate whether there was any relationship between participation in First 5 Siskiyou services and kindergarten readiness. As seen below, of the 185 students with available data, 147, or 79% of students in the fall 2019 sample, had participated in at least one First 5 Siskiyou program prior to kindergarten, compared to 72% in 2018 and 64% in 2017.

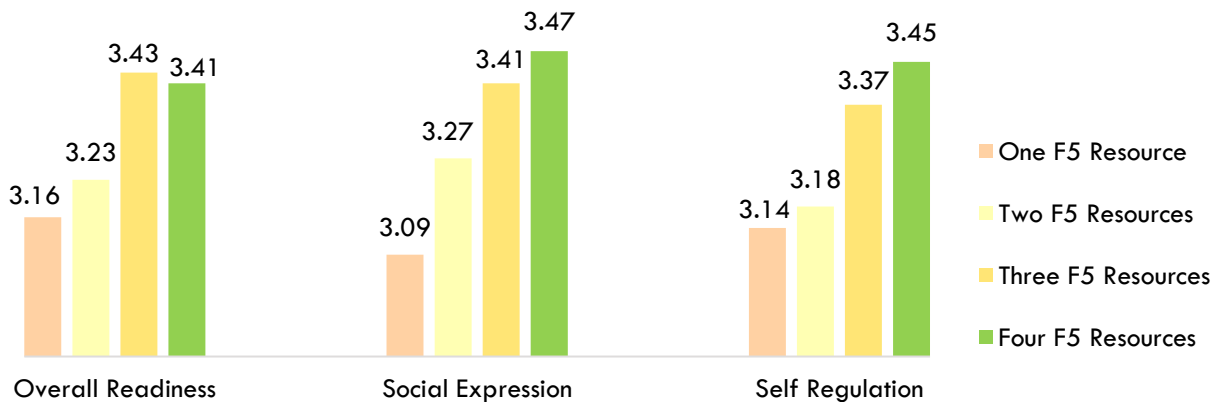
Figure 8. Participation in First 5 Siskiyou Programs



Source: Parent Information Form (2017, 2018, 2019). ^Dolly Parton's Imagination Library was included in the "free children's book" option in 2017.

The more resources First 5 participants were connected to, the more likely they were to be *Fully Ready* for kindergarten.

Figure 9. Readiness, by Level of First 5 Participation



Source: Kindergarten Observation Form, Parent Information Form (2019). N= 93. Race and SES are controlled in this analysis. Scale is 1 = Not yet to 4 = Proficient.

Next, we examined the characteristics of children in First 5 programs on the key predictors of readiness: wellbeing, developmental status, resilience, age, and kindergarten preparation. Notably, children who had received First 5 services tended to have engaged in more kindergarten preparation activities.

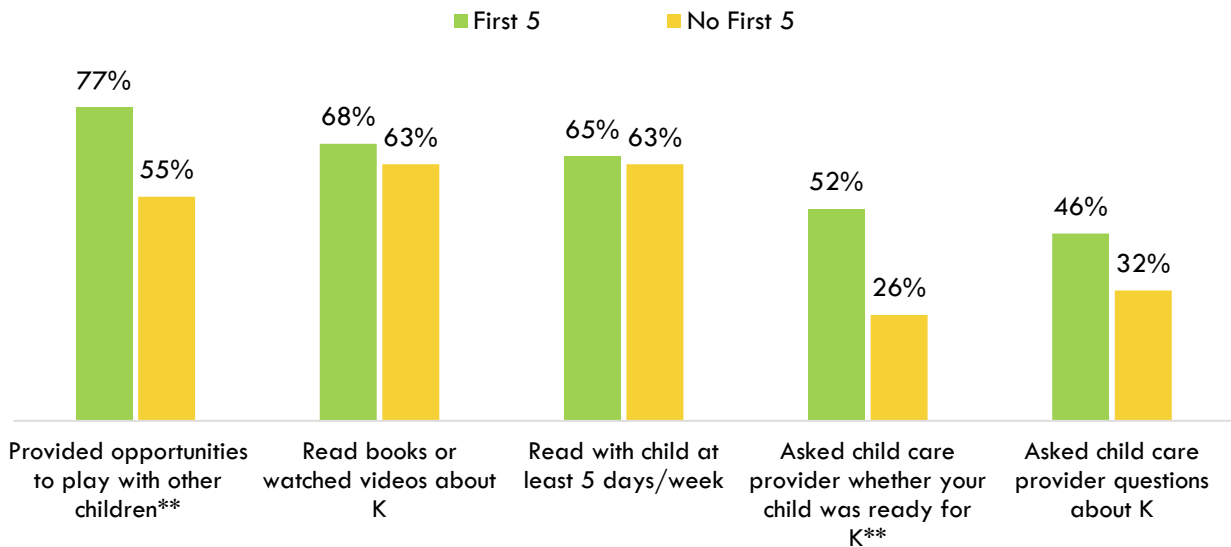
Figure 10. Differences Between First 5 Families & Non-First 5 Families on Key Readiness Predictors

Factor	Classification	All Students [^]	First 5	No First 5
WELLBEING	Rarely or never hungry or tired	79%	79%	79%
DEVELOPMENT	Diagnosed special need	18%	16%	26%
RESILIENCE	Able to adjust to change and calm and control self when frustrated	52%	50%	59%
AGE	5.5 years or older	53%	53%	54%
KINDER PREP**	Engage in kindergarten preparation activities	97%	99%	89%

Source: Kindergarten Observation Form, Parent Information Form (2019). N=176-185. [^]Only includes participants with valid data on First 5 participation. **p < .01.

As seen above, First 5 participants tended to do more activities to help their child transition to kindergarten. Seen more specifically below, First 5 parents more frequently: provided play opportunities with other children, read books or watched videos about kindergarten, read with their child at least five days per week, and asked their children’s child care providers both specific questions about their child’s readiness for kindergarten and general questions about kindergarten.

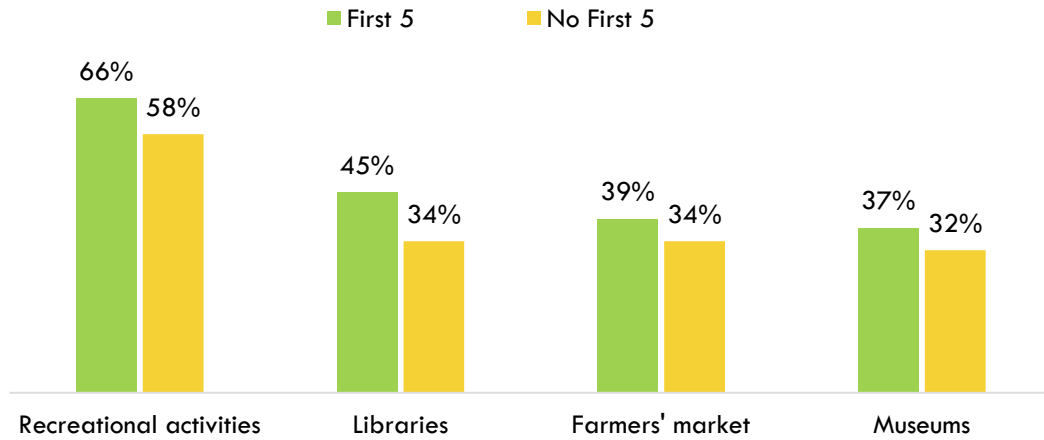
Figure 11. Kindergarten Transition Activities, by First 5 Participation



Source: Parent Information Form (2019). N=181-185. **p < .01.

Additionally, First 5 participants utilized more community resources than non-participants, such as recreational activities, libraries, farmers’ markets, and museums.

Figure 12. Community Resource Use, by First 5 Participation

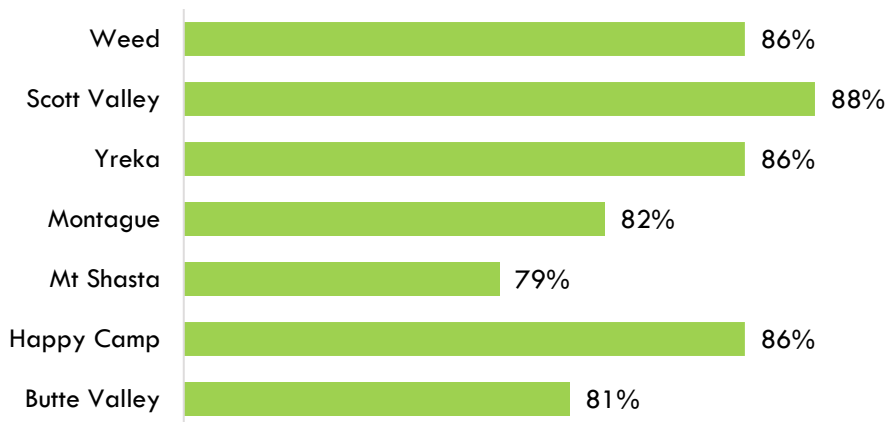


Source: Parent Information Form (2019). N=185.

First 5 Family Resource Center Regions

There are eight regions in the county served by First 5 Siskiyou Family Resource Centers. According to data collected using the Parent Information Form (PIF), participation in First 5 services varied slightly by region, although was universally high.

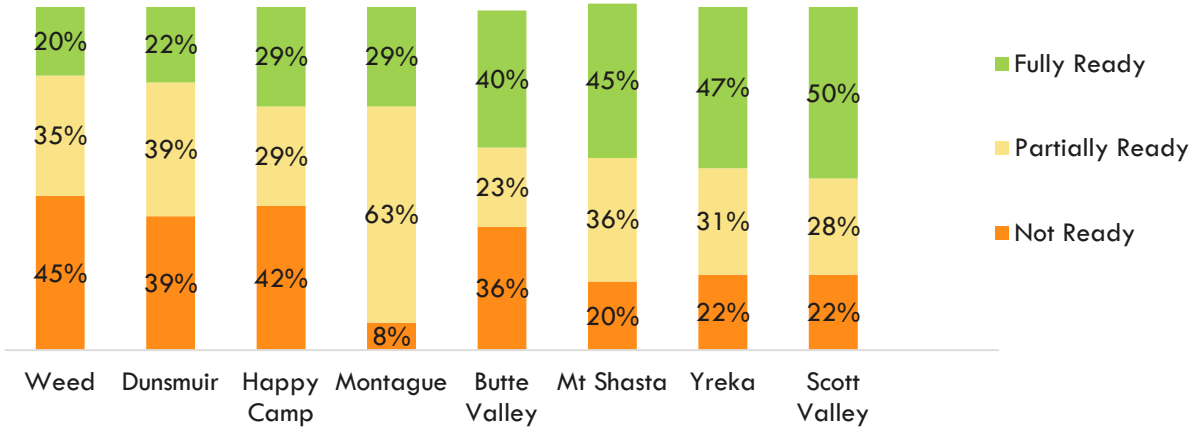
Figure 13. First 5 Siskiyou Participation, by First 5 Family Resource Center Region



Source: Parent Information Form (2018). N=184. * indicates data suppressed due to small sample sizes and concern for confidentiality.

We also looked at the readiness results by First 5 Family Resource Center region and found that readiness was lowest in the Weed FRC region and highest in the Montague FRC region.

Figure 14. Readiness, by First 5 Family Resource Center Region



Source: Kindergarten Observation Form (2019). N = 321. Note: Weights are applied to account for race. Percentages may not sum to 100 due to rounding. For Weed, n = 34; Dunsmuir, n = 7; Happy Camp, n = 14; Butte Valley, n = 25; Mt. Shasta, n = 54; Yreka, n = 111; Scott Valley, n = 34; Montague, n = 18.

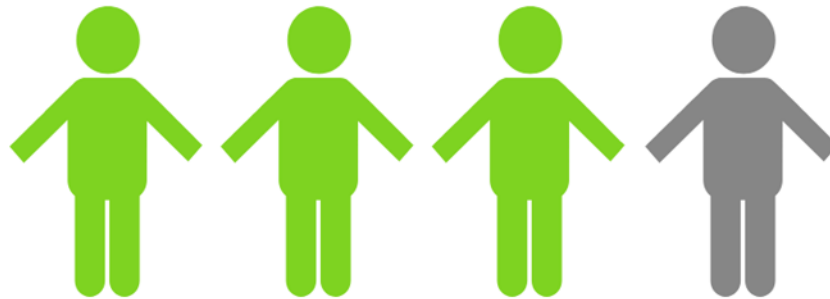
Summary and Implications

The 2019 Siskiyou County School Readiness Assessment measured the readiness levels of entering kindergarten students throughout the county and surveyed their parents/caregivers to develop a profile of these children and their families, as well as determined the strongest predictors of school readiness. The study found that **41% of entering kindergartners were *Fully Ready*** across all domains of readiness (*Self-Regulation, Social Expression, and Kindergarten Academics*), 25% were Not Ready in any domain of readiness, and the remaining 34% were ready in one or two domains. Children's overall readiness remained stable since 2018 and was higher than in 2017.

The study also found that school readiness in Siskiyou County was significantly and independently predicted by **not appearing hungry or tired, not having a special need, being resilient to changes in routine or frustrating situations, being older, and participating in more kindergarten preparation activities.**

Children who come to school *Not Ready* on any *Building Block* of readiness are at significant risk for later academic difficulties and would benefit from targeted services and supports. First 5 Siskiyou has an important role to play in supporting the readiness of disadvantaged children, and its investments already appear to be paying off. Among children who received First 5 services, the study demonstrated that school readiness increased as the number of First 5 resources received increased. In addition, First 5 participants were more likely than non-First 5 participants to have engaged in kindergarten preparation activities with their children.

3 in 4 children received **First 5 Siskiyou** services

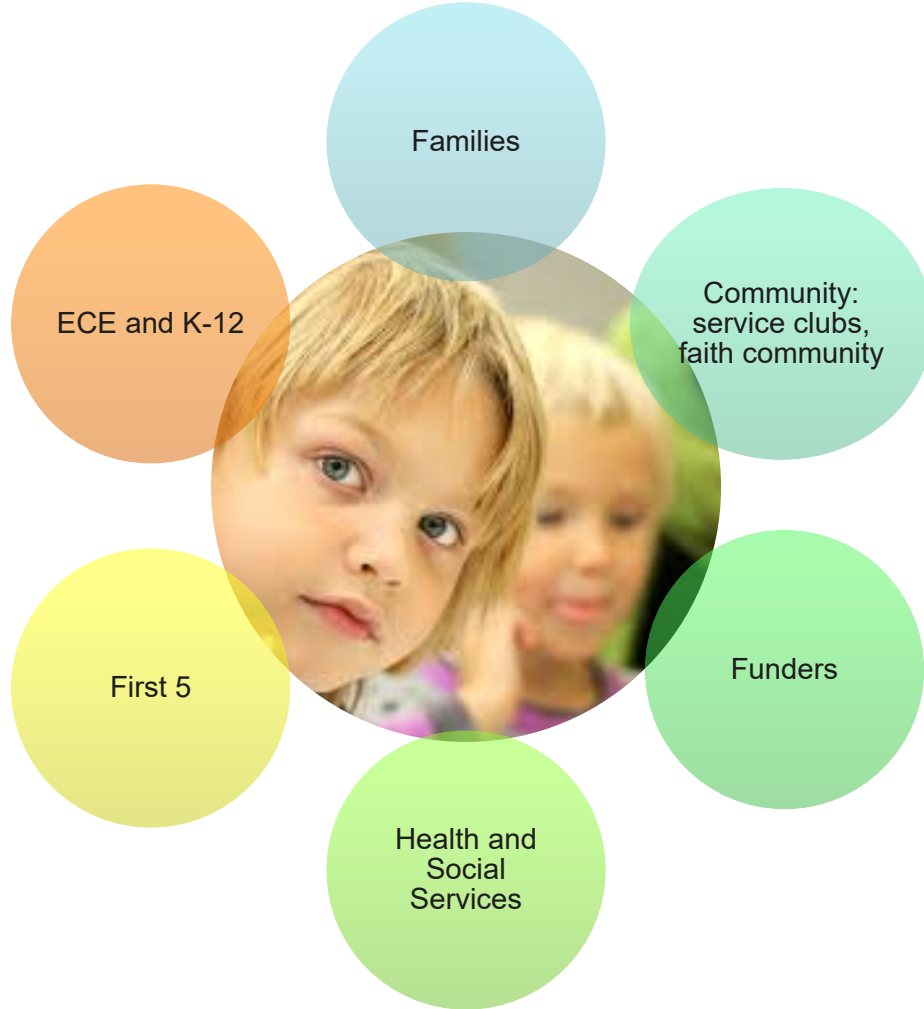


to support their **school readiness**

These results highlight the importance of investment from partners across all sectors of the county in programs and policies that boost school readiness. For example, the study identified four factors that partners in Siskiyou County can address with services and supports, including the following:

Readiness predictor	What partners can do to “turn the curve” on readiness
WELL-BEING	<ul style="list-style-type: none"> ▶ Continue to educate families on the importance of regular bedtime routines, and regular breakfast, so children come to school well-rested, well-fed, and ready to learn ▶ Continue to connect eligible families to CalFresh and WIC for nutrition support ▶ Continue to instruct families on how they can improve their child's health through nutrition and physical activity ▶ Connect families to medical homes
SPECIAL NEEDS	<ul style="list-style-type: none"> ▶ Continue to provide and expand access to early health and developmental screenings ▶ Offer families supported referrals to early intervention programs when special needs are identified ▶ Build early intervention systems that are responsive to families' needs
RESILIENCE	<ul style="list-style-type: none"> ▶ Help parents understand how childhood trauma affect children’s development, and what they can do to avoid exposing children to traumatic events, or to buffer their children from the effects of such trauma ▶ Increase families access to developmental and social-emotional screenings for children, and when early developmental or behavioral concerns are identified, connect families to appropriate resources ▶ Continue to provide children with opportunities for new educational experiences in safe environments
KINDERGARTEN PREPARATION ACTIVITIES	<ul style="list-style-type: none"> ▶ Promote the importance of talking to and reading with children about the transition to kindergarten ▶ Support families in meeting their child’s upcoming kindergarten teacher and visiting the elementary school with their child ▶ Continue to encourage families to find opportunities for informal play with other children

Given the importance of early childhood development and kindergarten readiness for long-term outcomes, it is critical that families are offered services and supports early in their child's life. Working together, Siskiyou County partners can contribute to the well-being and success of all children in the community.



References

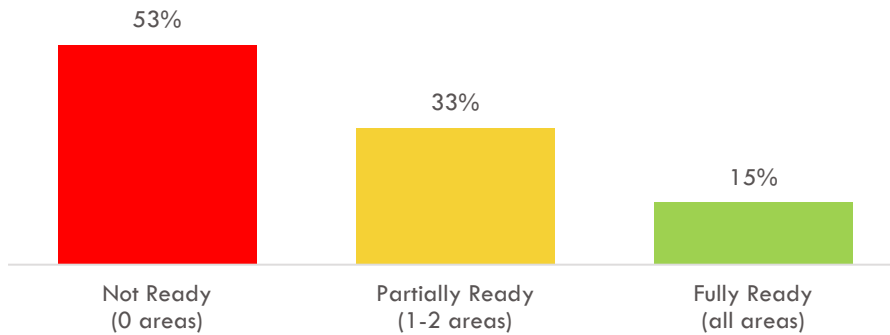
- ▶ California Department of Education. (2020). DataQuest. Retrieved from <https://data1.cde.ca.gov/dataquest/>
- ▶ Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health, and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431–454
- ▶ Rimm-Kaufman, S. E., & Pianta, R. C. (2000). An Ecological Perspective on the Transition to Kindergarten. *Journal of Applied Developmental Psychology, 21*(5), 491–511.
- ▶ Welsh, J. A., Nix, R. L., Blair, C., Bierman, K. L., and Nelson, K. E. (2010). The development of cognitive skills and gains in academic school readiness for children from low income families. *Journal of Educational Psychology, 102*, 43–53.

Appendix I — Transitional Kindergarten

Kindergarten Readiness among TK Students

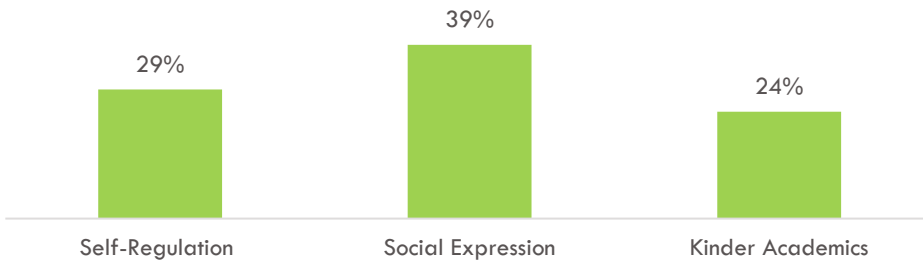
Seventy-nine students in the recruited sample were attending Transitional Kindergarten (TK), and the charts below detail their results. Only 15% of the TK sample were *Fully Ready* for kindergarten, whereas 33% were *Partially Ready*.

Figure 15. Percentage of TK Children in the Sample Who Were Ready for Kindergarten



Source: Kindergarten Observation Form (2019). N=79. Model controls for race. Percentages do not sum to 100 due to rounding.

Figure 16. Percentage of TK Students Ready Within Each Building Block



Source: Kindergarten Observation Form (2019). N=79. Model controls for race.

Appendix 2 — Parent Information Form Responses

4. What is your relationship to this child?

RESPONSE	FREQUENCY	PERCENT
Mother	211	83%
Father	28	11%
Grandparent	8	3%
Foster Parent	3	1%
Other	4	2%
Total	254	100%

Activities before Kindergarten

5. In the last 12 months, what kinds of regular childcare/preschool experiences did your child have?

RESPONSE	FREQUENCY	PERCENT
Transitional Kindergarten	84	33%
Head Start	50	20%
State-funded preschool	53	21%
Other licensed preschool or child care center	67	26%
Licensed family child care home	22	9%
Short-term summer pre-k program	4	2%
Other childcare	13	5%
Family/friend/neighbor	42	16%
At home with parent	71	28%

Multiple response question. Respondents could indicate more than one ECE experience.

6. Did you get the following kinds of information prior to your child entering kindergarten?

6a. General information about the skills all children need for kindergarten

RESPONSE	FREQUENCY	PERCENT
Yes	209	84%
No	39	16%
Total	248	100%

6b. Specific information about how you could help your child develop the skills to be ready for kindergarten

RESPONSE	FREQUENCY	PERCENT
Yes	210	84%
No	39	16%
Total	249	100%

6c. Specific information about how ready your child was for kindergarten

RESPONSE	FREQUENCY	PERCENT
Yes	188	76%
No	60	24%
Total	248	100%

6d. Information about how and when to register your child for school

RESPONSE	FREQUENCY	PERCENT
Yes	225	90%
No	26	10%
Total	251	100%

7. In the last 12 months, which of the following did you do to help your child prepare for kindergarten?

RESPONSE	FREQUENCY	PERCENT
Attended a parent meeting or orientation regarding the transition to kindergarten	184	72%
Visited the elementary school with your child	218	85%
Met your child’s kindergarten teacher	211	82%
Worked with your child on school skills	194	76%
Read books or watched videos about kindergarten with your child	163	64%
Read books or articles about your child’s transition to school	77	30%
Asked child’s child care provider/preschool provider questions about kindergarten	110	43%
Asked child’s child care provider/preschool whether child was ready for kindergarten	114	45%
Provided opportunities for your child to play with other children in small groups on a regular basis	177	69%
Other	12	5%
None of these	2	1%

Multiple response question. Respondents could indicate more than one activity completed to prepare their child for kindergarten.

Additional Family Activities and Routines

8. In a typical week, how often do you or any other family member do the following things with your child?

8a. Read for more than five minutes

RESPONSE	FREQUENCY	PERCENT
0	3	1%
1	5	2%
2	17	7%
3	25	10%
4	38	15%
5	82	33%
6	23	9%
7	58	23%
Total	251	100%

8b. Tell stories or sing songs

RESPONSE	FREQUENCY	PERCENT
0	2	1%
1	9	4%
2	11	5%
3	24	10%
4	19	8%
5	54	22%
6	13	5%
7	115	47%
Total	247	100%

8c. Household chores or pet care

RESPONSE	FREQUENCY	PERCENT
0	3	1%
1	7	3%
2	18	7%
3	27	11%
4	9	4%
5	51	20%
6	7	3%
7	128	51%
Total	250	100%

8d. Play games or do puzzles

RESPONSE	FREQUENCY	PERCENT
0	9	4%
1	19	8%
2	35	14%
3	57	23%
4	37	15%
5	45	18%
6	6	2%
7	41	17%
Total	249	100%

8e. Do arts or crafts

RESPONSE	FREQUENCY	PERCENT
0	10	4%
1	26	11%
2	50	20%
3	56	23%
4	31	13%
5	44	18%
6	8	3%
7	23	9%
Total	248	100%

8f. Play a sport or exercise

RESPONSE	FREQUENCY	PERCENT
0	1	<1%
1	7	3%
2	22	9%
3	39	16%
4	37	15%
5	66	27%
6	11	4%
7	65	26%
Total	248	100%

9. What time does your child usually go to bed on a week night? (Please mark only one response.)

RESPONSE	FREQUENCY	PERCENT
Before 8pm	41	16%
8pm	41	16%
8:30pm	10	4%
9pm	71	28%
9:30pm	77	31%
10pm	8	3%
10:30pm	3	1%
Total	190	100%

10a. About how many total hours a day does your child watch television, play video games, or watch videos or play games on a cellphone, tablet, or computer? (Weeknight)

RESPONSE	FREQUENCY	PERCENT
Less than 1 hour	11	5%
1 hour	112	52%
1-2 hour	69	32%
2-3 hours	17	8%
3-4 hours	4	2%
more than 4 hours	2	1%
Total	216	100%

10b. About how many total hours a day does your child watch television, play video games, or watch videos or play games on a cellphone, tablet, or computer? (Weekend)

RESPONSE	FREQUENCY	PERCENT
Less than 1 hour	5	5%
1 hour	42	11%
1-2 hour	72	34%
2-3 hours	67	24%
3-4 hours	28	15%
more than 4 hours	25	11%
Total	239	100%

11. What kind of parenting activities or services have you received?

RESPONSE	FREQUENCY	PERCENT
Home visits (e.g., Early Head Start, Welcome Home Baby)	43	17%
Family/Community Resource Center	45	18%
Free children's books at FRC, preschools, childcare, clinic, community events	121	47%
Dolly Parton's Imagination Library books mailed to your home	123	48%
Parenting classes/workshops (e.g., Make Parenting a Pleasure, Nurturing Parenting Program)	33	13%
Play group programs (regular meeting with other parents and children, led by a facilitator)	35	14%
Parenting information on the Internet, including First 5 Facebook	45	18%
Other parenting resources	11	4%
None of these	39	15%

Multiple response question. Respondents could indicate more than one parenting activity or service received.

12. In the past year, what types of local community resources have you used with your child?

RESPONSE	FREQUENCY	PERCENT
Arts/music programs	23	23%
Museums	82	32%
Libraries	104	41%
Parks	236	92%
Fairs (children's county)	197	77%
Recreational activities, camps, or sports	162	63%
Farmers' market	91	36%
Other	9	4%
None of these	7	3%
Total	188	100%

Multiple response question. Respondents could indicate more than one type of local community resource they utilized with their child.

13. In the past 12 months, how concerned have you been about the following things?

13a. Health or health care issues

RESPONSE	FREQUENCY	PERCENT
Not at all	180	73%
A little	47	19%
Moderately	18	7%
Very	3	1%
Total	248	100%

13b. Money and paying the bills

RESPONSE	FREQUENCY	PERCENT
Not at all	144	58%
A little	58	24%
Moderately	36	15%
Very	9	4%
Total	256	100%

13c. Work-related stress

RESPONSE	FREQUENCY	PERCENT
Not at all	127	52%
A little	61	25%
Moderately	45	18%
Very	13	5%
Total	256	100%

13d. Problems with your spouse or partner

RESPONSE	FREQUENCY	PERCENT
Not at all	205	83%
A little	30	12%
Moderately	8	3%
Very	3	1%
Total	256	100%

13e. Access to food or ability to feed your child/family

RESPONSE	FREQUENCY	PERCENT
Not at all	221	89%
A little	20	8%
Moderately	7	3%
Very	1	<1%
Total	249	100%

13f. Managing your child's behavior

RESPONSE	FREQUENCY	PERCENT
Not at all	138	56%
A little	81	33%
Moderately	24	10%
Very	2	1%
Total	245	100%

14. Please tell us the extent to which the following statements are true for you.

14a. I have someone who can watch my child when I need to run an errand

RESPONSE	FREQUENCY	PERCENT
Not at all true for me	19	53%
Not very true for me	31	8%
Somewhat true for me	68	12%
Definitely true for me	135	27%
Total	253	100%

14b. I can find someone to talk to when I need advice about how to raise my child

RESPONSE	FREQUENCY	PERCENT
Not at all true for me	9	4%
Not very true for me	13	5%
Somewhat true for me	64	25%
Definitely true for me	167	66%
Total	253	100%

14c. I know what to expect at each age and stage of my child's development

RESPONSE	FREQUENCY	PERCENT
Not at all true for me	6	2%
Not very true for me	14	6%
Somewhat true for me	107	43%
Definitely true for me	124	49%
Total	251	100%

14d. I would know where to go for help if my family needed food or housing

RESPONSE	FREQUENCY	PERCENT
Not at all true for me	14	6%
Not very true for me	13	5%
Somewhat true for me	57	23%
Definitely true for me	167	67%
Total	251	100%

14e. I would know where to go for help if I had trouble making ends meet (e.g. paying bills, rent)

RESPONSE	FREQUENCY	PERCENT
Not at all true for me	18	58%
Not very true for me	27	7%
Somewhat true for me	60	11%
Definitely true for me	147	24%
Total	252	100%

14f. I would know where to go for help if I needed help finding a job

RESPONSE	FREQUENCY	PERCENT
Not at all true for me	12	5%
Not very true for me	12	5%
Somewhat true for me	55	22%
Definitely true for me	173	69%
Total	252	100%

15. Please tell us the extent to which the following statements are true for your child.

15a. Your child stays calm and in control when faced with a challenge

RESPONSE	FREQUENCY	PERCENT
Not true	26	10%
Somewhat true	181	72%
Very true	45	18%
Total	252	100%

15b. Your child calms her/himself when upset

RESPONSE	FREQUENCY	PERCENT
Not true	27	11%
Somewhat true	151	60%
Very true	73	29%
Total	251	100%

15c. Your child adjusts well to changes in routine

RESPONSE	FREQUENCY	PERCENT
Not true	27	11%
Somewhat true	126	60%
Very true	96	29%
Total	256	100%

16. Thinking about the past month, how much of the time have you felt...

16a. Your child is much harder to care for than most children

RESPONSE	FREQUENCY	PERCENT
Rarely	195	78%
Sometimes	44	18%
Often	9	4%
Almost Always	2	1%
Total	250	100%

16b. Your child does things that really bother you a lot

RESPONSE	FREQUENCY	PERCENT
Rarely	180	72%
Sometimes	63	25%
Often	6	2%
Almost Always	1	<1%
Total	256	100%

16c. You are able to soothe or calm your child when he/she is upset

RESPONSE	FREQUENCY	PERCENT
Rarely	14	6%
Sometimes	23	9%
Often	32	13%
Almost Always	182	73%
Total	251	100%

Health-Related Information about Your Child

17. When your child was born, did he/she weigh less than 5 pounds 8 ounces (2,500 grams)?

RESPONSE	FREQUENCY	PERCENT
Yes	19	8%
No	226	90%
Don't know	6	2%
Total	180	100%

18. In the past year, has your child received any of the following screens?

RESPONSE	FREQUENCY	PERCENT
Hearing	199	78%
Vision	205	80%
Dental	225	88%
Developmental	115	45%
None of these	10	4%

Multiple response question. Respondents could indicate more than one screening that their child received within the last 12 months.

19. If your child has a special need, please mark all physical or developmental special needs that your child has below.

RESPONSE	FREQUENCY	PERCENT
Speech or language impairment	18	7%
Autism	3	1%
Emotional/behavior disorder or “disturbance”	3	1%
Attention Deficit and/or Hyperactivity Disorder – ADD or ADHD	5	2%
Visual or hearing impairment	8	3%
Other special need/impairment	4	2%
None	152	59%

Multiple response question. Respondents could indicate the presence of more than one special need for their child. Only responses among children with a diagnosed special need are listed.

20. How did you learn that your child has special need(s)? (Please mark only one response.)

RESPONSE	FREQUENCY	PERCENT
Professional diagnosis/assessment (e.g., by a doctor)	33	81%
Your own diagnosis/assessment	8	19%
Total	41	100%

21. Has your child received professional help for any special need (e.g., help from a pediatrician, school professional, therapist, regional center services)?

RESPONSE	FREQUENCY	PERCENT
Yes	35	80%
No	9	20%
Total	28	100%

22. What type of health insurance does your child have?

RESPONSE	FREQUENCY	PERCENT
Medi-Cal	134	52%
Covered California	14	6%
Private insurance (e.g., from employer)	109	43%
No insurance	7	3%

Multiple response question. Respondents could indicate the presence of more than one insurance for their child.

23. Does your child have a regular doctor, pediatric provider or clinic?

RESPONSE	FREQUENCY	PERCENT
Yes	250	99%
No	3	1%
Total	253	100%

24. Does your child have a regular dentist?

RESPONSE	FREQUENCY	PERCENT
Yes	216	86%
No	35	14%
Total	251	100%

25. In the past year, has your child had a dental exam?

RESPONSE	FREQUENCY	PERCENT
Yes	230	92%
No	21	8%
Total	251	100%

26. Has your child ever complained of a mouth ache or toothache?

RESPONSE	FREQUENCY	PERCENT
Yes	65	26%
No	184	74%
Total	249	100%

27. Has your child been immunized?

RESPONSE	FREQUENCY	PERCENT
Yes	249	99%
No	2	1%
Total	186	100%

27a. If you answered yes to the previous question, are your child's immunizations up-to-date?

RESPONSE	FREQUENCY	PERCENT
Yes	237	99%
Don't know	2	1%
Total	239	100%

Basic Demographic Information about Your Family

28. What is your child's ethnicity?

RESPONSE	FREQUENCY	PERCENT
Hispanic/Latino	44	17%
White	211	82%
Black/African American	10	4%
Alaskan Native/American Indian	35	14%
Filipino	3	1%
Native Hawaiian/Pacific Islander	5	2%
East Asian (Japanese, Korean, Chinese)	4	2%
Other Southeast Asian (Vietnamese, Cambodian)	3	1%
Other	1	<1%

Multiple response question. Respondents could indicate more than one race/ethnicity.

29. What is the language your child hears MOST often at home?

RESPONSE	FREQUENCY	PERCENT
English	239	93%
Spanish	16	6%
Other	2	1%
Total	257	100%

Single response question. Some respondents indicated more than one language.

30. Do you consider yourself to be a single parent/guardian?

RESPONSE	FREQUENCY	PERCENT
Yes	48	19%
No	199	81%
Total	247	100%

31. Who lives with your child?

RESPONSE	FREQUENCY	PERCENT
Mother(s)	211	82%
Father(s)	193	75%
Grandparent(s)	33	13%
Foster Parent(s)	2	1%
Other children 0-5	102	40%
Other children 6 or older	136	53%
Other	18	7%

Multiple response question. Respondents could indicate more than one family member who lived with the child.

32. What is the Zip Code of your child's primary residence?

RESPONSE	FREQUENCY	PERCENT
96014	1	<1%
96023	8	3%
96025	12	5%
96027	12	5%
96032	17	7%
96037	2	1%
96038	9	4%
96039	9	4%
96044	5	2%
96057	4	2%
96064	29	11%
96067	26	10%
96086	1	<1%
96094	32	13%
96097	79	31%
Total	246	100%

33. Have you or any other primary parent/guardian lost your job during the past 12 months?

RESPONSE	FREQUENCY	PERCENT
Yes	30	12%
No	213	88%
Total	243	100%

34. How many different places have you lived since your kindergarten child was born (including where you are currently living)? For example, if you have never moved, please mark 1; if you have moved once, please mark 2. (Please mark only one response.)

RESPONSE	FREQUENCY	PERCENT
1	106	43%
2	79	32%
3	39	16%
4	13	5%
5 or more	11	4%
Total	248	100%

35. Have you and your kindergarten child ever stayed in any of the following locations due to loss of housing, economic hardship, or because there was no alternative?

RESPONSE	FREQUENCY	PERCENT
Temporarily with friends or family, in a house or apartment	29	11%
In a hotel or motel	15	6%
In a shelter or transitional housing program	4	2%
In a car or RV, in a campground, park, or public place	7	3%
None of these	212	83%

Multiple response question. Respondents could indicate more than one temporary place of living.

37. What is the highest education level the child’s mother has completed?

RESPONSE	FREQUENCY	PERCENT
Middle school (6th, 7th or 8th)	1	<1%
Some high school	11	4%
High school (earned diploma or GED)	51	20%
Some college	88	35%
Associate’s degree (AA or AS)	33	13%
Bachelor’s degree (BA or BS)	37	15%
Advanced degree	24	10%
Don’t know	6	2%
Total	184	100%

38. Does your child qualify for free or reduced lunch?

RESPONSE	FREQUENCY	PERCENT
Yes	140	60%
No	95	40%
Total	235	100%

39. What is your approximate family income per year? (Please mark only one response)

RESPONSE	FREQUENCY	PERCENT
\$0 – \$14,999	28	12%
\$15,000 – \$34,999	58	24%
\$35,000 – \$49,999	47	19%
\$50,000 – \$74,999	39	16%
\$75,000 – \$99,999	30	12%
\$100,000 or more	42	17%
Total	186	100%