

2025 Kindergarten Readiness Report

SISKIYOU COUNTY

PREPARED BY

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Acknowledgements

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In particular, First 5 Siskiyou offers heartfelt appreciation to County Superintendent of Schools, Allan Carver. His endorsement, encouragement, and steady support were central to launching this study. His commitment to collaboration and to the success of Siskiyou County’s youngest learners helped make this work not only possible but meaningful. We also acknowledge and thank the following superintendents, principals, and teachers for their exceptional participation and support:

District	School	Superintendent/ Principal	Teacher(s)
Big Springs Union Elementary School District	Big Springs Elementary	Tamera Banbury	Teresa Collier
Butte Valley Elementary Union School District	Butte Valley Elementary	Jared Pierce	Tiffany Yeager
Butteville Union Elementary School District	Butteville Elementary	Eric Bragg	Heather Cervantes
			Joy Debortoli
Delphic Elementary School District	Delphic Elementary	Jami Carver	Cara Morgan
Dunsmuir Elementary School District	Dunsmuir Elementary	Susan Keeler	Heather O'Connor
Gazelle Union Elementary School District	Gazelle Elementary	Michelle Weed	Cristina Mikolajczyk
Happy Camp Union School District	Happy Camp Elementary	Rand Van Dyke	Joanne Rivera
Hornbrook Elementary School District	Hornbrook Elementary	Matt Dustan	Kristine McCullough

District	School	Superintendent/ Principal	Teacher(s)
Little Shasta Elementary School District	Little Shasta Elementary	Kayla Salvestro	Kayla Salvestro
McCloud Union School District	McCloud Elementary	Shelley Cain	Miranda Edwards
Montague Elementary School District	Montague Elementary	Casey Geyer	Kristin Hager
Mt. Shasta Union School District	Mt. Shasta Elementary	Sarah Jankowski	Shelby Garcia
			Sydney De La Torre
Scott Valley Unified School District	Fort Jones Elementary	Raylene Lang	Brooke Mason,
			Jodie Deppen
			Emily Humphrey
Weed Union Elementary School District	Weed Elementary	Jon Ray	Connie Lindsay
			Lisa McMurtrey
			Heather Feters
Willow Creek Elementary School District	Willow Creek Elementary	Linda Brandts	Michelle Jackson
Yreka Union School District	Gold Street Elementary	Amy Dunlap	Kayla Buker
			Hunter Dickson
			Debbie Fitzpatrick
			Mary Freitas
			Mary Kathleen Harris
			Katie McNames
			Sarah Mitrovich
			Lindsay Martin-Pappas
			Jennifer West

Executive Summary

School Readiness



- A total of 417 children were assessed in Fall 2025, representing 77% of Siskiyou County's kindergarten and Transitional Kindergarten (TK) population.
- **Kindergarten**
 - **Overall Readiness:** In 2025, 43% of kindergarten children were *Fully Ready* for kindergarten across all three domains of readiness (*Self-Regulation*, *Social Expression*, and *Kindergarten Academics*).
 - Children demonstrated strongest performance in Kindergarten Academics (60%), followed by Social Expression (57%) and Self-Regulation (57%).
 - Letter recognition remains an area for continued growth.
 - **Geographic Variation:** Readiness levels varied by ZIP code, highlighting opportunities for targeted, place-based strategies.
 - **Key Predictors of Readiness:** Children were significantly more likely to be *Fully Ready* when they:
 - Had strong basic needs well-being (appeared well-rested and well-fed in class)
 - Demonstrated strong social-emotional skills and resilience
 - Participated in formal early learning programs
 - Experienced secure housing
 - Had higher parental educational attainment
- **Transitional Kindergarten (TK)**
 - 28% were classified as *Fully Ready* for kindergarten, while 35% were *Partially Ready*, and 37% were *Not Ready*.

First 5 Siskiyou Participation



- 81% of families reported participating in at least one First 5 Siskiyou program.
- The most common service used was Dolly Parton Imagination Library, followed by family fun events and literacy events or book distributions.
- Children whose families participated in First 5 Siskiyou programs were more likely to engage in activities that helped prepare them for kindergarten, like reading books, singing songs, or telling stories.
- Children participating in multiple First 5 services were more than twice as likely to be *Fully Ready* compared to those with no participation.

Introduction

PURPOSE OF THE ASSESSMENT

Kindergarten readiness is strongly associated with long-term outcomes across education, health, and socioeconomic well-being and has implications for children’s success in school and throughout life.^{i,ii,iii} Recognizing the importance of early child development, First 5 Siskiyou has funded an annual Kindergarten Readiness Study (KRS) since 2017. The assessment takes place each fall and includes a measurement of children’s kindergarten readiness, along with a parent survey designed to capture children’s early experiences prior to kindergarten enrollment.

This report presents the results of the 2025 KRS in Siskiyou County. The goals of the 2025 study were to:

- Understand how prepared children in Siskiyou County are for kindergarten entry, and
- Identify factors associated with readiness, particularly “malleable” factors that can be strengthened through programs, services, and family supports.



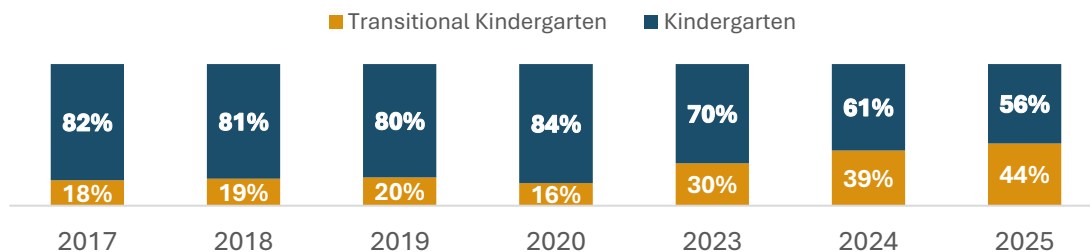
Throughout the report, we compare the current year’s results to those found in prior years of the study.¹ Partners within the county can leverage the data provided in this report to make informed decisions regarding investments in early childhood initiatives, aimed at enhancing the readiness of children and their families for kindergarten. Such investments have the potential to foster enduring positive changes within the community due to the relationship between kindergarten readiness and later child outcomes.

¹ Assessments were not conducted in 2021 and 2022 due to the ongoing effects of the COVID-19 pandemic.

SAMPLE

Districts, schools, and teachers were recruited throughout spring, summer, and fall of 2025 for participation in the assessment. A total of 417 children participated, including 232 kindergartners and 185 Transitional Kindergarten (TK) children. This represents 77% of all kindergarten and TK children in Siskiyou County were assessed, providing a strong and representative sample.^{iv} The 2025 cohort included the highest proportion of TK children since Siskiyou County's inception of school readiness assessments in 2017.

Exhibit 1. Percentage of TK Versus Kindergarten Classes Assessed



Source: Kindergarten Observation Form (2017, 2018, 2019, 2020, 2023, 2024, 2025). Assessments were not conducted in 2021 or 2022, due to the COVID-19 pandemic.

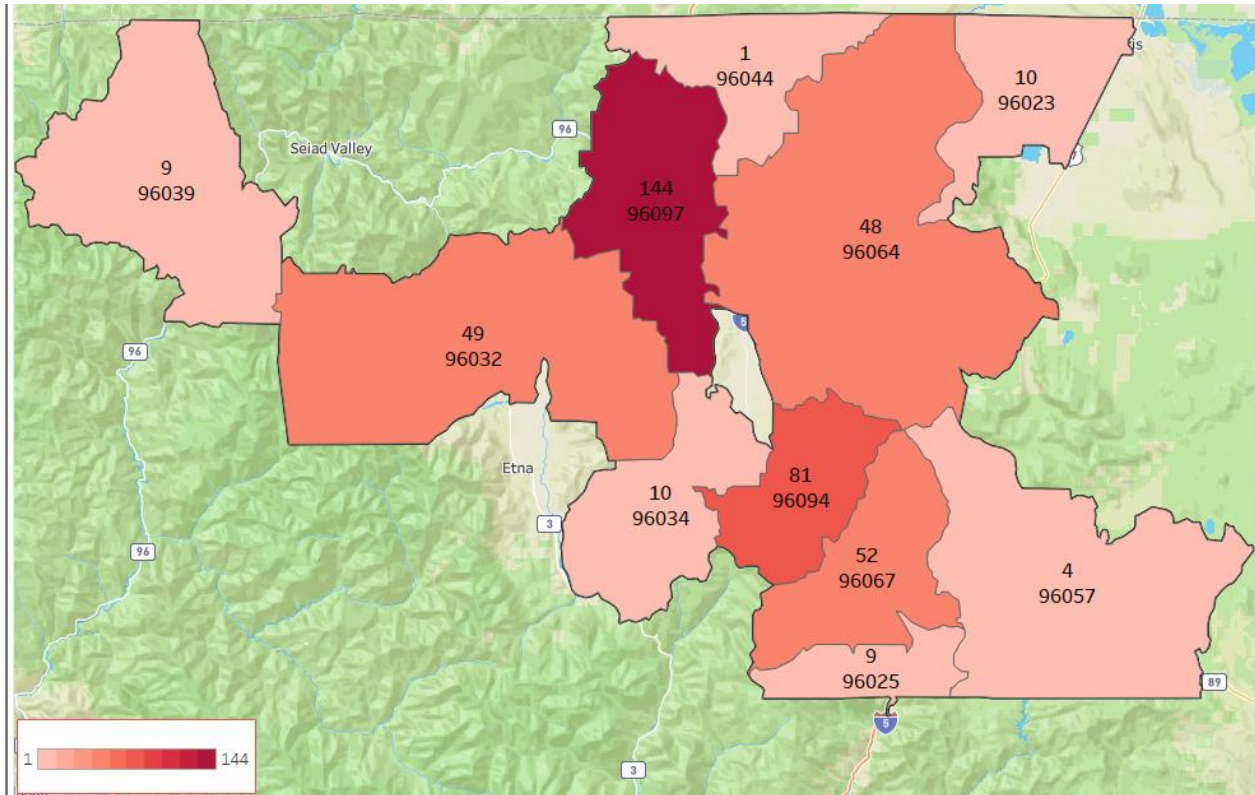
Exhibit 2. Number of TK and Kindergarten Children Assessed

Elementary School	2017	2018	2019	2020	2023	2024	2025
Big Springs	6	15	14	6	9	6	19
Bogus	-	-	-	-	-	4	-
Butte Valley	23	19	25	-	18	-	10
Butteville	-	16	11	13	-	17	30
Delphic	-	-	-	-	6	6	5
Dunsmuir	7	15	7	-	3	4	9
Etna	25	21	21	13	-	-	-
Evergreen	83	111	111	95	140	-	-
Fort Jones	21	12	13	13	52	52	49
Gazelle	-	2	-	-	4	-	10
Gold Street	-	-	-	-	-	157	144
Grenada	26	19	19	20	12	28	-
Happy Camp	16	16	14	-	15	6	9
Hornbrook	-	1	4	-	4	-	1
Little Shasta	-	-	-	-	3	-	3
McCloud	5	7	5	4	2	4	4
Montague	-	-	-	6	14	17	16
Mt Shasta	59	54	49	30	43	38	52
Northern United Charter	-	-	-	-	4	-	-
Weed	47	34	28	-	16	-	51
Willow Creek	-	-	-	-	4	7	5
TOTAL	318	342	321	200	349	346	417

Source: Kindergarten Observation Form (2017, 2018, 2019, 2020, 2023, 2024, 2025). Assessments were not conducted in 2021 or 2022, due to the ongoing effects of COVID-19.

The map below shows the distribution of children assessed in the 2025 Siskiyou KRS by ZIP code of their school. Participation was highest in Yreka (96097) and Weed (96094).

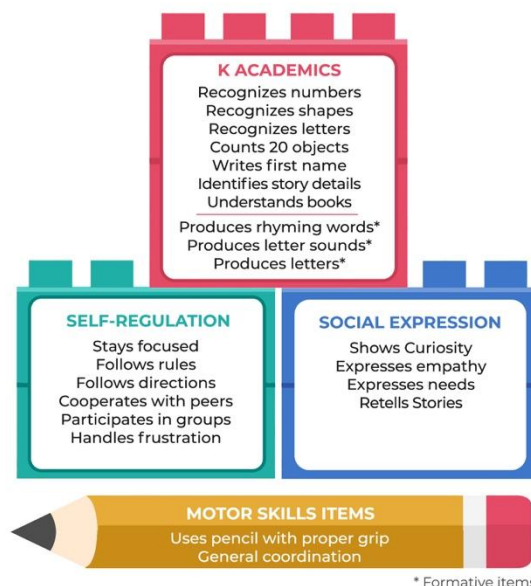
Exhibit 3. An Overview of Participation in the 2025 KRS, by ZIP Code of Child's School



Source: Kindergarten Observation Form (2025). N = 417.

METHODS USED TO ASSESS KINDERGARTEN READINESS

Teachers completed the validated **Kindergarten Observation Form (KOF)** to assess children's competency across readiness skills, using a four-point scale ranging from 1 (*Not Yet demonstrating the skill*) to 4 (*Proficient in the skill*).^v The readiness skills are categorized into three domains, or *Building Blocks*: *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*. Two additional items associated with fine- and gross-motor skills form the basis for these *Building Blocks*. The pyramid on the right illustrates the theoretical development of readiness skills, where fundamental motor skills precede the more complex social-emotional abilities. At the apex of the pyramid are early academic skills, such as counting, letter recognition, and understanding details in literature. Rhyming, producing letter sounds, and producing letters collectively represent advanced skills within which kindergarteners are not expected to be competent at kindergarten entry; as such, these items were not included in the assessment in Siskiyou County in 2025.



To complete the portrait of children's readiness for kindergarten, 176 caregivers (96 kindergarten parents and 80 TK parents) completed the **Parent Information Form (PIF)** which gathered information on child demographics, early care and education experiences (ECE), family routines, parenting practices, and family well-being.



This report begins by presenting data on the overall school readiness of kindergartners in Siskiyou County, including their performance across the three key domains of readiness: *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*. This is followed by an analysis of specific factors associated with school readiness outcomes, with emphasis on those that can be shaped through targeted intervention. A separate section highlights readiness patterns among children enrolled in TK.

Kindergarten Readiness

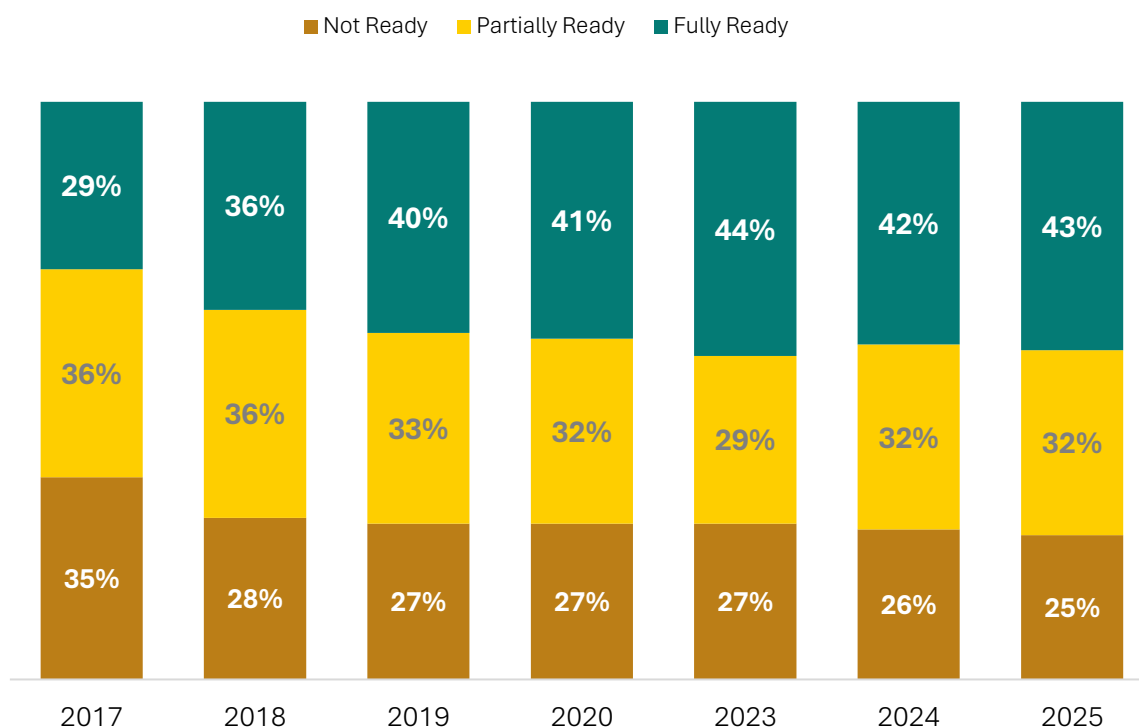
Children who demonstrate preparedness across multiple domains of kindergarten readiness are more likely to achieve positive academic outcomes later in life.^{vi} Based on this, children in the current study were classified as *Fully Ready* for kindergarten if they attained a score of 3.25 or higher across all three *Building Blocks*. Children who scored below 3.25 on all three domains were categorized as *Not Ready*, while the remaining children were categorized as *Partially Ready*.

This section focuses exclusively on children enrolled in Kindergarten.

For analysis of TK children, please refer to the separate section on page 18.

In 2025, 43% of kindergarten children were classified as *Fully Ready* for kindergarten. Additionally, 32% were deemed *Partially Ready*, and 25% were categorized as *Not Ready*.

Exhibit 4. Percentage of Children Ready for Kindergarten, Across Building Blocks

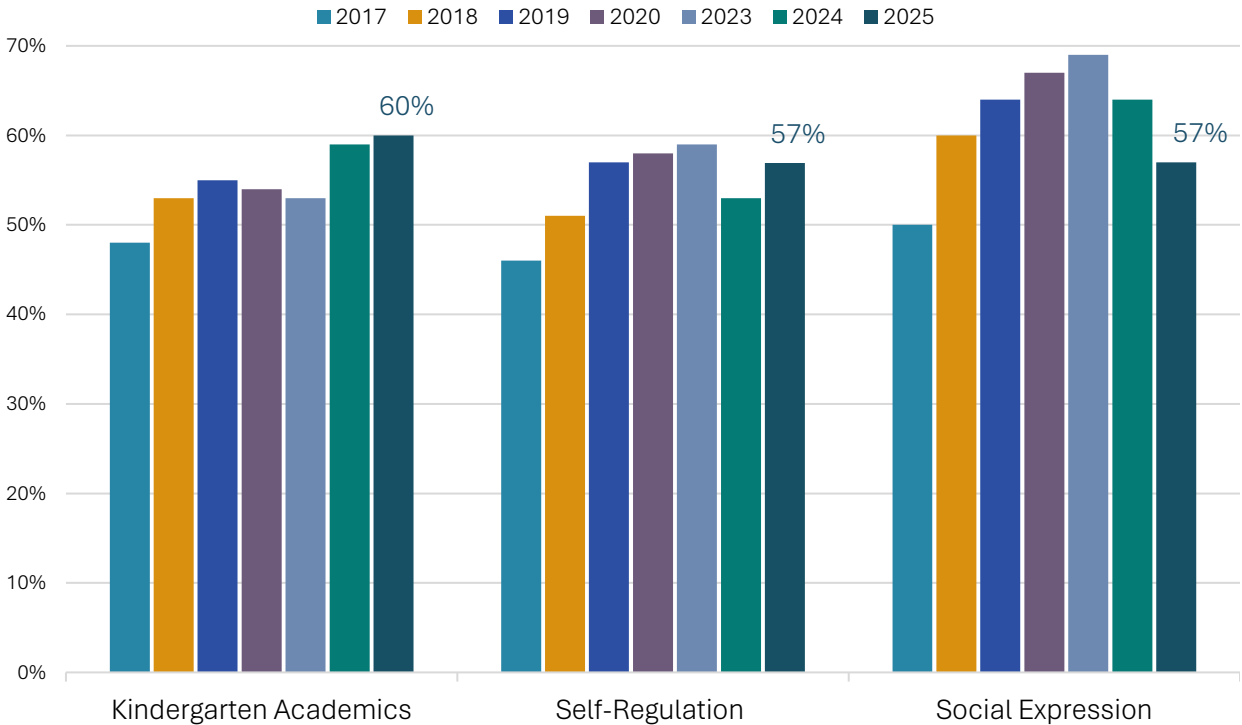


Source: Kindergarten Observation Form (2017, 2018, 2019, 2020, 2023, 2024, 2025). N = 260 (2017); N = 315 (2018); N = 293 (2019), N = 174 (2020), N = 197 (2023), N = 223 (2024), N = 229 (2025). Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population in years 2017-2019, 2023, 2024 and 2025. Data in 2020 is unweighted due to limited demographic data points available.

Average scores were also calculated for each of the three *Building Blocks*. Children achieving an average score indicating proficiency or near proficiency (i.e., 3.25 out of 4.00) in each domain were classified as *Ready*. The figure below illustrates the percentage of children deemed ready in each *Building Block*. In 2025, children displayed the highest readiness levels in *Kindergarten Academics* (60%), followed by *Social Expression* (57%), and *Self-Regulation* (57%).



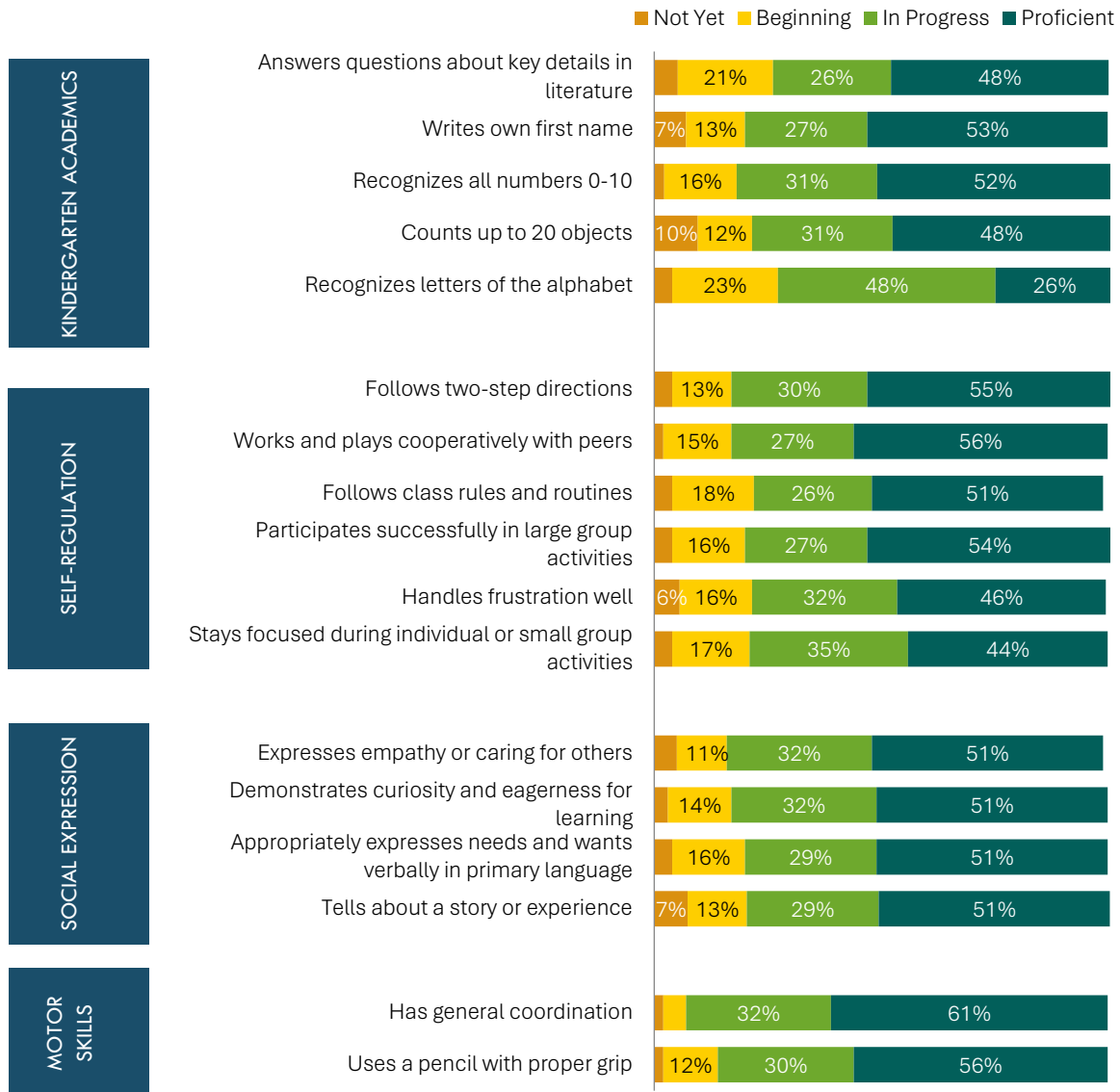
Exhibit 5. Percentage of Children Ready for Kindergarten, by Building Block



Source: Kindergarten Observation Form. N = 260-261 (2017); 315 (2018); 294-297 (2019); 174 (2020); 197-207 (2023); 215-223 (2024), N = 229-232 (2025). Weighting was applied to align the sample’s racial and ethnic distribution with the Siskiyou County Kindergarten population in years 2017-2019, 2023, and 2024, 2025. Data in 2020 is unweighted due to limited demographic data points available.

According to teacher ratings of the individual skills on the KOF, children showed the highest proficiency in general coordination, uses a pencil with proper grip, works and plays cooperatively with peers, and follows two-step directions. Children were least likely to be proficient in recognizing letters of the alphabet.

Exhibit 6. Children' Proficiency Levels Across School Readiness Skills

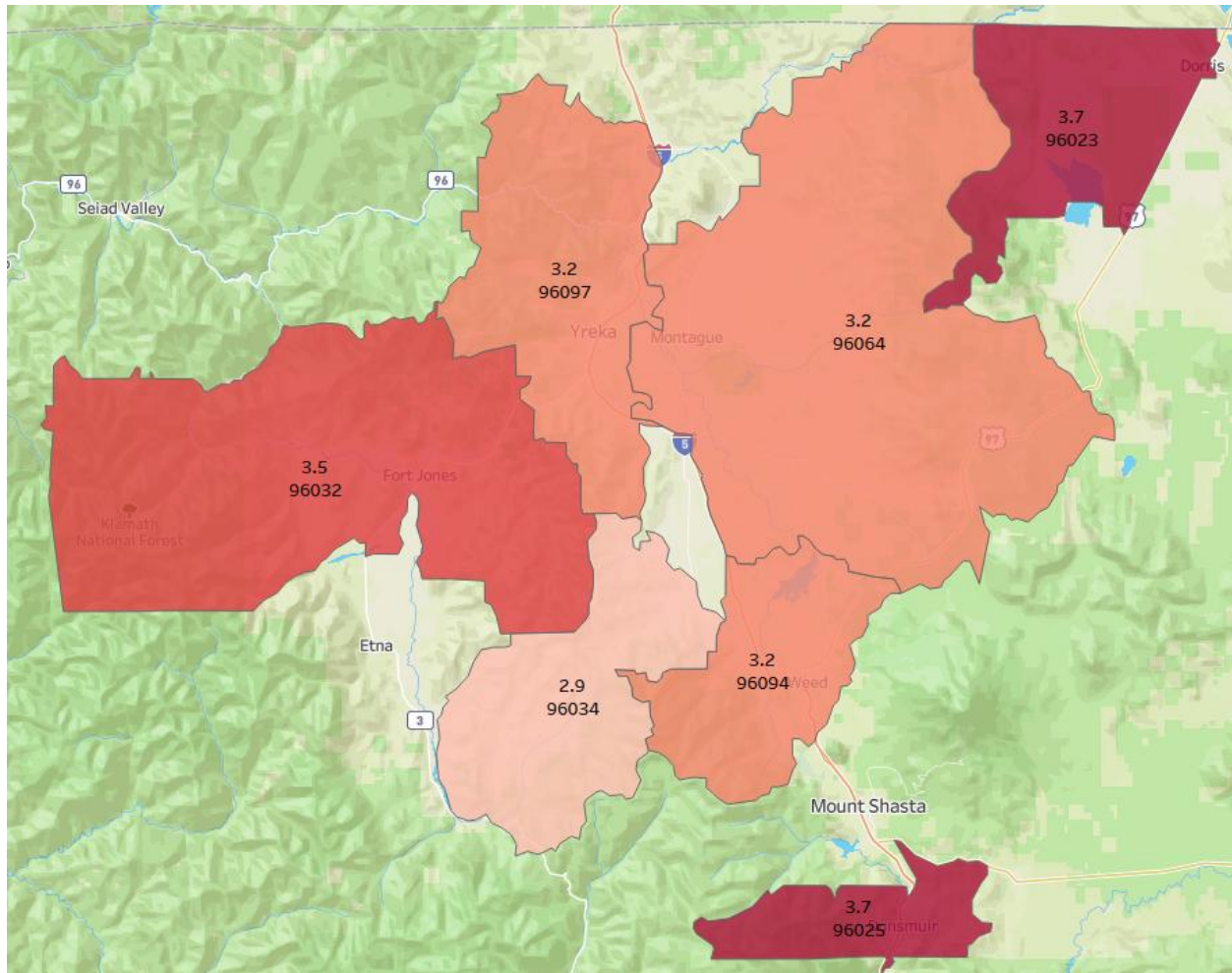


Source: Kindergarten Observation Form (2025). N = 227 – 232. Scores ranged from 1 (*Not Yet*) to 4 (*Proficient*). Proportions 5% or less are not labeled. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population.

GEOGRAPHIC DIFFERENCES IN READINESS

Children's overall average readiness scores also varied by ZIP code. The highest readiness scores were observed in Dorris (96023) and Dunsmuir (96025), while lower readiness scores were found in Gazelle (96034).

Exhibit 7. Average Readiness Scores, by ZIP Code of Child's School



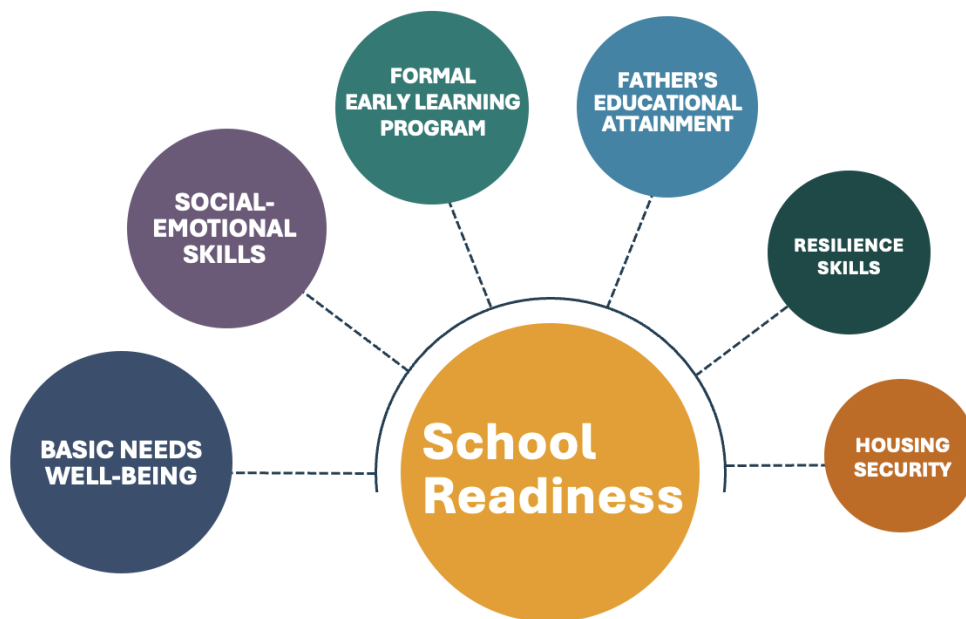
Source: Kindergarten Observation Form (2025). N = 222. Scores ranged from 1 (*Not Yet*) to 4 (*Proficient*). Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population. ZIP codes not shown due to small sample size ($n < 5$): 96039 and 96064. Darker shades indicate higher levels of kindergarten readiness.

Predictors of Kindergarten Readiness

To better understand which factors are most closely associated with children’s overall readiness for kindergarten, a multilevel regression analysis was used to examine patterns in the data while accounting for classroom-level differences and demographic factors. The goal was to identify meaningful, malleable assets—factors that families, schools, and communities can influence—that are most strongly linked with higher readiness scores in the 2025 Siskiyou KRS sample.

Many of the experiences and conditions associated with higher readiness were areas that can be strengthened through coordinated early learning systems, family supports, and community-based resources. These included having basic needs consistently met, strong social-emotional development, participation in formal early learning programs, higher parental educational attainment, early resilience skills, and stable housing conditions.

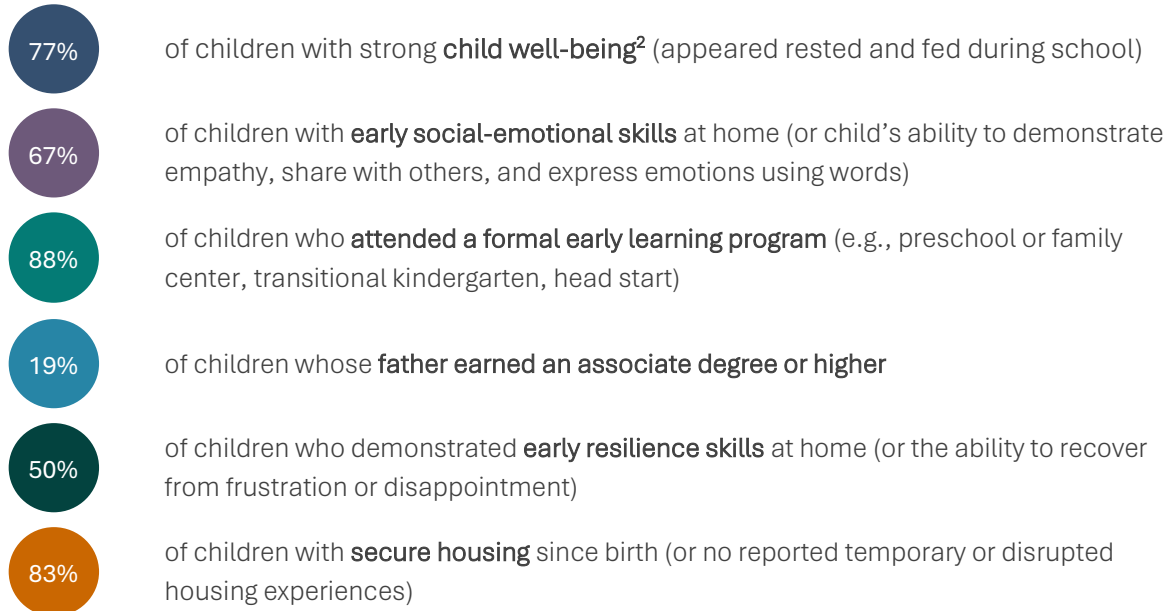
Exhibit 8. Key Predictors of Overall School Readiness (in Order of Strength)



Source: Kindergarten Observation Form (2025). Parent Information Form (2025). N = 96. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population. The model controlled for age and special need designation. The overall model accounted for 58% of the variance in school readiness scores ($R^2 = 0.58$), and the predictors were associated with readiness at the $p < .05$ level.

CHARACTERISTICS OF SAMPLE ON KEY PREDICTORS

Below is a summary of the participants in the sample on the key predictors of readiness, presented in order of strength of association with readiness. Additional charts with sample characteristics can be found in the [Appendix 1](#).

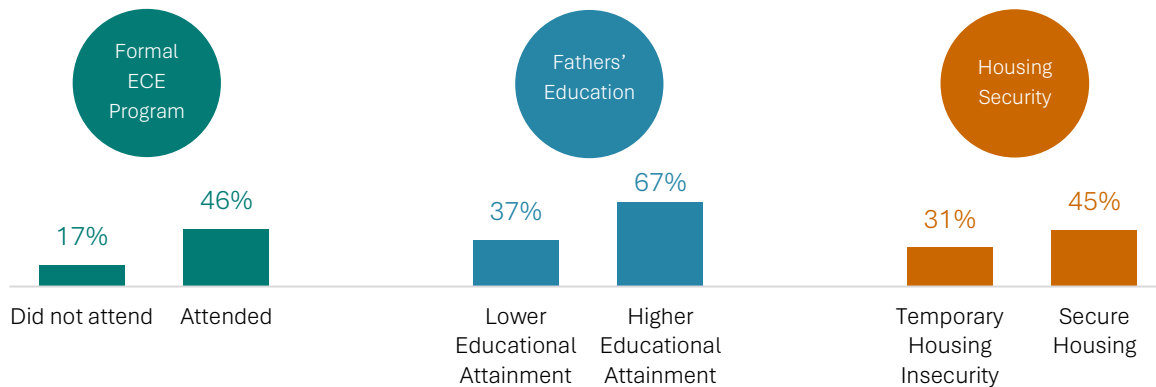


² According to child's teacher. All other factors reported by child's caregiver.

PERCENTAGE READY, BY KEY PREDICTORS

Children's readiness outcomes varied across key structural and educational factors. Nearly half of children who attended a formal early learning program were *Fully Ready*, compared to just one-sixth of those who did not attend. Readiness was also higher among children whose father held an associate degree or higher, compared to those with lower educational attainment. Similarly, almost half of children in secure housing situations were *Fully Ready*, compared to one-third of children who experienced temporary housing insecurity.

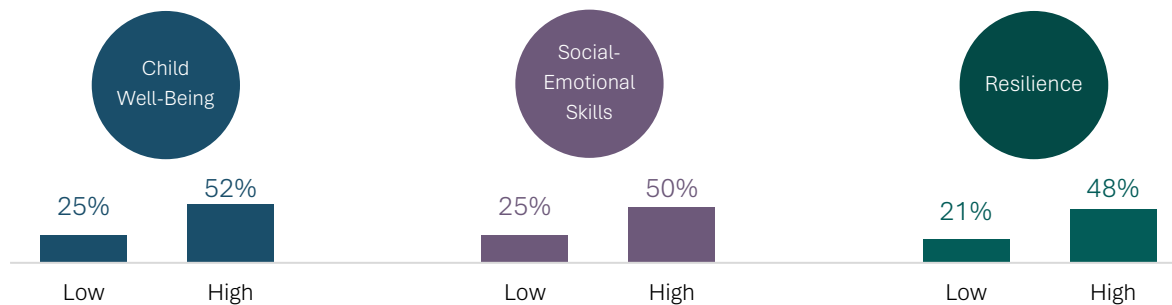
Exhibit 9. Percentage *Fully Ready*, by Key Structural and Educational Factors



Source: Kindergarten Observation Form (2025). Parent Information Form (2025). N = 96. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population. Differences in percent *Fully Ready* are statistically significant at $*p < .05$.

Children's readiness outcomes also differed across child-level well-being and developmental assets. Among children who demonstrated strong basic needs well-being, 52% were *Fully Ready*, compared to 25% of children with lower levels of basic needs well-being. Similarly, half (50%) of children with high social-emotional development were *Fully Ready*, compared to 25% of those with lower social-emotional skills. Resilience showed a comparable pattern: 48% of children described as bouncing back after frustration or disappointment were *Fully Ready*, compared to 21% of children with lower resilience.

Exhibit 10. Percentage *Fully Ready*, by Key Child Well-Being and Developmental Assets

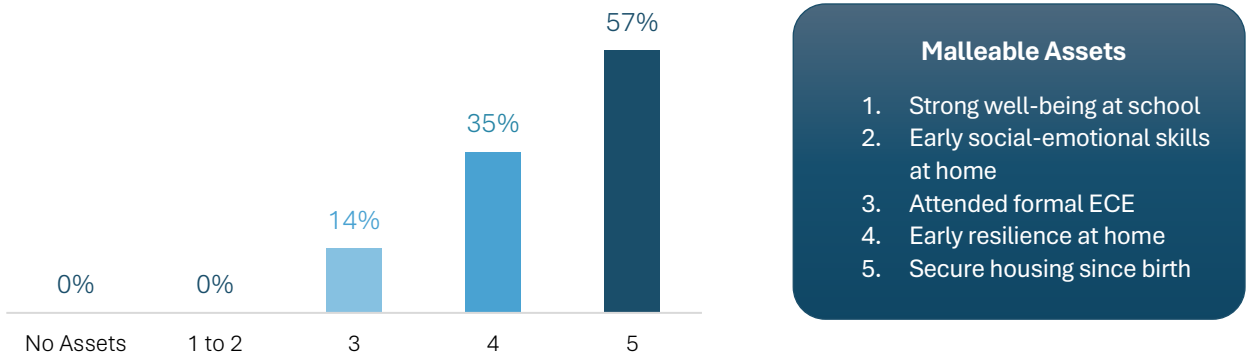


Source: Kindergarten Observation Form (2025). Parent Information Form (2025). N = 96. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population. Differences in percent *Fully Ready* are statistically significant at $*p < .05$.



Children in the 2025 sample who had access to a greater number of readiness-related supports, or malleable assets, demonstrated substantially higher levels of overall readiness. For instance, among children with four supports, 35% were *Fully Ready*, and this increased to 57% among those with five supports. These findings highlight a clear cumulative effect, suggesting that the stacking of multiple supportive conditions meaningfully increases the likelihood of school readiness.

Exhibit 11. Percentage *Fully Ready*, by Number of Malleable Assets

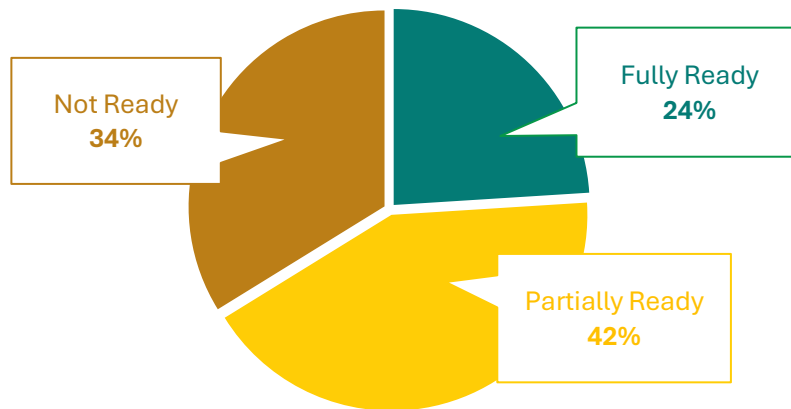


Source: Kindergarten Observation Form (2025). Parent Information Form (2025). N = 96. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population.

CAREGIVER PERCEPTIONS OF CHILD'S KINDERGARTEN READINESS

Across the three core domains (*Self-Regulation*, *Social Expression*, and *Kindergarten Academics*), 24% of children were rated by their caregiver as *Fully Ready* for kindergarten, meaning they “consistently show” skills in all areas of development.

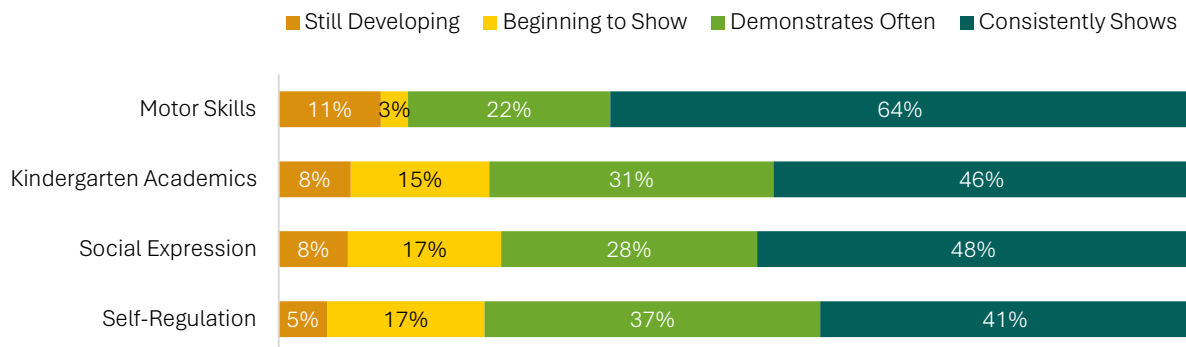
Exhibit 12. Caregiver Perceptions of Kindergarten Readiness, KRS 2025



Source: Parent Information Form 2025. N = 96.

Caregivers in Siskiyou County reported that children are entering school with a strong foundation across key areas of development. *Motor skills* was the most commonly endorsed strength, with 64% of caregivers saying their child “consistently shows” these skills, indicating strong perceived physical readiness. Across all four developmental areas, at least three in four caregivers reported their children were either “demonstrating often” or “consistently” showing the readiness skills—reflecting a broad and encouraging perception of readiness as children begin school.

Exhibit 13. Caregiver Perceptions of Kindergarten Readiness by Domain, KRS 2025



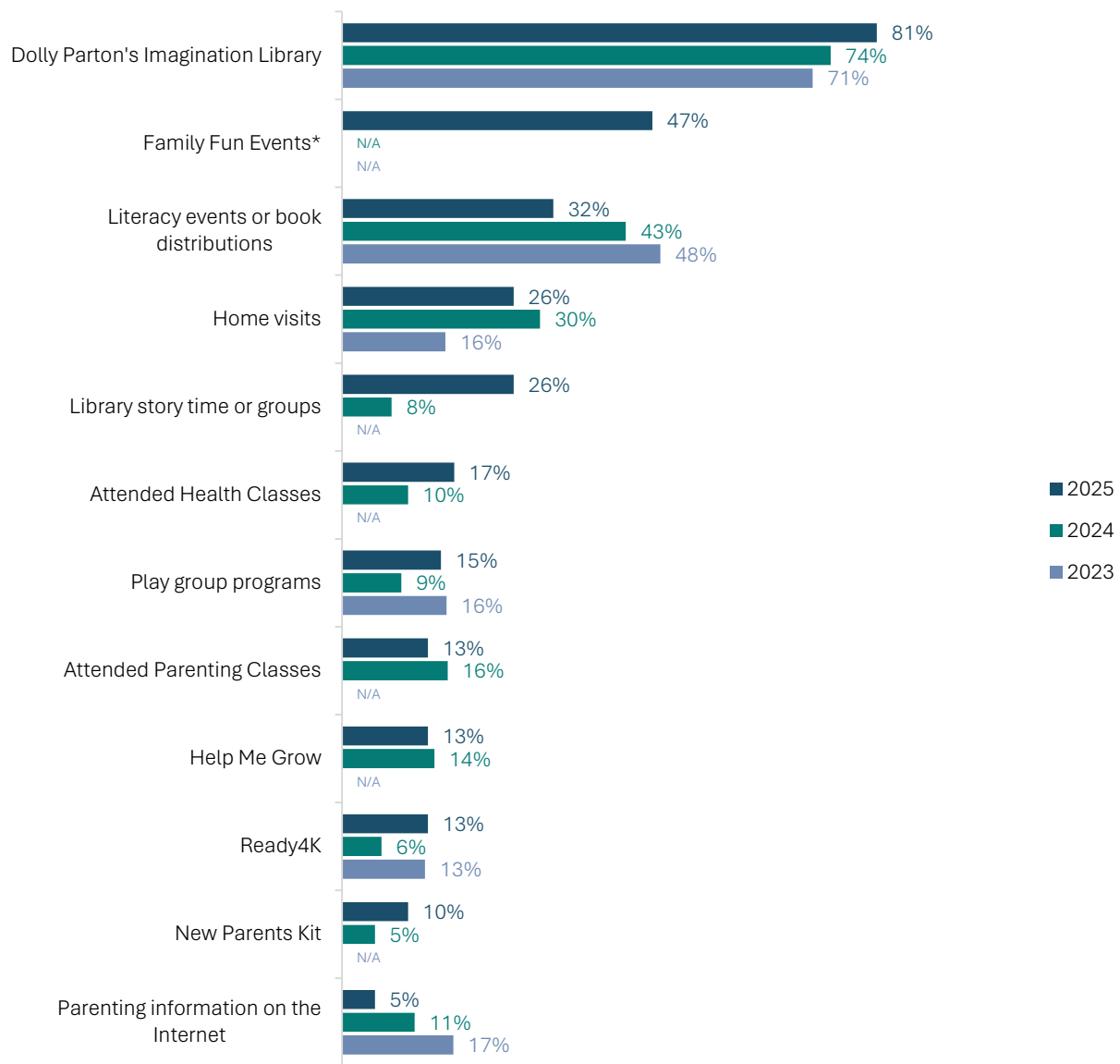
Source: Parent Information Form 2025. N = 96.

BENEFITS OF FIRST 5 SISKIYOU EFFORTS

This study also evaluated whether there was a relationship between participation in First 5 Siskiyou services and kindergarten readiness. Of the 96 kindergarten children with available data, 81% of children in the sample participated in at least one First 5 Siskiyou program prior to kindergarten. The most widely used service was the Dolly Parton Imagination Library (81%).

81%
of participating
families accessed
First 5 services

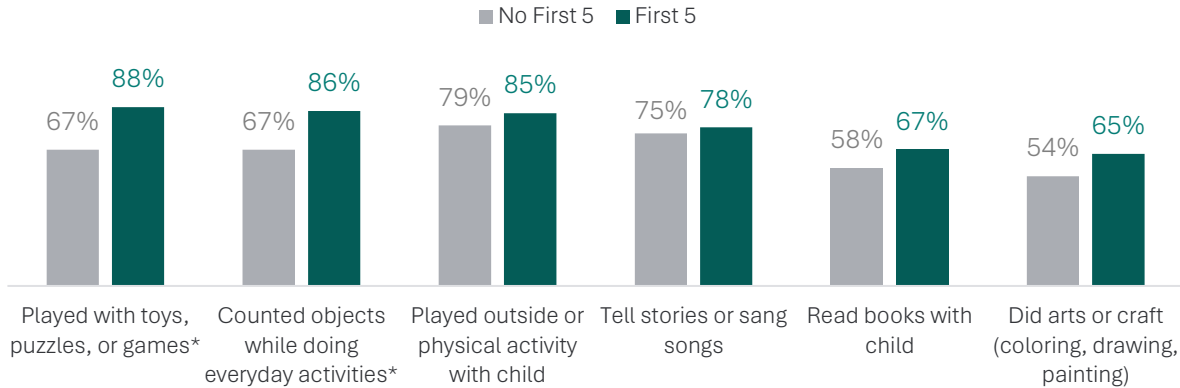
Exhibit 14. Participation in First 5 Siskiyou Programs Across the Past Three Years



Source: Parent Information Form (2023, 2024, 2025). N = 173 (2023), N = 71 (2024), N = 78 (2025). N/A indicates that the service was not included on the survey for that year. *New Item 2025

First 5 participants also had more frequent participation in home learning enrichment activities to help their children transition to kindergarten. As seen in the following chart, First 5 parents engaged in home learning activities more frequently with their child at least four days per week.

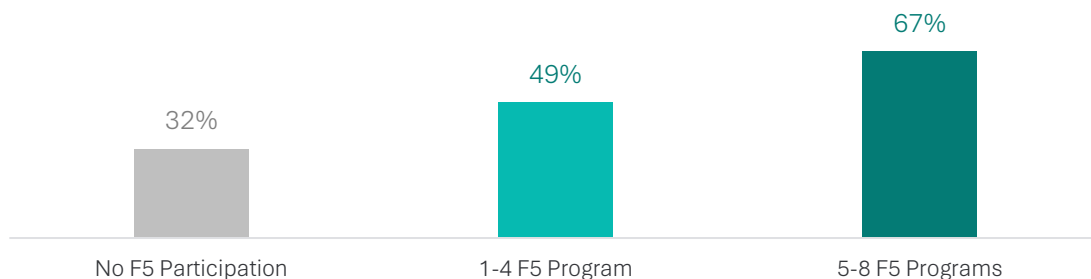
Exhibit 15. Home Learning Enrichment Activities at Least Four Days Per Week, by First 5 Participation



Source: Parent Information Form (2025), N = 96. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population. Differences in percent *that participated in First 5* are statistically significant at $p < .05$.

The chart that follows shows whether First 5 participation influenced school readiness. Children who participated in one to four First 5 programs (49%) and those who participated in five to eight First 5 programs (67%) were more likely to be Fully Ready for kindergarten, compared to children with no program participation (32%). Overall, participation in First 5 programs is associated with higher levels of readiness.

Exhibit 16. Percent Fully Ready, by First 5 Participation

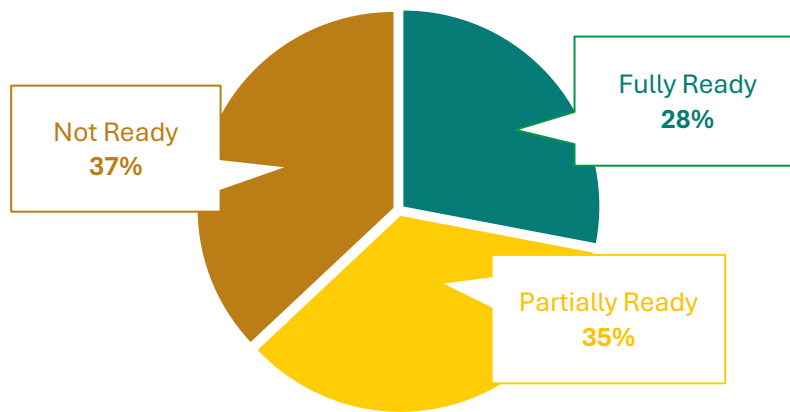


Source: Parent Information Form (2025), N = 96. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Kindergarten population.

Transitional Kindergarten

In 2025, 28% of TK children were classified as *Fully Ready* for kindergarten, while 35% were deemed *Partially Ready*, and 37% were rated as *Not Ready*.

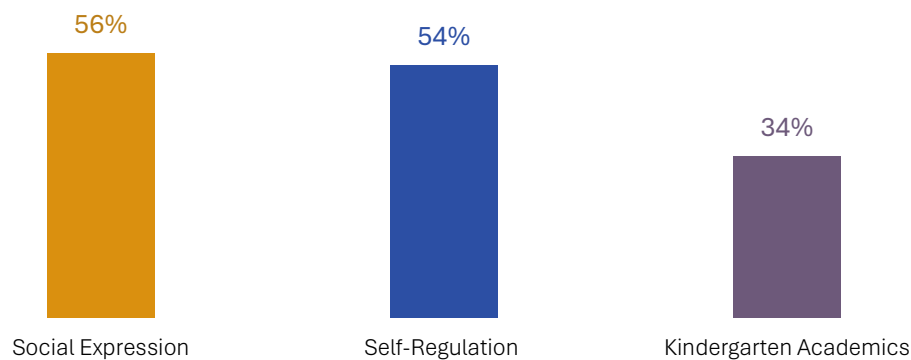
Exhibit 17. Percentage of TK Children Ready for Kindergarten, Across Building Blocks



Source: Kindergarten Observation Form, N = 184. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Transitional Kindergarten population.

TK children achieving an average score indicating proficiency or near proficiency (i.e., 3.25 out of 4.00) in each domain were classified as *Ready*. The figure below illustrates the percentage of TK children deemed ready in each *Building Block*. In 2025, TK children showed the highest readiness levels on *Social Expression* (56%), followed by *Self-Regulation* (54%), and *Kindergarten Academics* (34%).

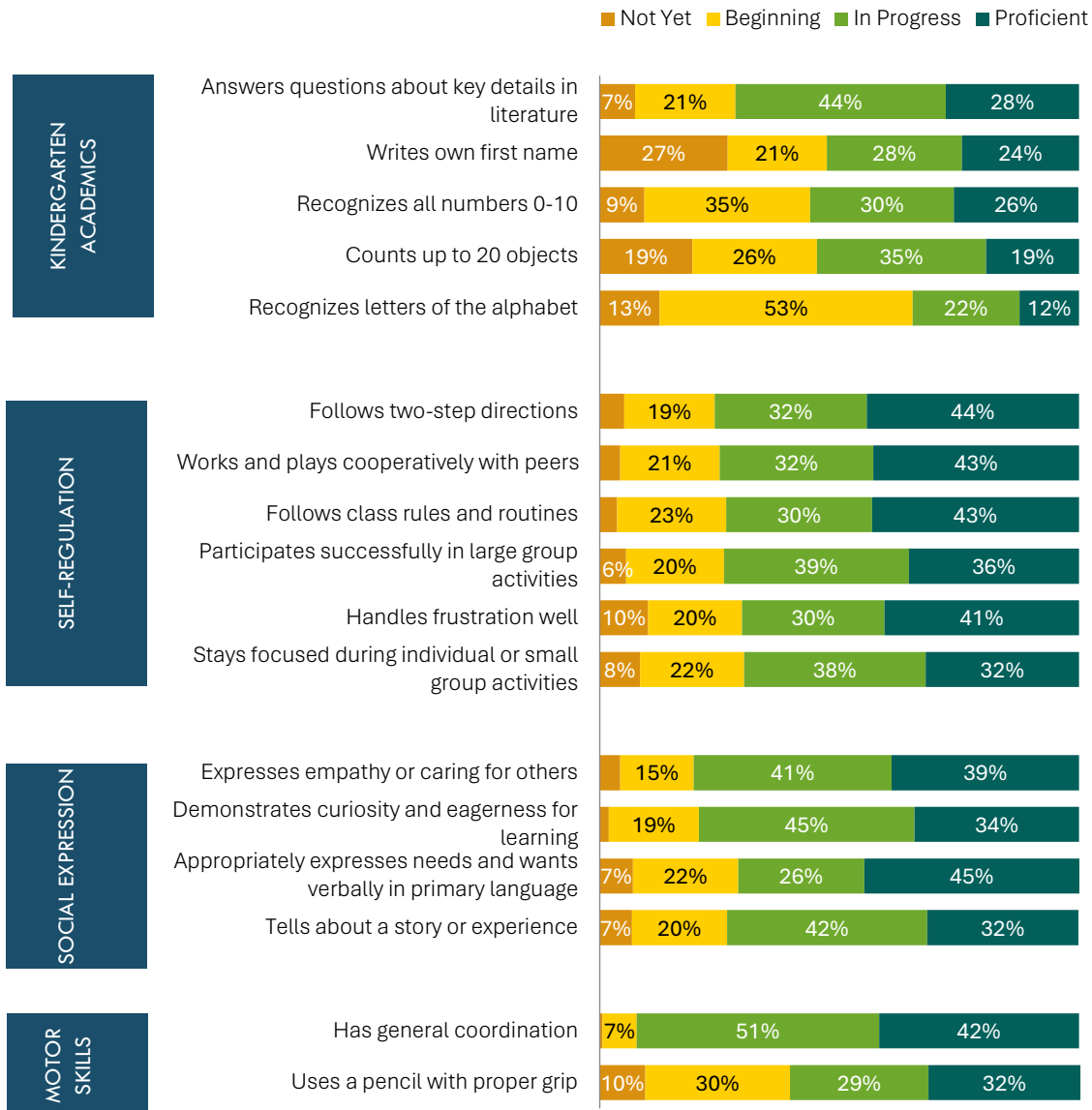
Exhibit 18. Percentage of TK Children Ready for Kindergarten, by Building Block



Source: Kindergarten Observation Form, N = 184-185. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Transitional Kindergarten population.

TK children showed the highest proficiency in the *Social Expression* domain. Specifically, 45% of TK children were proficient at appropriately expressing needs and wants verbally in primary language. They were least likely to be proficient in recognizing letters of the alphabet.

Exhibit 19. Proficiency Levels of TK Children Across School Readiness Skills



Source: Kindergarten Observation Form (2025). N = 182-185. Weighting was applied to align the sample's racial and ethnic distribution with the Siskiyou County Transitional Kindergarten population. Proportions 5% or less are not labeled.

Summary

The 2025 Siskiyou County KRS assessed 417 children—representing 77% of all kindergarten and Transitional Kindergarten (TK) students in the county—making this one of the most comprehensive readiness assessments to date. In 2025, **43% of kindergarten children were *Fully Ready*** for school entry, demonstrating proficiency across *Kindergarten Academics*, *Self-Regulation*, and *Social Expression*. Teachers reported high proficiency in coordination, cooperative play, and following directions, while letter recognition remains an area for continued support.

Several malleable assets were strongly associated with readiness. Children were more likely to be *Fully Ready* when their basic needs were consistently met, when they demonstrated strong social-emotional skills and early resilience, when they had access to formal early learning opportunities, and when they experienced stable housing. Importantly, readiness increased as these assets accumulated.

Participation in First 5 Siskiyou programs was also associated with higher readiness. Children who participated in five or more First 5 services were more than twice as likely to be Fully Ready as those with no participation. First 5 families also reported more frequent home learning activities, suggesting strengthened family engagement practices.

Among TK children, 28% were Fully Ready in fall 2025, with strongest performance in Social Expression and emerging skills in Kindergarten Academics.



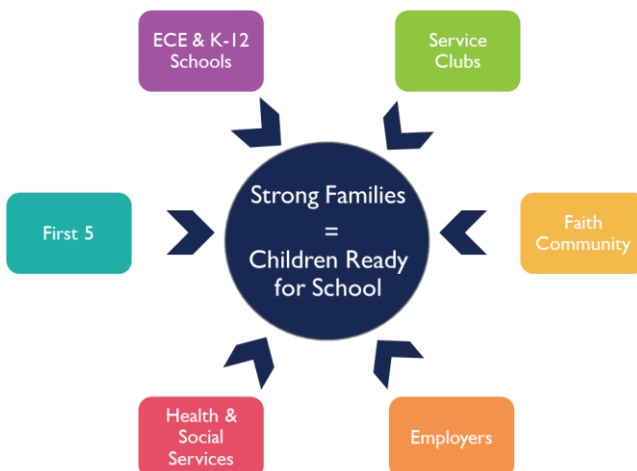
Overall, findings from the 2025 KRS reinforce that early childhood investments, particularly those supporting family stability, access to early learning, and social-emotional development, can meaningfully improve school readiness outcomes in Siskiyou County.

IMPLICATIONS

First 5 Siskiyou and its partners continue to play a vital role in strengthening the conditions that support kindergarten readiness. The 2025 findings highlight clear opportunities to build on this progress. Partners across Siskiyou County can continue working collaboratively to advance the following efforts to improve readiness outcomes and ensure more children enter school prepared to succeed.

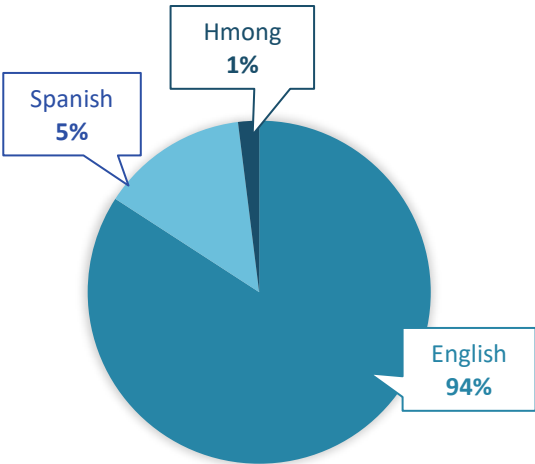
Basic Needs & Stability 	- Help parents promote consistent daily routines, healthy habits, and stable home environments that help children arrive at school rested, nourished, and ready to learn. - Continue strengthening referrals and cross-sector coordination to provide concrete support for families in times of need, such as CalFresh, WIC, medical homes, and housing.
Access to Early Learning Programs 	- Help parents access structured early learning experiences such as preschool and transitional kindergarten, particularly in communities with lower readiness scores. - Continue investing in strategies that boost the quality of early learning programs, including quality rating assessments and instructional support, and trauma-informed child and family engagement practices. - Strengthen alignment between preschool, TK, and kindergarten through shared expectations and transition support for families.
Family Engagement 	- Expand parent education and engagement initiatives that promote positive parent-child interaction, early literacy, and home learning enrichment activities. - Offer transition-to-kindergarten workshops and simple, practical family toolkits to that help them support their child's readiness for kindergarten.

The 2025 data reinforce that readiness improves when First 5 and community supports are layered and coordinated. By continuing to build an integrated early childhood system that strengthens family stability, early learning access, and whole-child development, Siskiyou County can help more children thrive in kindergarten and beyond.



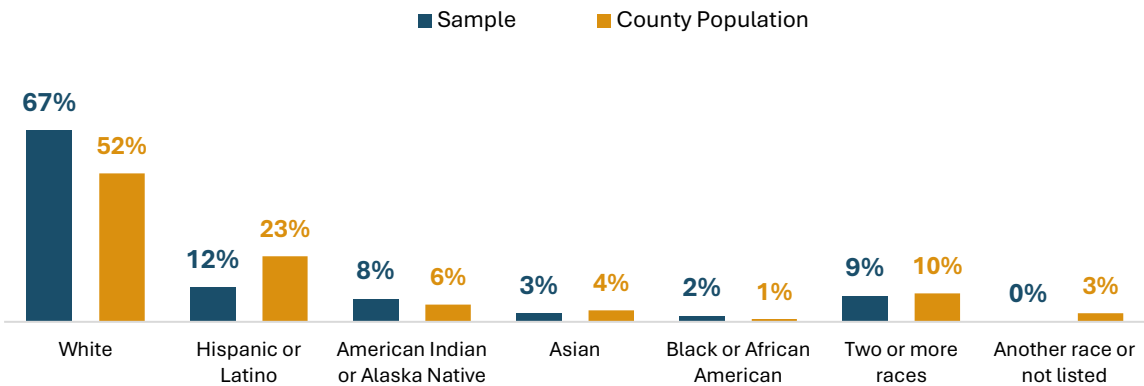
Appendix 1 — Characteristics of the Sample

Exhibit 20. Language Used Most Often at Home

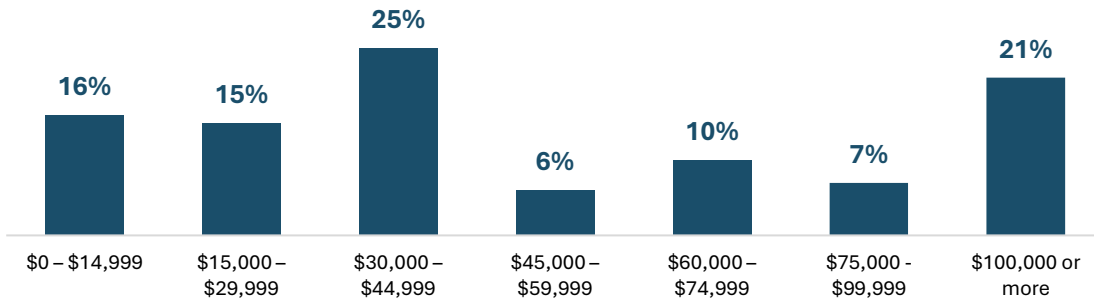


Source: Kindergarten Observation Form and Parent Information Form (2025). N = 229.

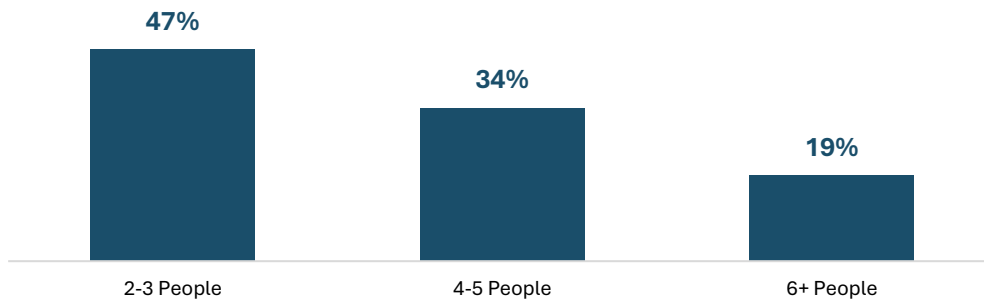
Exhibit 21. Child’s Race or Ethnicity



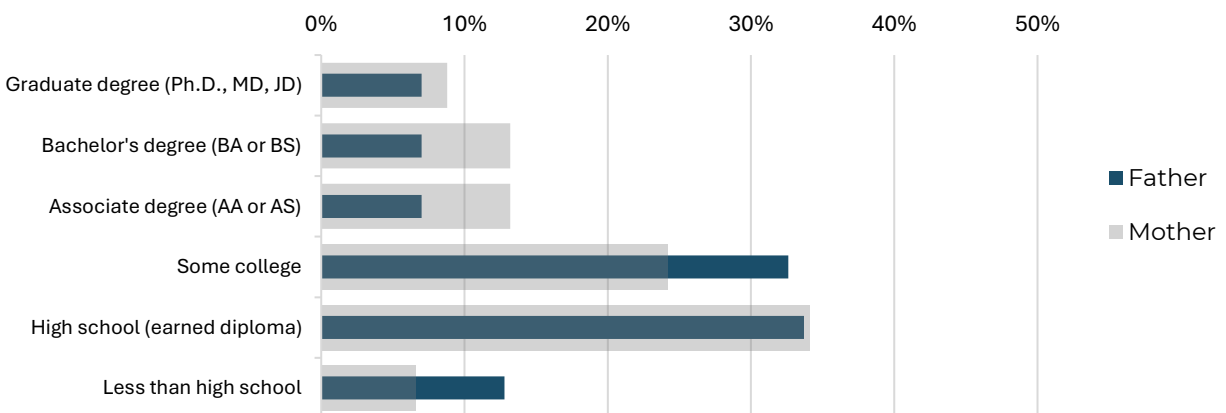
Source: Kindergarten Observation Form and Parent Information Form (2025), N = 232. California Department of Education (2024-25 Enrollment Data), N = 377.^{vii}

Exhibit 22. Household Annual Income

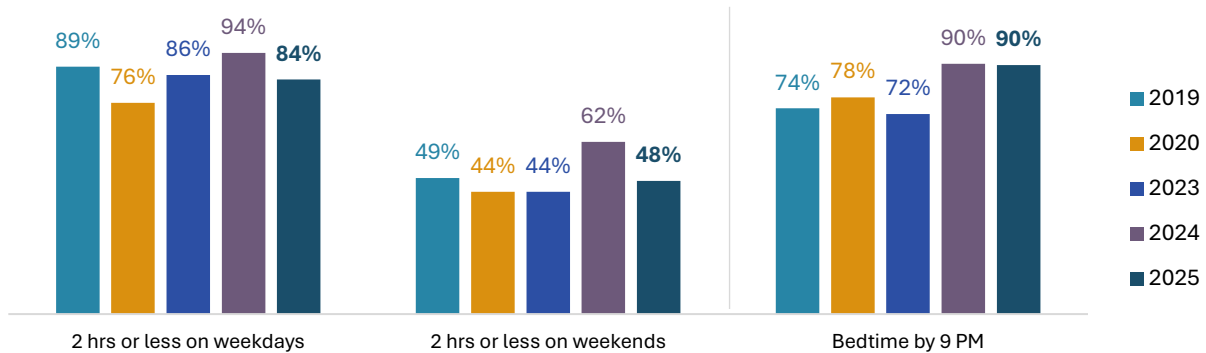
Source: Parent Information Form (2025). N = 87.

Exhibit 23. Household Size

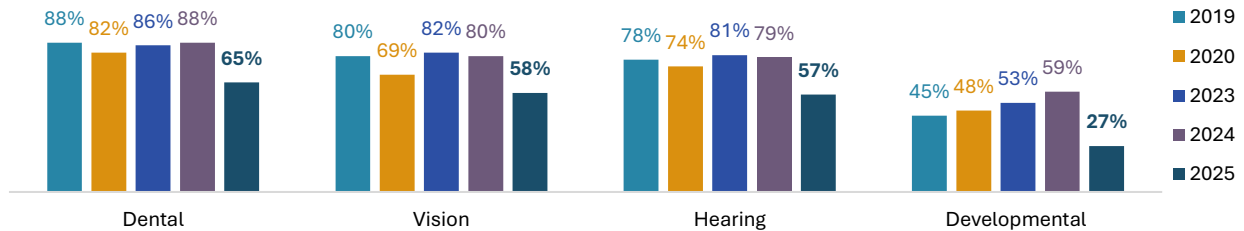
Source: Parent Information Form (2025). N = 96.

Exhibit 24. Highest Level of Educational Attainment Between Mothers and Fathers

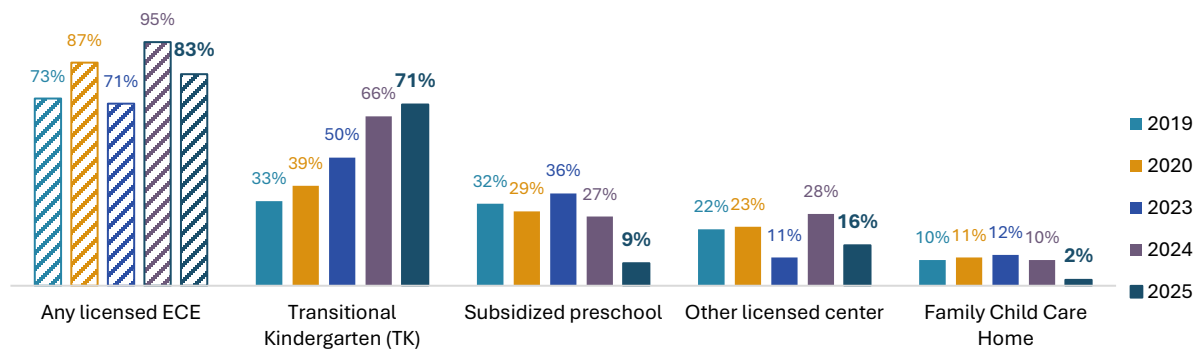
Source: Parent Information Form (2025). N = 86-91.

Exhibit 25. Screen Time and Bedtime

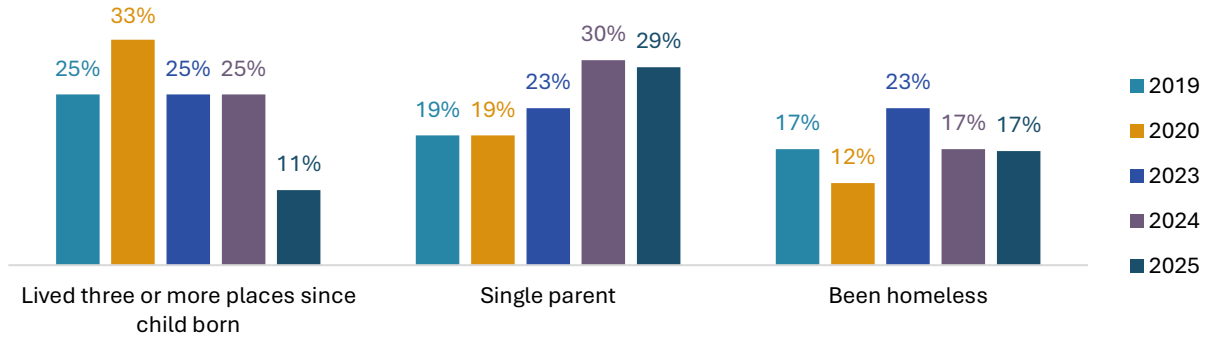
Source: Parent Information Form (2019, 2020, 2023, 2024, 2025). N = 186 - 201 (2019), N = 72 - 74 (2020), N = 172 - 175 (2023), N = 65-71 (2024), N = 96 (2025).

Exhibit 26. Screenings

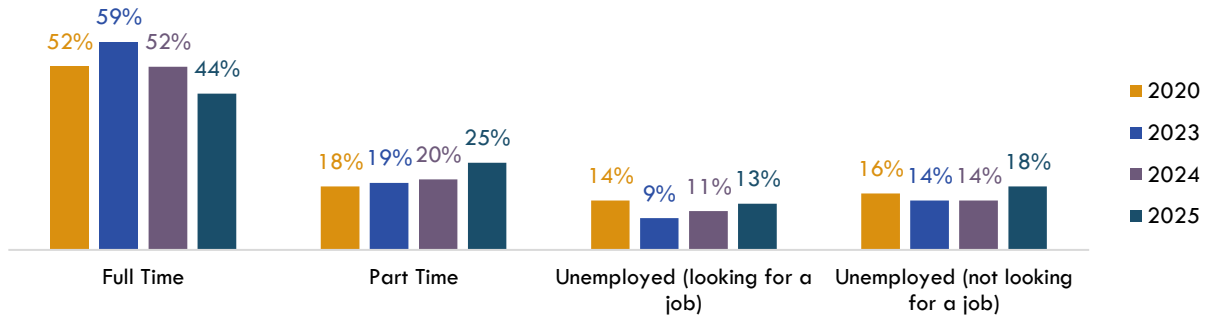
Source: Parent Information Form (2019, 2020, 2023). N = 198 (2019), N = 73 (2020), N = 173 (2023), N = 70 - 71 (2024), N = 96 (2025).

Exhibit 27. Early Care and Education

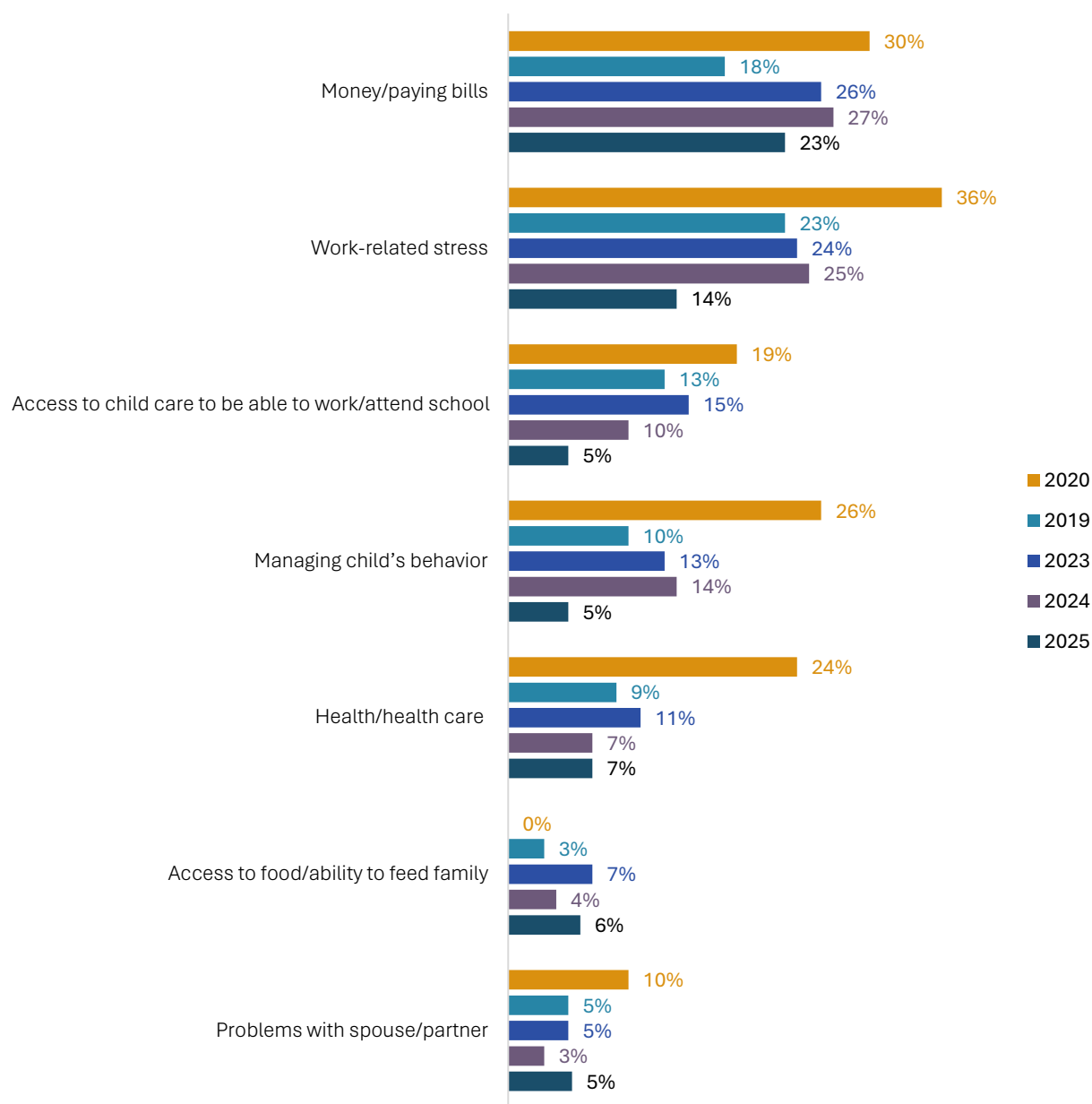
Source: Kindergarten Observation Form, Parent Information Form (2019, 2020, 2023). N = 156 (2019), N = 74 - 200 (2020), N = 170 - 287 (2023), N = 103 (2024), N = 182-232 (2025).

Exhibit 28. Family Risk Factors

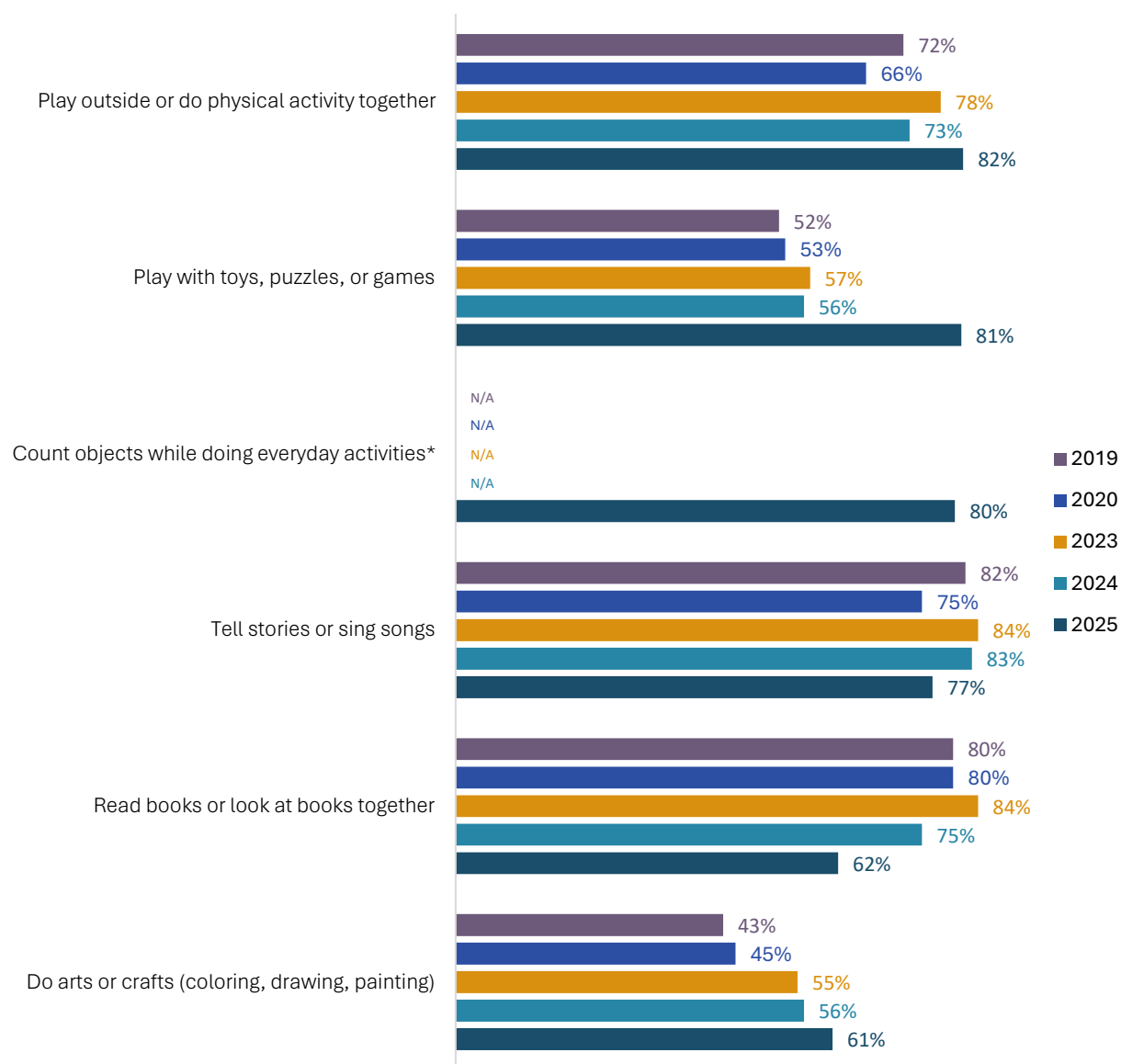
Source: Parent Information Form (2019, 2020), N = 243 - 248 (2019), N = 74 (2020), N = 185 - 204 (2023), N = 71, N = 69-71 (2024), N = 96 (2025).

Exhibit 29. Family Employment Status

Source: Parent Information Form (2020, 2023), N = 74 (2020), N = 185 (2023), N = 125 (2024), N = 96 (2025).

Exhibit 30. Family Stressors

Source: Parent Information Form (2019, 2020, 2023, 2024). N = 218 - 223 (2019), N = 99 - 103 (2020), N = 172 - 175 (2023), N = 68 - 70 (2024), N = 96 (2025). Percentages reflect those who reported being “moderately” or “very” concerned about the issue.

Exhibit 31. Family Activities

Source: Parent Information Form (2019, 2020, 2023). N = 248 - 251 (2019), N = 74 (2020), N = 178 (2023), N = 70 - 71 (2024), N = 96 (2025). Percentages reflect those who reported participating in the activity at least four days per week. N/A indicates that the activity was not included on the survey for that year. *New item 2025.

Endnotes

ⁱ Fitzpatrick, C., Boers, E. & Pagani, L.S. (2020). Kindergarten readiness, later health, and social costs. *Pediatrics*, 146(6). <https://pubmed.ncbi.nlm.nih.gov/33139455>

ⁱⁱ Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., Pagani, L.S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Duckworth, K., & Japel, C. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428–1446. <https://doi.org/10.1037/0012-1649.43.6.1428>

ⁱⁱⁱ Józsa, K., Amukune, S., Zentai, G., & Barrett, K. C. (2022). School readiness test and intelligence in preschool as predictors of middle school success: Result of an eight-year longitudinal study. *Journal of Intelligence*, 10(3), 66. <https://doi.org/10.3390/jintelligence10030066>

^v Applied Survey Research. (n.d.) *Psychometric properties of the Kindergarten Observation Form*. San Jose, CA: Author.

^{vi} 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(4), 431-454. <https://doi.org/10.1016/j.ecresq.2006.09.005>

^{vii} California Department of Education. (2024). DataQuest. <https://data1.cde.ca.gov/dataquest/>