

Date of Hearing: May 11, 2022

ASSEMBLY COMMITTEE ON APPROPRIATIONS

Chris Holden, Chair

AB 1973 (McCarty) – As Amended May 2, 2022

Policy Committee: Education

Vote: 5 - 2

Urgency: No

State Mandated Local Program: No

Reimbursable: No

SUMMARY:

This bill requires, as a condition of receiving specified funding, a school district or a charter school that provides a kindergarten program to provide at least one kindergarten class that is at least equivalent to the minimum school day provided for grades one through three, inclusive.

Specifically, this bill:

- 1) Requires, from the 2027-28 school year to the 2029-30 school year, inclusive, a school district or a charter school that provides a kindergarten program and that has an unduplicated pupil enrollment of at least 50%, to provide at least one class that offers a minimum day that is at least equal to the minimum school day provided for grades one to three, inclusive. This bill imposes this requirement as a condition of receiving a specified adjustment to the Local Control Funding Formula (LCFF).
- 2) Imposes, commencing with the 2030-31 school year, the requirement in (1) to all school districts.

FISCAL EFFECT:

No cost to Proposition 98 (GF). By imposing this requirement as a condition of receiving specified funds, this bill requires school districts and charter schools to absorb the cost.

COMMENTS:

Funding for Kindergarten. The minimum half-day for kindergarten is 180 minutes; the minimum full-day for grades one through three is 230 minutes. School districts receive the full kindergarten funding allocation from the state (\$8,935 per student in 2021-22) regardless of whether they offer part-day programs or full-day programs. In a 2017 survey by University of California Los Angeles (UCLA), the estimated average per-student cost of providing a part-day program was \$4,277 per average daily attendance (ADA) - 54% of the cost for a full-day program at \$7,882 per ADA. While most school districts and charter schools use their kindergarten funding to provide full-day programs, 2021-22 data from the California Department of Education (CDE) indicate that approximately 22% of school sites only offer part-day programs.

Benefits of Full-Day Kindergarten. There is a significant body of research demonstrating that attending full-day kindergarten improves children's academic achievement, and that the positive impact of full-day programs is greatest for low-income children. Students in full-day

kindergarten do better with the transition to first grade, show significant gains in school socialization, and are equipped with stronger learning skills compared to students in half-day kindergarten. In the short-term, full-day kindergarten is associated with improved cognitive, literacy, math, and social skills compared to part-day programs. While there is less data on the long-term benefits of full-day kindergarten, a meta-analysis of 40 research reports found that the positive association between academic achievement and full-day kindergarten lasts up to third grade. One study from the 1980s followed the academic trajectory of students at 23 different time points from kindergarten through eighth grade and consistently found higher academic performance in the full-day kindergarten group throughout the full length of the study.

How this Bill Works. Schools receive general purpose funding through the LCFF. One component of the LCFF is a base grant for different grade spans. The base grant for the K-3 grade span includes a 10.4% add-on for schools that meet specified class size criteria. This bill requires a school district or a charter school that offers a kindergarten program to offer at least one full-day class as a condition of receiving the 10.4% add-on.

Unduplicated Pupils. A portion of LCFF funding is provided on the basis of pupils who are low income, English learners, or in foster care. A pupil who is in more than one of these categories is only counted once for funding purposes. That is, they are “unduplicated.”

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