

# Annual Enrollment

## Information and Fact Sheet

The [Annual Enrollment Report](#) contains information on student demographics, program participation groups and other key pieces of data related to students in Transitional Kindergarten (TK) through grade twelve. The data is based on Census Day information (the first Wednesday in October when enrollment counts are taken) and is available on DataQuest through the 2024–25 academic year.

## RACE

Statewide, all ethnicities except **Asian** and **Two or More Races** experienced a decline in enrollment since the 2023–24 school year with **White** having the most dramatic drop.

### Increased Enrollment:

- Asian: 586,566 (+1.8%)
- Two or More: 276,901 (+2.7%)
- Not Reported: 67,679 (+1.8%)

### Decreased Enrollment:

- African American: 281,645 (-2.0%)
- American Indian: 24,822 (-2.4%)
- Filipino: 127,978 (-1.6%)
- Hispanic: 3,257,893 (-0.5%)
- Pacific Islander: 23,214 (-2.3%)
- White: 1,159,523 (-2.0%)

Total Students  
**5,806,221**



**Down 31,469  
students or  
-0.5% difference  
in enrollment  
since 2023–24**

## PROGRAM

Statewide, most program participation groups experienced increases in enrollment since the prior 2023–24 school year with **Socioeconomically Disadvantaged** having the most dramatic increase.

### Increased Enrollment:

- Homeless Youth: 230,443 (+9.3%)
- Migrant: 47,225 (+4.2%)
- Socioeconomically Disadvantaged: 3,691,561 (+0.9%)
- Students with Disabilities: 827,105 (+3.4%)

### Decreased Enrollment:

- English Learner: 1,009,066 (-6.1%)
- Foster Youth: 27,466 (-7.9%)

## ETHNICITY

## GROUP



### Transitional Kindergarten

Enrollment in TK increased 17.2 percent from 151,491 in 2023–24 to 177,570 in 2024–25 marking the continued successful expansion of the TK program. All race/ethnicity groups experienced an increase in TK enrollment since 2023–24, with the Hispanic or Latino student group having the largest numerical increase. A notable data point, when compared to 2023–24, is the difference in the number of English learner students in TK. This is attributed to the implementation of Assembly Bill 2268, which states that local educational agencies are no longer able to test TK students in the English Language Proficiency Assessments for California beginning with the 2024–25 academic year.

For more information, please visit the California Department of Education (CDE) [DataQuest](#) and [DataQuest Highlights](#) web pages. Contact the Analysis, Measurement, and Accountability Reporting Division by email at [dro@cde.ca.gov](mailto:dro@cde.ca.gov).