



SAMPLE LANGUAGE

Local Control Accountability Plan Early Childhood Education Sample Local Control Accountability Plan Language

How To Use This Resource

California's new school funding law (the Local Control Funding Formula or LCFF) provides an opportunity for Early Childhood Education (ECE) advocates, both within districts and in the community, to work with their districts to make ECE a core part of their efforts to close the achievement gap and ensure students are ready for college and career.

This document provides guidelines for how ECE can be included in your district's funding plan (the Local Control Accountability Plan or LCAP) by highlighting examples of language and investments used by other districts in their 2014-15 LCAPs.

The sample language presented here was selected from a review of over 200 district LCAPs from across the state. This review demonstrates that the districts can include ECE in their LCAPs in a variety of ways, and at varying investment levels.

The examples presented here are meant to serve simply as a reference to inform the development of language and investments suited to your district and its work in support of ECE.

These are by no means the only useful examples, but simply a selection of those that were most concrete in terms of language and investments used. Because districts filled out their 2014-15 LCAPs differently, the examples are listed here without reference to the source district.

This resource is organized to present the examples in relation to the LCFF Priority Areas. A snapshot of the priorities is can be found on page 3 to help you connect your own efforts to these priorities within your district's LCAP.

If you have any questions about this resource, please contact Eduardo Aguilar at eaguilar@childrennow.org.

LCFF Priorities

The Local Control Funding Formula (LCFF) identifies eight Priority Areas that districts must address within their Local Control Accountability Plan (LCAP). These Priorities have been grouped into three categories in the state statute: (1) Conditions for Learning, (2) Pupil Outcomes, and (3) Engagement. The sample language on the following pages is presented in relation to either the category or the specific priority that it addresses.

Conditions for Learning

1. **Basic:** Access to quality teachers, instruction, materials & facilities
2. **Standards:** Adherence to state approved standards
3. **Course Access:** Availability of courses to promote a broad course of study

Pupil Outcomes

4. **Achievement:** High performance on standardized tests and evidence of college and career readiness
5. **Local Outcomes:** Allows for districts to identify more locally targeted outcomes

Engagement

6. **Parent Involvement:** Engage parents in decision making and increase participation in programs
7. **Pupil Engagement:** As measured by attendance, chronic absenteeism, graduation, and dropout rates
8. **School Climate:** As measured by suspension/expulsion rates, and sense of safety and school connectedness

<h2>Goals</h2> <p>The examples below are taken from LCAPs submitted in July 2014. These entries were listed in the “Goals” section of the LCAP.</p>	Conditions of Learning	Student Outcomes	Engagement
<p>Each school, including Early Childhood Education (preschool), will establish a school focus, including but not limited to the following: Project Based Learning for Early Childhood Education, Visual and Performing Arts (VAPA) ...; Science, Technology, Engineering and Math (STEM)...; Science, Technology, Engineering, Arts, and Math (STEAM) ...; and Dual Language Immersion, to compliment their instructional programs. Our proposed Charter School, opening in 2016-17, will focus on Health Careers.</p> <p>Specialized programs (STEM, AVID, VAPA, LAVA) – [the] District will provide varying specialized program options at Early Childhood Education (preschool) and all elementary and middle schools which provide high quality educational experiences that promote increased student achievement and offer students an opportunity to explore different college and career pathways.</p>	✓	✓	
<p>Implement a Pre-K -12 college-going culture.</p>	✓	✓	
<p>Prepare students, preschool through twelfth grade for college and career through a coherent instructional program</p>	✓	✓	
<p>With increased funding, we look forward to developing comprehensive early learning programs, effective multi-tiered support systems, and replicating strategies used by our highest performing schools and programs.</p>	✓	✓	
<p>By 2016-17, 90% of incoming Kindergarten students will have attended a high quality and developmentally appropriate pre-school (for 3-4 year-olds), this includes students with disabilities. This goal is pending successful acquisition of the Big Lift grant.</p>		✓	
<p>Increase opportunities for developing learning skills at an early age</p>		✓	
<p>Student academic achievement will be improved by increasing the number of students who have at least one year of preschool prior to entering Kindergarten. We will measure success towards this goal by having all current CDC classrooms (12)</p>		✓	

<h2 style="margin: 0;">Progress Indicators</h2> <p style="margin: 0;">The examples below are taken from LCAPs submitted in July 2014. These entries were listed in the “Progress Indicators” section of the LCAP.</p>	Conditions of Learning	Student Outcomes	Engagement
<ul style="list-style-type: none"> • Need: Increase the percentage of students demonstrating early reading readiness. • Metric: % of students proficient /advanced by 1st grade as measured by Early Literacy Survey administered at the end of 1st grade. • 2012-13: 93%; 2013-14 Baseline: To be finalized 	✓	✓	
<ul style="list-style-type: none"> • Early Literacy: Increase by 5% the number of students meeting standards based on HUSD K--2 Literacy Assessments • Increase 5% of students demonstrating age appropriate social/emotional ratings on kindergarten readiness assessment 	✓	✓	
<ul style="list-style-type: none"> • Preschool/Primary Grades Two schools will provide a language development preschool and primary grades program to increase students' language acquisition. 	✓		
<ul style="list-style-type: none"> • Identify metrics for early learning and establish baselines 			
<ul style="list-style-type: none"> • Student academic achievement will be improved by increasing the number of students who have at least one year of preschool prior to entering Kindergarten. We will measure success towards this goal by having all current CDC classrooms (12) filled to capacity and by providing TK programming to three classes of students. 	✓		
<ul style="list-style-type: none"> • % of Preschool students ready for Kindergarten 	✓	✓	

Actions & Expenditures

The examples below are taken from LCAPs submitted in July 2014. These entries were listed in the “Actions, Services & Expenditures” section of the LCAP.

- 1. Basic Services
- 2. Standards
- 7. Course Access
- 4. Pupil Achievement
- 8. Local Outcomes
- 3. Parental Involvement
- 5. Pupil Engagement
- 6. School Climate

Action	Allocation	Description of Allocation	LCFF Priority									
General												
Early Childhood Education - School Readiness Language Development Program - CAL-Safe	\$76.2M	\$76.2 million		✓	✓							
Pre-School/Child care program: Provide supplemental support services to the pre-school/child care program to ensure that students are ready for school.	\$210,000	Personnel and associated program costs (Previous cost identified as \$300,000 funded through the (LCFF: Base). The new cost of \$210,000 has shifted to (LCFF: Supplemental/Concentration))		✓	✓	✓						
Alignment												
Develop and implement a robust early learning program to build a strong brain--based foundation and deep content knowledge via TK instructional aide support, training, collaboration and standards-- aligned and supplemental materials. Provide opportunities and support for articulation for early learning among preschool, TK and K teachers. Provide training, support and release time for teachers to meet collaboratively in professional learning communities in order to analyze data, review student work and identify interventions	\$120,000	Provide instructional materials, curriculum and part--time paraprofessionals for 10 TK classrooms (0.09% or \$120,000= Sup/Conc Grant) Ongoing training,support and articulation for early learning CC professional development for teachers (0.55% or \$715,975=Sup/Conc Grant)	✓	✓	✓							
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Implement a formal connection between our pre-school program teachers and our TK/K teachers to ensure vertical alignment and support the readiness of our TK/K students.	\$4,670	[Kinder Readiness Assessment] Administration: \$4,070 Funding Source: General Fund Preschool Observations: \$600 Funding Source: General Fund		✓	✓	✓			✓	✓		

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Action	Allocation	Description of Allocation	LCFF Priority							
Access										
<p>Early Childhood Education Provide additional funding to improve program quality for early childhood education. Provide continuous training Maintain contracts with expanded learning providers. Provide a high quality early childhood program to build a strong foundation for learning Continue participation in Race to the Top, Early Learning Challenge to improve.</p>	\$1,975,990	<p>Implement UPSTART using home-based educational technology to develop school readiness skills for preschool age students who are on the waiting list to enter our schools. (\$75,000 Sup/Con)</p> <p>Add FTE coach to support Title 22 and Title 5 program quality requirements. (\$85,000 Sup/Con)</p> <p>Early Childhood Education Certificated Staff Classified staff Equipment Materials/supplies Maintenance (\$1,815,990 Early Ed Preschool)</p>	✓	✓	✓	✓		✓	✓	
<p>Add preschools at all elementary school sites. This will be dependent on receipt and approval of funding from private grant.</p> <p>Align preschool to TK curriculum and train staff to ensure that students enter Kindergarten prepared to meet grade level standards. Note: This is dependent on [private grant].</p>	\$0*	<p>Create cost-analysis of adding preschools at all elementary schools and align preschool curriculum to Kindergarten readiness skills. Est.Cost: \$0 Funding Source(s):</p> <p>Align pre-school curriculum to TK curriculum, including use of the Integrated Services model. Est.Cost: \$0 Funding Source(s):</p>	✓	✓	✓					✓
<p>For low income pupils: Provide pre-school facilities and program beyond what is required by the State Grant.</p>	\$116,127	<p>General Fund encroachment \$116,127</p>	✓		✓					
<p>Restore the 3.75 hr/day classified Kindergarten paraprofessionals in each TK/K classroom at all three elementary school sites and expand the AM and PM TK/K programs by 15 minutes each.</p>	\$121,000	<p>Restore 10 classified TK/K paraprofessional 3.75 hr/day postions (2000-2999: Classified Personnel Salaries; Source: Other; \$121,000)</p>	✓		✓	✓				✓

* An ECE specific investment was not available

Actions & Expenditures

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Literacy												
Implement a strong early literacy program to ensure foundational skills are taught and students in early grades become proficient readers.	\$20,000	Establish early literacy task force to: Identify universal literacy assessment to identify skill gaps as part of the district’s multi-tiered academic intervention system. Define literacy program for Transitional Kindergarten and Kindergarten. Design and implement assessment process for Transitional Kindergarten and Kindergarten. Support the design of the Transitional Kindergarten-2 literacy program LCFF Base: \$20,000		✓		✓				✓		
Summer												
Implement Summer Kinder readiness programs	\$61,548	Actions/Services: Implement summer kindergarten readiness camps to increase school readiness. Conduct kinder readiness assessment for all students participating in the program. Amount: \$61,548 Funding Source: First 5 grant	✓	✓	✓	✓				✓		
Preschool Involvement Project (PIP)	\$25,000	Provide Parent Education and Home Visits to Preschool Families (Private Donation)	✓	✓	✓	✓	✓	✓	✓	✓		
Kick Off to Kindergarten Summer Program		Provide summer opportunity for students without prior Pre-school experience. \$10,000 Sup. LCAP Funds										
Family Life Curriculum Adoption		Articulate and provide curriculum and professional development for comprehensive Transitional Kindergarten-8 PE/health program. \$15,000 Lottery Funds										

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Action	Allocation	Description of Allocation	LCFF Priority							
Parent Engagement										
<p>Parent University: Provide support for parents through the delivery of parent learning modules in the following areas: · Early learning (New) · Elementary school · Middle school · High school · Special Education (New) · English Learners (New) · Adult education support of civic and immigrant learning efforts</p> <p>Early Childhood Investments: Parent and Child Education Centers (PACE); Child Development Centers; Pre-Kindergarten; Expanded Preschool (58 schools in 2013-14); Administered [Kindergarten Readiness Assessment] to all incoming kindergartners to determine Kindergarten readiness</p> <p>Expanded Kindergarten to the contractual instructional time Expanded Transitional Kindergarten (including both teachers and aides)</p>	\$10,600,000	<p>Parent University: \$1.1 Million (Title I)</p> <p>Early Childhood Investments: \$7.7 mil</p> <p>Expanded Kindergarten to the contractual instructional time \$1.8 mil</p>	✓	✓	✓	✓	✓	✓	✓	✓
<p>Communicate to parents the importance of regular attendance and arriving on time</p>	\$0*	<p>Outreach consultants will offer training at ELAC and Head Start Policy Committee Meetings to emphasize importance of daily attendance and being to school on time. Fund Outreach Consultant. Provide transportation services Offer Saturday school to make up missed days LCFF/\$1,865,651</p>				✓	✓	✓	✓	

* An ECE specific investment was not available

About Children Now

Children Now is the first and only research, policy development, and advocacy organization providing umbrella representation for children's issues in California. We do this work without any vested interest other than the best possible outcomes for kids.

Our staff of top children's experts covers the full range of education, health, and child welfare policy issues that are fundamental to giving all children the chance to reach their potential. Our issue areas include early childhood, TK-12 education, expanded learning, health coverage and access to care, child welfare services, obesity and media policy related to children's education and health, among others.