

Local LCAP Opportunities

Reviewing 2016-2019 LCAPs within the CAT regions identified six areas where opportunities exist to partner with districts in helping reach their goals. These are common themes within all the LCAPs. Below are simple ways CAT partners could approach the district to showcase opportunities that can help their youngest students. The examples below are a starting point for conversation and ideas are welcomed.

LCAPs reviewed: Alisal, Greenfield, Gonzales, MPUSD, North Monterey, Pajaro, and Salinas City

Truancy

- Showcase ways local programs illustrate the need for regular school attendance.
- Work with districts to understand their particular needs around truancy and identify ways local programs can help.
- Add information about the importance of school attendance to existing parenting classes, home visiting and parent outreach.

Professional Development

- Provide examples of best practices for TK-K that focuses on developmentally appropriate instruction and social emotional development.
- Ensure school administrators have information about and are encouraged to attend/send staff to professional development opportunities that focus on early learning.
 - Principals, Vice Principals, and TK/K teachers added to mailing lists
 - Advance notice so teachers can plan for subs.
- Recognize and thank districts for including preschool teachers/staff in their professional development efforts.

Class Size

- Recognize districts that are making efforts in LCAP to reduce class size in lower grades.
- Provide districts with best practice information about class size in preschool, TK and Kindergarten.

Technology in the Classroom

- Share best practice information around technology in the classroom for preschool and TK.
- Local examples of how technology enhances developmentally appropriate education.

School Climate

- Connect schools with local resources for families with young children that support the social emotional needs of young children (counseling, after school activities, etc.)
- Find ways to highlight the importance of social emotional development in preschool, TK and Kindergarten classrooms. Showcase what is working well in Monterey County.
- Participate in school events where community organizations are invited to attend.
 - Connect schools with Wheelie Mobilee.

Parent Education/Engagement

- Provide districts with list of local resources that can connect families with young children to programs and services.
- Present to ELAC, DELAC, PTO, etc. about resources for families.
- Educate school parent liaisons about services available from CAT partners.
- Provide districts and schools with list of parenting classes that could be offered through CAT partners.
- Ask for Bright Beginnings partners to participate on LCAP planning committee.

Early Learning Highlights from LCAPs
 LCAP actions that include early learning, preschool and TK

District	Early Learning LCAP Actions
Alisal	<ul style="list-style-type: none"> • Support preschool teachers, training, materials. <ul style="list-style-type: none"> ○ Budget noted: \$472,020 State Preschool; \$224,773. Title I; \$512,913 Migrant; \$490,081 SpEd Preschool LCFF Base; \$249,241 LCFF • Create classroom space for intervention services at Frank Paul School (\$1,055,154) and for an Early Childhood Center with preschool classes (\$848,000) • Reduce ratio by one student to 25 students to 1 teacher in TK-3. • Raising a Reader Take Home Book Program for selected TK-K. • Note: Preschool/early learning was a topic of stakeholder meetings. <ul style="list-style-type: none"> ○ Recommendation included: Prioritize the highest need schools for preschools.
Gonzales	<ul style="list-style-type: none"> • Goal: Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success. Included the following actions related to early learning. <ul style="list-style-type: none"> ○ Identify early intervention activities for our age 3-5 year olds in the Gonzales State preschool and instructional coaching support for staff. ○ Create an articulated plan to initiate Universal TK for all 4 year olds for implementation beginning this year. • Continue to fund class-size reduction in all grades TK-3 to support student learning. • Other important points <ul style="list-style-type: none"> ○ Engagement efforts Included parents and staff from Gonzales State Preschool. ○ The LCAP noted that there were only two recommended services and actions suggested that could not be included in this planning cycle. Those items were building a new elementary school (which would take a bond) and purchasing additional classrooms at the elementary school sites to expand universal preschool. These two items will continue to be explored in the future.
Greenfield	<ul style="list-style-type: none"> • Explore preschool program expansion and classroom space in the new school building plans • Provide professional development for all classified personnel to support student achievement (to include Preschool) • Noted in changes to actions based upon 2015/16 school year: We plan to purchase more devices so that all students have access to technology beginning in TK.

District	Early Learning LCAP Actions
MPUSD	<ul style="list-style-type: none"> • Develop and implement a robust early learning program to build a strong brain-based foundation and deep content knowledge via preschool and transitional kindergarten training, collaboration and standards-aligned (Desired Results Developmental Profile- DRDPs) and supplemental materials. <ul style="list-style-type: none"> ○ Provide opportunities and support for articulation for early learning among preschool, transitional kindergarten, and kindergarten teachers ○ Provide training, support and release time for teachers to meet collaboratively in instructional Learning Teams in order to analyze data, review student work and identify intervention. (\$5,000) ○ By the end of transitional kindergarten or first quarter of kindergarten, students will be assessed using the DRDP K to measure English language development and social emotional readiness ratings. (Substitutes - \$6,000 based on 11 classrooms for 3 days) ○ Expansion of Early Childhood Education, including expansion of Transitional Kindergarten to all schools and expanding the eligibility window for students who turn 5 between December 3 and March 1 (students who do not qualify age by date for Transitional Kindergarten enrollment but will enter into Kindergarten in the 2017-18 school year will be able to enroll in Expanded Transitional Kindergarten) (Classroom teacher, supplies - \$70,000 for 17.5 kids represent 1 FTE) ○ \$81,000 Supplemental Concentration (Targeted Funding) • Funds for Early Learning Preschool Professional Expert (\$3,374) • Note: TK included in Professional Development (but not preschool staff)

District	Early Learning LCAP Actions
NMCUSD	<ul style="list-style-type: none"> • Parent Education classes/series/materials will be offered regarding services available for students and families, particularly those designed to support parents of English Learners, Special Education/504 students, Homeless/Foster Youth students, and preschoolers. • Provide for lower class sizes in TK-3 grade to ensure students have more individualized attention to learning and developing foundational literacy skills. Noted a 24:1 ratio for Tk.
Pajaro	<ul style="list-style-type: none"> • Maintain student/teacher ratio to 24 to 1 in Kinder through 3rd grades • While not specifically early learning, this was one LCAP that noted site specific school funds: <ul style="list-style-type: none"> ○ Provide site-based allocations of funding for use by schools to meet the unique learning needs of their unduplicated students. Expenditures to be reflected in individual school plans must specifically address unduplicated student groups. Common expenditures include: additional support, professional development, and instructional technology.
Salinas City	<ul style="list-style-type: none"> • Student to teacher ratio in grades TK-3 classrooms to be reduced to 24:1. • Programs and Intervention: TK-3 Early Literacy Support - English Language Arts and Spanish Language Arts Math and Language Arts Interventions • Develop an annual Professional Learning Plan that addresses TK-6 CCSS, ELD and NGSS professional development/learning opportunities to provide students access to standards aligned instructional materials and strategies. • Support Early Childhood and Transitional Kindergarten Program Manager • Summer bridge program and event to increase awareness of early learning resources to support transition to kindergarten • Using PlayWorks Districtwide